



**AGENDA**

Austin Peay State University

416 College Street

Clarksville, TN 37040

May 19, 2017

9:00 am

Call to Order

Roll Call/Declaration of Quorum

Adoption of Agenda

Approval of Minutes

Campus Spotlight

Action Items

- A. Review of Amendments to Bylaws
- B. Approval of Executive Committee and Ratification of Committee Charters
- C. Review and Approval of Policies and Rules
  - i. Policy Administration Policy
  - ii. Student Conduct and Disciplinary Sanctions Rule
  - iii. Traffic and Parking Regulations Rule
- D. Business and Finance Committee Report
  - i. Approval of Committee Meeting Minutes
  - ii. Review and Approval of Tuition Increase
  - iii. Review and Approval of Fees
  - iv. Review and Approval of the 2017-2018 Operating Budget
  - v. Overview of Master Planning Process
- E. Academic Policies and Programs/Student Life Committee Report
  - i. Approval of Committee Meeting Minutes
  - ii. Review and Approval of Tenure Policy
  - iii. Review and Approval of Tenure and Promotion Appointments

- iv. Review and Approval of Tenure Upon Appointment– Dr. Prentice Chandler, Dean of College of Education
- v. Review and Approval of New Graduate Certificate in Professional Education Research
- vi. Review and Approval of New Graduate Certificate in Data Science
- F. Audit Committee Report
  - i. Approval of Committee Meeting Minutes
- G. Naming Rights- Club Level at Fortera Stadium
- H. Consideration of Contract for President Emeritus

#### Information Items

- A. President's Report
- B. President's Interim Items
- C. Organizational Chart
- D. Review of Amended Compensation Plan
- E. Master Calendar of Board Items

Adjourn



Inaugural Board Meeting			
3.30.2017		1:37 pm	416 College Street, Clarksville, TN 37044
Meeting Type	Inaugural Board Meeting		
Note taker	Dannelle Whiteside and Penny Howard		
Attendees	Mr. Billy Atkins	Yes	
	Ms. Katherine Cannata	Yes	
	Mr. Larry Carroll	Yes	
	Mr. Don Jenkins	Yes	
	Gen. Gary Luck	Yes	
	Dr. Valencia May	Yes	
	Brig. Gen. Robin Mealer	Yes	
	Mr. Mike O'Malley	Yes	
	Dr. Nell Rayburn	Yes	
	Crystal Wallenius	Yes	
<p>The meeting was called to order by President Alisa White, upon the authority granted to her by Governor Haslam, who welcomed those in attendance and remarked on how historic this day was. She also recognized Governor Bill Haslam, Speaker Pro Tem Curtis Johnson, Representative Joe Pitts, Representative Jay Reedy and Senator Mark Green. Additionally, President White recognized Mike Krause, executive director of THEC and Carol Cartwright with the Association for Governing boards for their work in training our new board members.</p> <p>Governor Haslam provided remarks related to the unique opportunities that Austin Peay has related to the FOCUS Act and his belief that APSU is poised to continue its success under the new governance structure. Gov. Haslam thanked the Trustees for serving this University, region and the state. He reminded the Trustees that they are still part of the state higher education system, with THEC's oversight and that Mike Krause, THEC's Executive Director will be working closely with Austin Peay to help advance statewide priorities. He concluded by thanking Dr. White and noting that her support was helpful in the passage of the FOCUS Act.</p> <p>President White then shared brief details regarding APSU's efficiency, resources, and enrollment to provide context to the Trustees about their work ahead.</p>			
Adoption of Agenda			

President White, acting as temporary chair until one was appointed, moved for the adoption of the agenda. The motion was seconded by Trustee Luck.		
Conclusions		
A voice vote was taken to adopt the agenda and was passed unanimously with 9 trustees voting yes.		
Review and Adoption of Bylaws		
Discussion		
A motion was made by Trustee Jenkins to handle the Bylaws in their entirety as opposed to article by article. The motion was seconded by Trustee Atkins.		
Conclusions		
A vote was taken to handle the Bylaws in their entirety as opposed to article by article and was passed unanimously with 9 trustees voting yes.		
Discussion		
A motion was made by Trustee Mealer to adopt the Bylaws as written. The motion was seconded by Trustee Carroll.		
Conclusions		
A vote was taken to adopt the Bylaws as written and was passed unanimously with 9 trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
Election of Officers		
Discussion		
President White opened the floor for nominations for Board Chair. Trustee Luck made a motion to elect Trustee O'Malley as Board Chair. The motion was seconded by Trustee Jenkins.		
Conclusion		
A vote was taken to select Trustee O'Malley as Board Chair and passed with 8 Trustees voting yes. Trustee O'Malley abstained.		

Discussion		
Trustee O'Malley took his place at the head of the table and opened the floor for nominations for Vice Chair. Trustee Atkins nominated Trustee Cannata. Trustee May seconded the motion.		
Conclusions		
A vote was taken to select Trustee Cannata as Vice Chair and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
Ratification of President		
Discussion		
Trustee O'Malley moved to ratify Dr. Alisa White as President. Trustee Gary Luck seconded the motion.		
Conclusions		
A vote was taken to ratify Dr. Alisa White as President and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
Appointment of Board Secretary		
Discussion		
Trustee O'Malley recognized President White who discussed Secretary appointment and stated that per Bylaws the Secretary is appointed by the President. She appointed Mrs. Dannelle Whiteside to serve as General Counsel in this capacity.		
Conclusions		
There was no vote on this appointment.		
Follow-Up Items	Person	Deadline
N/A		
Selection of Student Trustee		

Discussion		
<p>Trustee O'Malley recognized President White to discuss the selection process and candidates for Student Trustee.</p> <p>Trustee May made a motion to select Crystal Wallenius. The motion was seconded by Trustee Rayburn.</p>		
Conclusions		
<p>A vote was taken to select Crystal Wallenius as Student Trustee and passed unanimously with 9 Trustees voting yes.</p> <p>Mrs. Carol Clark brought Trustee Wallenius in and she took her place at the table.</p>		
Follow-Up Items	Person	Deadline
N/A		
Approval of Committee Structure		
Discussion		
<p>Trustee O'Malley informed the Trustees that President White had discussed the following committees with them earlier with the exception of Trustee Wallenius and she recommends the Board have the following committees: Audit, Business/Finance, Academic Programs and Policies/Student Life. Trustee Carroll made the motion to create these committees. The motion was seconded by Trustee May.</p> <p>Trustee O'Malley stated he would like to appoint Trustee Atkins, Trustee Rayburn and Trustee Cannata to the audit committee. Trustee Cannata would chair this committee. He then asked the Trustees if they would serve in this capacity. All replied yes.</p> <p>Trustee O'Malley stated he would like to appoint Trustee Jenkins, Trustee Carroll, Trustee Cannata, Trustee Atkins and Trustee Luck to the Business and Finance Committee. Trustee Atkins would chair this committee. He then asked the Trustees if they would serve in this capacity. All replied yes.</p> <p>Trustee O'Malley stated he would like to appoint Trustee Mealer, Trustee May, Trustee Rayburn, Trustee Jenkins, Trustee Luck and Trustee Wallenius to the Academic Programs and Policies/Student Life Committee. Trustee Jenkins would chair this committee. He then asked the Trustees if they would serve in this capacity. All replied yes.</p>		

Conclusions		
A vote was taken to create the Audit, Business and Finance and Academic Programs and Policies/Student Life committees and passed unanimously with 9 trustee votes. Appointments to those committees were made by the chair.		
Discussion		
Trustee O'Malley moved to ratify the charter of the audit committee. The motion was seconded by Trustee Cannata.		
Conclusions		
A vote was taken to ratify the charter of the audit committee and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
Confirmation of the Director of Internal Audit		
Discussion		
Trustee O'Malley moved to confirm Mr. Blayne Clements as the Director of Internal Audit. The motion was seconded by Trustee Jenkins.		
Conclusions		
A vote was taken to confirm Mr. Blayne Clements as the Director of Internal Audit and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
Review and Approval of Code of Ethics & Conflict of Interest Policy		
Discussion		
Mrs. Dannelle Whiteside discussed Conflict of Interest Policy and Code of Ethics with the Board.		
Trustee O'Malley moved that the Board adopt the Conflict of Interest Policy and Code of Ethics as written. The motion was seconded by Trustee Mealer.		
Conclusions		

A vote was taken to adopt the Conflict of Interest Policy and Code of Ethics as written and passed unanimously with 9 Trustees voting yes.

Follow-Up Items	Person	Deadline
N/A		

### Review and Approval of Policies

Discussion	
<p>Trustee O'Malley recognized President White who discussed policy approval and the process undergone as a result of the FOCUS ACT. She informed the Board about the FOCUS Transition Task Force chaired by Mrs. Carol Clark that was charged with working with university stakeholders to identify which of APSU's existing policies were required by the TBR only, the federal or state statute or regulation, or required by our accreditor, SACSCOC. All of the required policies were changed to reflect our changing governance structure. The FOCUS ACT stipulates that TBR policies are in effect until they are rescinded and replaced by the Board of Trustees. As the Board approves policies or delegates authority to the President to approve, the Board, will in effect, be rescinding TBR Policy. President White specified that by approving the Policy Administration Policy, the Board would be approving policies in the areas of Governance and Operations and delegating all other policies to her for final approval.</p> <p>Trustee O'Malley moved that the Governance Operations Policies and Policy Administration Policy be adopted as written. The motion was seconded by Trustee Luck and Trustee Cannata.</p>	

Conclusions	
<p>A vote was taken to adopt the Policies as written and passed unanimously with 9 Trustees voting yes.</p>	

Follow-Up Items	Person	Deadline
N/A		

### Review and Approval of Housing Rates

Discussion	
<p>Mr. Mitch Robinson, Vice President for Finance and Administration presented information regarding housing rates for the 2017-2018 academic year. He stated that housing had reviewed and concurred with the recommendation to increase the housing rates for 2017-2018 by 3%.</p>	



Trustee O'Malley moved that housing rates be increased 3% for the 2017-2018 academic year. The motion was seconded by Trustee Cannata.		
Conclusions		
A vote was taken to increase housing rates for 2017-2018 by 3% and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
N/A		
R/A Academic Programs		
Discussion		
<p>Trustee O'Malley recognized Dr. Rex Gandy, Provost and Vice President for Academic Affairs to present information regarding a new degree program in Engineering Physics.</p> <p>Dr. Gandy presented information regarding a possible doctoral degree in education, Educational Leadership (EDD). He was not asking for approval at this time, but giving a preview of what is to come.</p> <p>Dr. Gandy presented information regarding the proposed Engineering Physics Program. If approved, this degree would be implemented in the Fall of 2017.</p> <p>Trustee O'Malley moved that the board approve a new degree program in Engineering Physics. The motion was seconded by Trustee Rayburn and Trustee Mealer.</p>		
Conclusions		
A vote was taken to approve a new degree program in Engineering Physics and passed unanimously with 9 Trustees voting yes.		
Follow-Up	Person	Deadline
N/A		
Approval of Meeting Calendar for 2017		
Discussion		
<p>Trustee O'Malley presented the proposed meeting dates for 2017: May 18/19, September 14/15, November 30/Dec 1. The afternoon of the first day will be committee meetings. The morning of the second day will be the Board meeting.</p>		

Trustee Carrol made the motion to accept the proposed meeting dates for the 2017 Meeting Calendar. The motion was seconded by Trustee Cannata.		
Conclusions		
A vote was taken to approve May 18/19, September 14/15, and November 30/Dec 1 as the meeting dates for 2017 and passed unanimously with 9 Trustees voting yes.		
Follow-Up Items	Person	Deadline
Update on the University's Accreditation Governance Change Process- Information Item Only		
Discussion		
<p>Dr. Lynn Crosby, Assistant Provost and Assistant Vice President for Academic Affairs presented information regarding the University's accreditation substantive change process with the Southern Association of Colleges and Schools Commission on Colleges.</p> <p>Dr. Crosby stated that President White submitted a change to them on August 31, 2017 and we have been asked to submit more material.</p> <p>Austin Peay will have an onsite visit October 2-5, 2017 to see if the university is still in compliance. President White and other officials will receive a report of their findings.</p>		
Follow-Up Items	Person	Deadline
N/A		
Miscellaneous		
Discussion		
<p>Trustee O'Malley thanked the administration and staff for preparing for the meeting. He thanked Governor Haslam for coming. He thanked the legislators for coming and thanked the audience.</p> <p>Trustee O'Malley moved to adjourn the meeting. Trustee Jenkins seconded the motion. The meeting adjourned at 2:23 p.m.</p>		



**Agenda Item: A.**

**Date:** May 19, 2017

**Subject:** Review of Amendment to the Bylaws

**Action Recommended:** Adoption by Roll Call Vote

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**Background Information:**

Public Chapter 869 (2016), also known as the Focus on College and University Success (FOCUS) Act, established that the management and governance of Austin Peay State University be vested in the University's Board of Trustees. The authority, purpose, duties, and responsibilities of the Board and Trustees are delineated in TCA § 49-8-101. The Board adopted bylaws and rules for the organization and conduct of its business at its March 30, 2017 meeting.

The Office of Legal Affairs recommends amending the bylaws to further define the Board's manner of acting to include an allowance for a roll call vote and consent agenda. The amendment also includes greater specificity in the structure of the Board committees.

**Proposed Implementation Date:** May 19, 2017

**Item Details:** See attachment.

# **Bylaws**

## **Board of Trustees of Austin Peay State University**

### **Article I. Governance**

The Board of Trustees is vested by the laws of the State of Tennessee with control of the governance and management of Austin Peay State University, subject to certain powers and duties maintained by the Tennessee Higher Education Commission.

### **Article II. Purpose of Bylaws**

The Board adopts these Bylaws in order to establish rules for the organization and conduct of its business, as required by Tennessee Code Annotated § 49-8-201. The Bylaws are intended to establish its governance structure and to define the duties, authority limits and operating procedures for the Board and its Trustees. As the University's governing authority, the Board's Bylaws and Policies shall take precedence over any other administrative policies, guidelines, and procedures of the University. Although the Board is empowered to govern and set policy for the University, the Board's focus is one of oversight and direction. The Board entrusts responsibility for the execution of Board policy and the administration of the University to the President and responsibility for the conduct of teaching and research to the University faculty through the President.

### **Article III. Board of Trustees**

#### **Section 1. Powers and Duties**

The Board has been conferred by the laws of the State of Tennessee with the necessary powers and duty to accomplish the following:

- A. Determine the mission of the University and ensure that the mission is kept current and aligned with the goals of Tennessee's master plan for public higher education;
- B. Select and employ the chief executive officer of the University and to confirm the appointment of administrative personnel, teachers, and other employees of the University and their salaries and terms of office;
- C. Prescribe curricula and requirements for diplomas and degrees in cooperation with other state university boards in the interest of maintaining alignment across state higher education;
- D. Approve the operating budgets and set the fiscal policies for the University and its programs;
- E. Establish policies and regulations regarding the campus life of the University, including, but not limited to, the conduct of students, student housing, parking, and safety;
- F. Grant tenure to eligible members of the faculty upon the recommendation of the President;

- G. Assume general responsibility for the operation of the University, delegating to the President such powers and duties as are necessary and appropriate for the efficient administration of the University and its programs;
- H. Receive donations of money, securities, and property from any source on behalf of the University, which gifts shall be used in accordance with the conditions set by the donor;
- I. Purchase land subject to the terms and conditions of state regulations, condemn land, erect buildings, and equip buildings for the University subject to the requirements of the State Building Commission and the terms and conditions of legislative appropriations;
- J. Provide insight and guidance to the University's strategic direction and charge the President with leading the strategic planning process;
- K. Ensure the University's fiscal integrity; oversee the University's financial resources and other assets; review and approve annual University budgets; and preserve and protect the University's assets for posterity;
- L. Ensure and protect, within the context of faculty shared governance, the educational quality of the University and its academic programs; and preserve and protect the University's autonomy, academic freedom, and the public purposes of higher education;
- M. Refrain from directing the day-to-day management and administration of the University, which is the responsibility of the President of the University; and from directing or interfering with any employee, officer, or agent under the direct or indirect supervision of the President;
- N. Act as a body with no individual member speaking for the Board unless specifically authorized to do so by the Board; and
- O. Exercise such other powers, not otherwise prescribed by law, that are necessary to carry out its statutory duties.

## **Section 2. Delegation**

The Board may delegate and provide for the further delegation of any and all powers and duties, subject to limitations expressly set forth in law.

## **Section 3. Communications**

The Board's authority is vested in the Board collectively and not in any individual member. Individual members do not speak on behalf of the Board or APSU unless authorized to do so by the Board or the Board Chair. The Chair is delegated authority to speak on behalf of the Board, unless otherwise determined by the Board.

## **Section 4. Membership**

The Board shall consist of ten (10) members, nine (9) of which shall be voting members and one (1) member shall be a nonvoting student member. Six (6) voting members shall be residents of Tennessee. Eight (8) Board members shall be appointed by the Governor, three (3) of whom shall be graduates of the University. One (1) voting Board member shall be a faculty member of the University selected in a manner determined by the Faculty Senate. The nonvoting student member shall be appointed by the Board.

## **Section 5. Expectations of Individual Board Members**

- A. Board members have a fiduciary obligation to the University, and must at all times act in accordance with the fiduciary duties of due care, loyalty, and good faith.
- B. Board members are expected to vote and speak according to their individual convictions, but be willing to support the majority decision of the Board and to work with fellow Board members in a spirit of cooperation.
- C. Board members are expected to review agendas and supporting materials prior to Board and committee meetings.
- D. Board members are expected to attend and actively participate in Board meetings and to serve on Board committees.
- E. Board members should be informed about the University's mission, policies, and programs.
- F. Board members should be free of any contractual, employment, or personal or familial financial interest in APSU, except as provided for by law.
- G. Board members should be free from undue influence from political, religious, or other external bodies and should protect APSU from such influence.
- H. Board members are expected to represent the interests of the entire university rather than any single constituent part.

## **Section 6. Terms**

- A. The initial terms of Board members appointed by the Governor shall be three (3), four (4), and six (6) years. Three (3) members shall serve a (3) three-year term; three (3) members shall serve a four-year term; and two (2) members shall serve a six-year term. As the terms of the initial Board members expire, successor Board members shall be appointed for six-year terms.
- B. The faculty Board member shall serve a term of two (2) years.
- C. The nonvoting student Board member shall serve a term of one (1) year.

## **Section 7. Reappointment**

Board members appointed by the Governor shall be eligible to serve for two (2) consecutive terms. A member who serves two (2) consecutive terms on the Board may be reappointed after at least four (4) years have elapsed since the member's last date of service.

## **Section 8. Resignation**

Any Board member may resign at any time by submitting written notice to the Board Chair or Secretary. Such resignation shall take effect at the time specified therein or within 30 days of the date of receipt.

## **Section 9. Removal**

- A. Conflict of Interest. It is unlawful for any Board member to be financially interested in any contract or transaction affecting the interests of the University, or to procure, or be

a party in any way to procuring, the appointment of any relative to any position of financial trust or profit connected with the University. A Board member engaging in such conduct shall be subject to removal by the Governor or by the Board as provided for under its Code of Ethics.

- B. Code of Ethics. A Board member may be removed for a material violation of the Board's Code of Ethics by a two-thirds (2/3) vote of the Board membership. No vote may be taken to remove a Board member unless the accused Board member has been afforded a contested case hearing in accordance with the Uniform Administrative Procedures Act, Title 4, Chapter 5, and a finding has been made that the member violated the Board's Code of Ethics.

## **Section 10. Vacancies**

Board vacancies occurring by death, resignation, or removal of a Board member shall be filled for the remainder of the term. A Board member whose term has expired shall continue to serve until a successor is appointed.

When a vacancy is created in the membership of the Board, the Board Secretary shall notify the Governor in the case of a vacancy among the members appointed by the Governor; the Faculty Senate in the case of a Faculty member vacancy; or the Board Chair in the case of a student representative vacancy.

## **Section 11. Compensation: Reimbursement of Travel Expenses**

Board members receive no compensation for their services, but are entitled to reimbursement for travel expenses incurred in the performance of their official duties, in accordance with the comprehensive travel regulations promulgated by the Department of Finance and Administration and approved by the Attorney General and Reporter.

## **Article IV. Board Meetings**

### **Section 1. Tennessee Open Meetings Act**

A "Public Meeting" of the Board is the convening of the members of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with the Tennessee Open Meetings Act, T.C.A. § 8-44-101, *et seq.* Meetings of the Board shall be open to the public, except as authorized by a statutory or judicially recognized exception to the Act. A Public Meeting does not include any on-site inspection of any project or program or the convening of Trustees for any purpose for which a quorum is not required.

### **Section 2. Quorum**

Except as provided for in these Bylaws, or where the Board authorizes a committee to act, a quorum of the Board is required to make a decision or to deliberate toward a decision on any

matter. Five (5) voting members of the Board shall constitute a quorum for the transaction of business.

### **Section 3. Regular Meetings**

The Board shall have four (4) regular meetings each year, according to a schedule established yearly by resolution of the Board. At such meetings, any business related to the authority of the Board may be discussed and transacted.

Meetings of the Board shall be made available for viewing by the public over the internet by streaming video accessible from the University's web site. Archived videos of the Board meetings shall also be available to the public through the University's web site.

### **Section 4. Special Meetings**

Special meetings may be held at the written request of the Board Chair, the President or any number greater than three (3) voting Board members. The Board Chair or Secretary shall send notice of special meetings to each member of the Board, by regular mail, electronic mail, or other reasonable means, along with a statement of purpose of the meeting. Business transacted at all special meetings shall be confined to the business stated in notice.

### **Section 5. Notice**

- A. Public Notice. Notice to the public of all regular public meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and the principal subjects anticipated to be considered at the meeting. Notice of special meetings of the Board shall be given to the news media and to the general public at least twenty-four (24) hours prior to the hour of the meeting. Notice of emergency meetings of the Board shall be such as is appropriate under the circumstances.
- B. Notice to Board Members. The Secretary shall provide Board members at least five (5) days written notice of a regular meeting of the Board. Notice of special and emergency meetings of the Board must be given to each Board member at least twenty-four (24) hours prior to the hour of the meeting.

### **Section 6. Remote Participation**

The Board may permit any or all members to participate in a meeting by electronic or other means of communication by which all members participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Board member constitutes such Board member's presence in person at the meeting. All such meetings must comply with the requirements of the Tennessee Open Meetings Act, T.C.A. § 8-44-101, *et seq.*

### **Section 7. Manner of Acting**



- A. Except as otherwise provided in these Bylaws or by law, a majority of votes of those members present at any meeting at which a quorum is achieved shall constitute an action of the Board. Voting by proxy is not permitted.
- B. All votes of the Board shall be by public vote as defined by T.C.A. § 8-44-104(b), public ballot, or public roll call. No secret votes, secret ballots, or secret roll call are allowed.
- C. A roll call vote shall be required on all motions providing for any revision of the Bylaws, the adoption of a new Bylaw or the repeal of an existing Bylaw. On any other motion, a roll call vote shall be taken if required by law or deemed desirable in the judgment of the Chair. A Board member present may request a roll call vote before the announcement of a vote otherwise taken. If any member participates in the meeting electronically, a roll call vote shall be taken for each item.

D. Agenda.

1. An agenda for every meeting of the Board shall be prepared by the Secretary in consultation with the Chair and the President. The agenda shall list each matter to be considered at the meeting. When feasible, a copy of the agenda and copies of all reports and other material to be presented shall accompany the notice of the meeting, but when not feasible, a copy shall be provided to the Board members before the meeting date.

2. Consent Agenda

- i. The Chair, in consultation with the President or committee chair, as appropriate, may designate items to be presented to the Board on a consent calendar.
- ii. Any item unanimously approved by a committee may be designated by the Chair for unanimous consent at the full Board meeting.
- iii. Such items shall be separately identified on the Board agenda as a consent agenda and shall be voted on by a single motion.
- iv. In consultation with the Chair and the President, any member may request to remove an item from the consent agenda by notifying the Secretary prior to the meeting. The request must be approved by a majority of those present and voting.

- ~~4.3.~~ Matters not appearing on the agenda of a stated meeting may be considered only upon an affirmative vote of a majority of those present and voting.

**Article V. Board Officers**

### **Section 1. Officers of the Board**

The officers of the Board are a Chair and a Vice Chair. The Board may establish additional officers of the Board as it deems necessary. All officers of the Board must be voting Board members and serve at the pleasure of the Board. Officers have such powers and duties as set out in these Bylaws, and as may be prescribed by the Board or by law. Officers of the Board are not employees of the University by virtue of these Bylaws and are not, as such, agents of the University or authorized to bind the University.

### **Section 2. Chair**

The Chair shall preside at all Board meetings, have the right to vote on all questions, and otherwise serve as a spokesperson for the Board. The Board chair shall serve as an ex-officio voting member of all standing committees.

### **Section 3. Vice Chair**

In the absence of the Chair, the Vice Chair shall perform the duties of the Chair, including duties that may be assigned by the Board or Chair from time to time.

### **Section 4. Election and Terms**

The Chair and Vice Chair shall be elected by the Board. Each Board officer shall hold office for two (2) years, or until a successor has been duly appointed and qualified or until the officer's death, resignation, or removal. The Chair and Vice Chair may serve a maximum of two full consecutive terms.

### **Section 5. Resignation of Officers**

Any Board officer may resign at any time by submitting written notice to the Board Chair or secretary. Such resignation shall be in effect at the time specified in the notice or within 30 days of the date of its receipt.

### **Section 6. Removal of Officers**

Any Board officer may be removed from office by a two-thirds majority vote of the voting Board members at a meeting of the Board called expressly for that purpose.

### **Section 7. Vacancies**

Board officer vacancies may be filled through a special election at any meeting of the Board.

## **Article VI. University Officers**

### **Section 1. Officers.**

The officers of the University shall be the President and Secretary. The President may appoint such other officers and assistant officers as may be necessary or convenient to conduct its business. The officers shall have such powers and duties as set out in these Bylaws, and as may be prescribed by the Board and/or by law.

### **Section 2. President of the University.**

The President is the chief executive officer of the University and is responsible for the administration and management of the University and its affairs and such other duties as assigned by the Board. The President serves at the direction and pleasure of the Board, which determines the President's compensation and terms of employment, and conducts an annual review of the President's performance. The President shall, from time to time, report to the Board all matters within the President's knowledge affecting the University that should be brought to the attention of the Board. The President may be removed from office only by a two-thirds majority of voting members then in office, provided that notice is sent to all Board members in accordance with Article IV of these Bylaws.

### **Section 3. Secretary.**

The Secretary is appointed by the President. The Secretary serves as a liaison between the Board and the University administration and is responsible for supporting the Board and its committees, including the giving of required notices of meetings of the Board; preparation and distribution of agendas and minutes of meetings of the Board; keeping records of all official Board communication, including but not limited to Board meeting minutes and official and/or legal organizational documents, such as bylaws and resolutions. The Secretary shall perform such other duties as assigned by the Board.

## **Article IX. Board Committees**

Subject to the requirements of applicable law, the Board may appoint such committees as it considers appropriate or necessary from time to time and shall define the duties of such committees, committee quorum requirements, and the reporting requirements of such committees and its members. Any committee of the Board and the members of any such committee serve at the pleasure of the Board.

Each committee shall have at least three (3) voting members and a chair who shall serve a one-year term. The Board Chair shall serve as an ex officio member of all committees. Members of the committees and committee chairs shall be appointed by the Board Chair.

All committees shall meet at least quarterly during each calendar year, and may meet more frequently as deemed necessary. Meetings may be called by the Board Chair, the President of the University or the committee chair. All meetings of committees shall be open to the public except as authorized by a statutorily or judicially recognized exception to the Tennessee Open Meetings Act, T.C.A. §8-44-101, et. seq. Notice requirements shall be the same as for all regular

meetings of the Board of Trustees.

A majority of the voting members of each committee shall constitute a quorum for the transaction of business. In the absence of a quorum, those attending may adjourn the meeting until a quorum is present.

Minutes shall be made of all committee meetings and provided to the Board Chair, the President of the University and the Secretary to the Board. The minutes shall be maintained as the official record of such meetings.

#### **Article X. Conflicts of Interest**

It is unlawful for any Board member to be financially interested in any contract or transaction affecting the interests of the University, or to procure, or be a party in any way to procuring, the appointment of any relative to any position of financial trust or profit connected with the University. A Board member engaging in such conduct shall be subject to removal by the Governor or the Board as provided for in Article III of these Bylaws. Board members must comply with the restrictions contained in state law, these Bylaws, and the Board's Code of Ethics and its Conflict of Interest policy.

Board members shall disclose to the Board any actual, apparent, or possible conflict of interest at the earliest practical time. A Board member who has made such a disclosure shall abstain from voting on such matters. Subject to the Conflict of Interest Policy, the Board member may be invited by the Board to participate in the discussion. The Board meeting minutes shall reflect that a disclosure was made and note the Board member's abstention from voting. A Board member who is recused may be counted for purposes of determining the presence of a quorum at the meeting, but shall not be counted for the purpose of determining the presence of a quorum at the meeting but shall not be counted for purposes of determining the presence of a quorum for the requisite action.

#### **Article XI. Severability**

Any determination that any provision of these Bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these Bylaws.

- \* APSU anticipates the possible addition of a statement concerning the audit process as soon as further direction is received from the Tennessee Comptroller of the Treasury.



**Agenda Item: B**

**Date:** May 19, 2017

**Subject:** Approval of Executive Committee and Ratification of Committee Charters

**Action Recommended:** Approval by Roll Call Vote

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**Background Information:**

In order to conduct the business of the Board of Trustees in an effective and efficient manner, and in accordance with the bylaws, the Board has established committees as it considers appropriate or necessary. At the March 30, 2017 Board meeting, the Board voted to establish the following committees: Audit, Business and Finance, and Academic Policies and Programs/Student Life.

It is recommended that the Board approve the addition of an Executive Committee to ensure the integrity of the Board and enhance board performance.

The Audit Committee Charter was ratified at the March 30, 2017 Board meeting. It is further recommended that each remaining committee have a charter that clearly defines purpose, authority, and composition of such committees.

**Proposed Implementation Date:** Immediate.

**Item Details:** See attached.

## **Executive Committee Charter**

### **Purpose**

The Executive Committee ensures the integrity of the Board and enhances board performance. The Committee serves to ensure the University operates within available resources, and in compliance with applicable federal and state laws and University policies in a manner supportive of the University's strategic plan.

### **Authority and Responsibilities**

The Committee shall have responsibility to provide oversight in the following areas and recommend for approval the following actions to the Board:

1. Oversee presidential personnel matters, including the annual evaluation.
2. Exercise all powers and authority of the full Board on an as-needed basis between regular Board meetings for time-sensitive matters, subject to limitations imposed by the Board.
3. Periodically review the bylaws and recommend necessary amendments.
4. Develop and implement a process for evaluating the effectiveness of Board and committee meetings.
5. Take action on all items not clearly falling within the auspices of the other committees.

It is the expectation of the Board that the full Board will consider and make decisions regarding all significant matters before the Board. However, the Executive Committee is empowered to act for the full Board between regular Board meetings on an as-needed basis for time-sensitive matters, subject only to such restrictions or limitations as the Board may from time to time specify, except that the following matters shall be reserved to the full Board for approval: (i) Board and committee officer selection, (ii) changes in the mission and purposes of the University, (iii) presidential selection, evaluation and termination, (iv) amendments to the Bylaws, (v) debt issuances, (vi) sale or other disposition of real property, (vii) the University's annual operating budget and (viii) the University's Facilities Master Plan. All actions taken by the Executive Committee pursuant to this authority shall be reported at the next meeting of the full Board, or when deemed sufficiently important by the Board Chair and the University President, such actions shall be reported to the Board within thirty (30) days after such action is taken, or at a meeting of the Board if a meeting is held within that period of time.

### **Composition of the Committee**

The Executive Committee shall be comprised of the at least the Board Chair, Vice Chair, and one additional Trustee as determined by the Chair. The President shall be an ex-officio, non-voting member of the committee.

## **Business and Finance Committee Charter**

### **Purpose**

The Business and Finance Committee provides oversight for the University's finance, business, administration and facilities activities. The Committee advises the Board on the state of the University's financial operations, budget, student fees, personnel policies and facilities.

### **Authority and Responsibilities**

The Committee is responsible for formulating and recommending action in all matters relating to finance, business, administration, receipt of donations, facilities and fiscal oversight.

Specifically, the Committee shall have responsibility to provide oversight in the following areas and recommend for approval the following actions to the Board:

1. University's annual operating and capital budgets.
2. Student tuition and fee rates.
3. Fiscal procedures and rules for maintaining bank accounts, draw vouchers and checks for expenditures through disbursing officers.
4. Debt issuances.
5. Facilities Master Plan.
6. Lease, purchase and disposal of real estate.
7. Personnel policy matters requiring Board approval.

### **Composition of the Committee**

In addition to the Trustee members as appointed by the Board Chair, the Vice President of Business and Finance of the University shall be an ex-officio, non-voting member of the committee.

## **Academic Policies and Programs/Student Life Committee Charter**

### **Purpose**

The Academic Policies and Programs/Student Life Committee oversees the academic programs of the University and issues relating to student affairs. Specifically, the committee facilitates the Board of Trustee's commitment to the University's vision of creating a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society. The committee, in collaboration with academic leaders, strives to advance the mission of the University as a comprehensive university committed to raising the educational attainment of the citizenry. The committee also oversees matters related to student success including services and resources to increase recruitment, retention, completion rates and satisfaction.

### **Authority and Responsibilities**

The committee serves to:

1. Ensure, protect and advance the educational quality of the University and its academic programs;
2. Monitor progress towards the University's academic performance measures;
3. Advise the Board regarding major changes to the academic programs of the University, such as the creation, merger or closure of degree programs, schools or colleges within the University;
4. Establish policies and procedures related to faculty appointment, and tenure; and
5. Establish policies, programs, and procedures affecting students and campus life, including but not limited to student conduct, student housing, campus environment, and student engagement that seek to enhance the educational experiences for all students.

### **Composition**

In addition to the Trustee members as appointed by the Board Chair, the Provost and the Vice President for Student Affairs shall serve as ex-officio members of the committee.





**Agenda Item: C.i.**

**Date:** May 19, 2017

**Subject:** Approval of Policy Administration Policy

**Action Recommended:** Approval by Roll Call Vote

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**Background Information:**

The Policy Administration Policy 0:001 distinguished the areas that the Board has elected to have ultimate approval authority over, including the Policy Administration and Governance and Organization policies. The President has been delegated to be the approval authority for policies in all other areas.

**Proposed Implementation Date:** May 19, 2017

**Item Details:**

The revised policy now includes a definition for “initiator” and the policy flow chart, which describes the review process for all policies. In addition, the policy statement has been edited by removing the “Vice President for Finance and Administration” as the person who presents all policies to the policy committee and is replaced with the “Policy Committee Chair will present all policies for approval to the University Policy Committee.” See attached for the revised version.

**Austin Peay State  
University**

**Policy Administration**

**POLICIES**

**Issued:**

**Responsible Official:** General Counsel

**Responsible Office:** Office of Legal Affairs

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**Policy Statement**

The Board of Trustees has ultimate authority to approve policies in the areas of Governance, Organization, and General. The Board of Trustees delegates approval authority to the President for policies in all other areas. Each responsible official has the responsibility for ensuring that the policies for his/her responsible office(s) are current and accurate. All policies must be in accordance with the laws of the State of Tennessee. The Policy Committee Chair will present all policies for approval to the University Policy Committee and maintain the official copy of each approved policy. Committee approval shall be indicated by a simple majority vote.

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**Contents**

**Definitions**

- Responsible Official
- Initiator

**Procedures**

- Review of Policies
- Standard Format
- Publication
- Exceptions

**Links**

- APSU Policies and Procedures
- Procedures for New, Revised, or Rescinded Policies

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**Definitions**

**Responsible Official**

The responsible officials for APSU are the Provost, Vice Presidents, and Direct Reports to the President.

<b>Initiator</b>	Proposals for new policies and for policy changes may be made by administrators, faculty members, staff members, or students.
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### **Procedures**

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<b>Review of Policies</b>	The process for reviewing policies is outlined in the flow chart found in Appendix A.
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<b>Standard Format</b>	In order to provide for the standardization and clarity of policies, all drafts submitted for inclusion should conform to the following criteria:
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A. Numbering System: Policies will be identified by a multi-digit number. The first digit will designate the section in which the policy lies. These designations are as follows:

- 0:xxx Policy Instructions
- 1:xxx Governance, Organization, and General
- 2:xxx Academics
- 3:xxx Students
- 4:xxx Business and Finance
- 5:xxx Personnel
- 6:xxx Nondiscrimination, Harassment, and Sexual Misconduct Policies
- 7:xxx Advancement and Communications
- 8:xxx Athletics

<b>Publication</b>	Upon signature of the President and approval of the Board of Trustees, a notice will be provided to the campus community, the policy will be posted to the University policy webpage and an electronic copy will be sent to the Library for the University Policy Binder.
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<b>Exceptions</b>	Exceptions to this process may be made at the direction and discretion of the President after disclosure to the Chair of the Board of Trustees.
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### **Links**

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<b>APSU Policies and Procedures</b>	<a href="https://www.apsu.edu/policy">https://www.apsu.edu/policy</a>
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**Procedures for New,  
Revised, or Rescinded  
Policies**

<https://www.apsu.edu/policy/procedures-new-revised-rescinded-policies>

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**Revision Dates**

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APSU Policy 0:001– Rev.:  
APSU Policy 0:001– Rev.: March 30, 2017  
APSU Policy 0:001– Issued: October 28, 2015

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**Subject Areas:**

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
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**Approved**

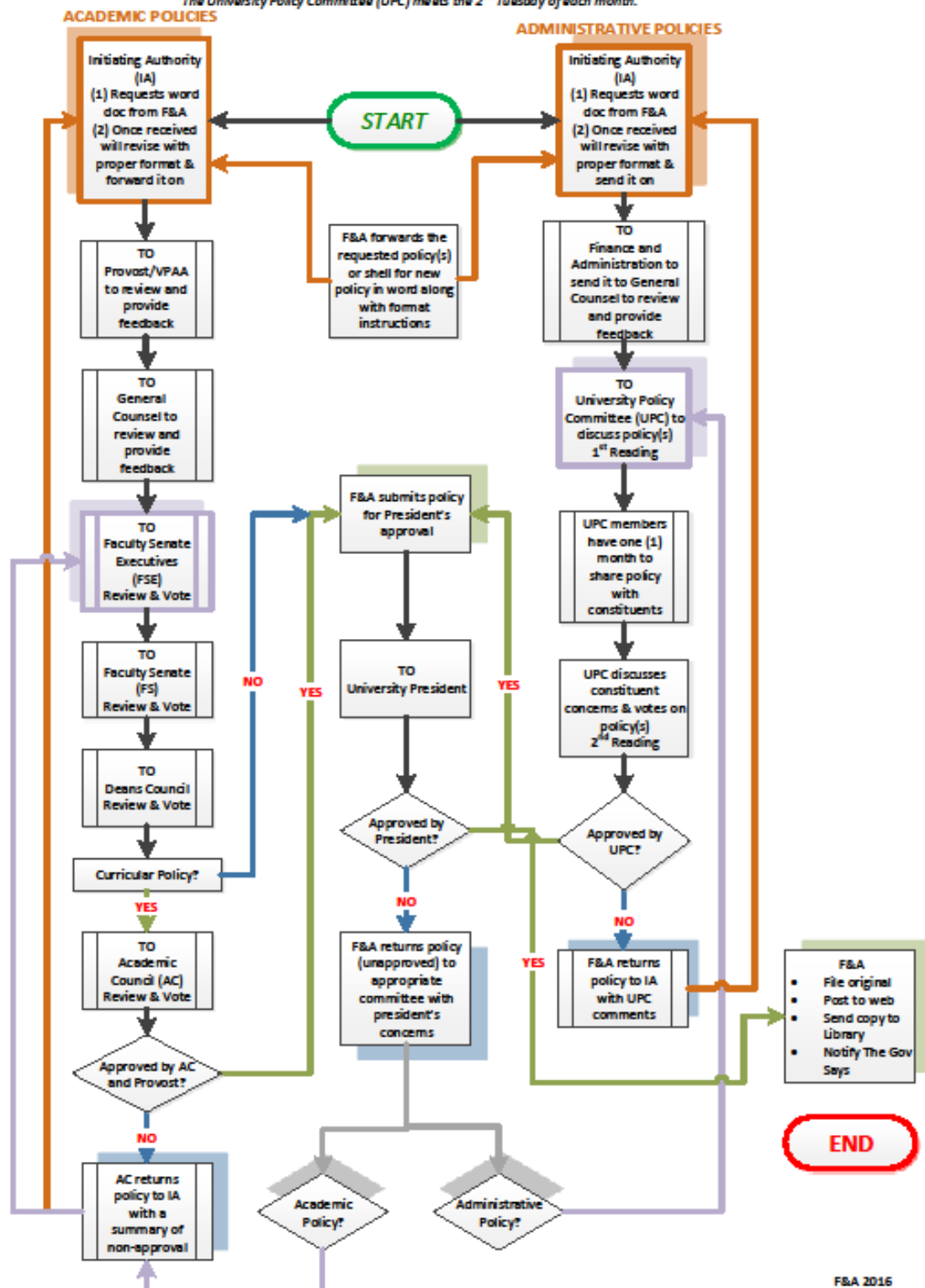
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President:

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## Appendix A- Policy Process Flow Chart

The policy administration falls under Finance and Administration (F&A).  
The University Policy Committee (UPC) meets the 2<sup>nd</sup> Tuesday of each month.





**Agenda Item: C.ii.**

**Date:** May 19, 2017

**Subject:** Student Conduct and Disciplinary Sanctions Rule

**Action Recommended:** Approval by Roll Call Vote

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**Background Information:**

State entities are required to promulgate rules and regulations when the subject of those rules and regulations affects the rights of third parties. At its March 30, 2017 Board meeting, the APSU Board of Trustees approved the Student Code of Conduct Policy 1:013, which is required to be promulgated. The Student Conduct and Disciplinary Sanctions rule tracks the Student Code of Conduct and requires approval by the Attorney General, Secretary of State, and is subject to final approval by the Government Operations Committee of the Tennessee General Assembly. The promulgation process is enumerated in the Tennessee Uniform Procedures Act at T.C.A. § 4-5-201, et. seq.

**Proposed Implementation Date:** At the conclusion of the rule promulgation process.

**Item Details:** See attachment.

**RULES  
OF  
AUSTIN PEAY STATE UNIVERSITY**

**CHAPTER XXXX-02-03  
STUDENT CONDUCT AND DISCIPLINARY SANCTIONS**

**TABLE OF CONTENTS**

XXXX-02-03-.01 Institution Policy Statement	XXXX-02-03-.04 Disciplinary Sanctions
XXXX-02-03-.02 Disciplinary Offenses	XXXX-02-03-.05 Traffic and Parking
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**XXXX-02-03-.01 INSTITUTION POLICY STATEMENT.**

- (1) APSU students are citizens of the state, local and national governments or are citizens of other countries, and of the academic community, and are, therefore, expected to conduct themselves as law-abiding members of each community at all times. Admission to the University carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the institution and the academic community which it seeks to serve, the APSU Board of Trustees (the Board) has authorized the President (the President) of the University to take such action as may be necessary to maintain campus conditions and preserve the integrity of the institution and its educational environment.
- (2) Pursuant to this authority and in fulfillment of its duties to provide a secure and stimulating atmosphere in which individual and academic pursuits may flourish, the Board of Trustees has developed the following regulations, intended to govern student conduct on the APSU campus. The University under the jurisdiction of the Board of Trustees is directed to implement policies subject to, and consistent with, these regulations. In addition, students are subject to all federal, state, and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the institution may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of these Regulations may subject a student to disciplinary measures by the institution whether or not such conduct simultaneously violates state, local or national laws.
- (3) For the purpose of these regulations, a "student" shall mean any person who is admitted and/or registered for study at APSU for any academic period. This shall include any period of time following admission and/or registration, but preceding the start of classes for any academic period. It will also include any period which follows the end of an academic period through the last day for registration for the succeeding academic period, and during any period while the student is under suspension from the institution. Finally, "student" shall also include any person subject to a period of suspension or removal from campus as a sanction which results from a finding of a violation of the policies and regulations governing student conduct. Students are responsible for compliance with the Policies on Student Conduct and with similar institutional policies at all times.
- (4) Disciplinary action may be taken against a student for violation of the policies and regulations which occur on institutionally owned, leased or otherwise controlled property, while participating in international or distance learning programs, and off campus, when the conduct impairs, interferes with, or obstructs any institutional activity or the mission, processes, and functions of the institution. The University may enforce their own regulations regardless of the

status or outcome of any external proceedings instituted in any other forum, including any civil or criminal proceeding.

- (5) These regulations, and related material incorporated herein by reference, are applicable to student organizations as well as individual students. Student organizations are subject to discipline for the conduct and actions of individual members of the organization while acting in their capacity as members of, or while attending or participating in any activity of, the organization.
- (6) Confidentiality of Discipline Process. Subject to the exceptions provided pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) and/or the Tennessee Open Records Act, a student's disciplinary files are considered educational records and are confidential within the meaning of those Acts.

**Authority:** *T.C.A. §§ 4-5-101 et seq. and 49-8-203.*

#### **XXXX-02-03-.02 DISCIPLINARY OFFENSES.**

- (1) Generally, through appropriate due process procedures, institutional disciplinary measures shall be imposed for conduct which adversely affects the University's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community or which endangers property or persons on University, or University-controlled property.
- (2) Individual or organizational misconduct which is subject to disciplinary sanction shall include but not be limited to the following examples:
  - (a) Conduct dangerous to self or others. Any conduct, or attempted conduct, which poses a direct threat to the safety of others or where the student's behavior is materially and substantially disruptive of the institution's learning environment;
  - (b) Hazing. Violations of this section include any act of hazing on or off the Austin Peay State University campus or University controlled property, by an Austin Peay State University individual, group of individuals or registered student organization. Hazing means any intentional or reckless act on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety. Hazing does not include customary athletic events or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organizations;
  - (c) Discrimination or Discriminatory Harassment. Any individual or group act against another individual or group in violation of Board of Trustee policies, as well as federal and/or state laws prohibiting discrimination and discriminatory harassment, including, but not limited to, APSU Policy 5:003;
  - (d) Disorderly Conduct. Any individual or group behavior which is abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, or which unreasonably disturbs or may reasonably provoke other groups or individuals (this may include verbal abuse,



nonverbal gestures and inappropriate behavior resulting from the use of being under the influence of alcohol or drugs), etc.

- (e) Obstruction of or Interference with Institutional Activities or Facilities. Any intentional interference with or obstruction of any institutional program, event, or facility including the following:
  - 1. Any unauthorized occupancy of University or University-controlled facilities or blockage of access to or from such facilities,
  - 2. Interference with the right of any institution member or other authorized person to gain access to any University or University-controlled activity, program, event or facility;
  - 3. Any obstruction or delay of a campus security officer, public safety officer, police officer, firefighter, EMT, or any University official in the performance of his or her duty;
  - 4. Any form of disruptive behavior in the classroom, during any campus event or activity or at any location on campus;
- (f) Misuse of or Damage to Property. Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring or unauthorized use of property belonging to the University or property being used, rented or leased by a student, group of students or officially registered student organization not owned by the University
- (g) Theft, Misappropriation, or Unauthorized Sale. Any act of theft, misappropriation, or unauthorized possession, use or sale of institution property or any such act against a member or organization of the institution community or a guest of the University;
- (h) Misuse of Documents or Identification Cards. Any forgery, alteration of or unauthorized use of institutional documents, forms, records or identification cards, including the giving of any false information, or withholding of necessary information, in connection with a student's admission, enrollment or status in the institution; failure to carry the APSU ID card at all times or to show it upon proper request;
- (i) Firearms and Other Dangerous Weapons. Any possession of or use of firearms, dangerous weapons of any kind on University property. Firearms or dangerous weapons include, but are not limited to: rifles, handguns, replica/toy guns, BB guns, pellet guns, stun guns, non-culinary knives with a blade greater than four inches, martial arts equipment, paint ball guns, water guns, bows and arrows, etc., or other objects with the intent to cause bodily harm, including mace and/or pepper spray;
- (j) Explosives, Fireworks, and Flammable Materials. The unauthorized possession, ignition or detonation of any object or article which would cause damage by fire or other means to persons or property or possession of any substance which could be considered to be and used as fireworks;
- (k) Alcoholic beverages. The use and/or possession of alcoholic beverages and/or public intoxication on University-owned or controlled property, violation(s) of any local ordinance or state or federal law concerning alcoholic beverages, on or off campus, or a violation of the terms of the Austin Peay State University Drug-Free Policy

Statement. In addition, officially registered student organizations that sponsor events off campus, where alcoholic beverages are present and available for consumption, must adhere to all local, state and national laws concerning alcoholic beverages and must follow the University's Risk Management Guidelines for Student Organizations;

- (l) Drugs. The unlawful possession or use of any drug, controlled substance or drug paraphernalia (including, but not limited to, any prescription drug, stimulant, depressant, narcotic or hallucinogenic drug or substance, or marijuana), or sale or distribution of any such drug or controlled substance, or a violation of any terms of the APSU Drug-Free Policy Statement;
- (m) Gambling. Participation in any gambling or gambling-related activities on campus or on University controlled property or property being used, rented or leased by a student, group of students or officially registered student organization not owned by the University that have not been approved and/or administered in accordance with the laws and regulations of the State of Tennessee. Any permitted gambling or gambling-related activity must also be operated under the auspices of the University's foundation.
- (n) Financial Irresponsibility. Failure to promptly meet financial responsibilities to the University including, but not limited to, knowingly passing a worthless check or money order in payment to the institution or to a member of the institutional community acting in an official capacity;
- (o) Unacceptable Conduct in hearings. Any conduct at a University hearing involving contemptuous, disorderly behavior, or the giving of false testimony or other evidence at any hearing;
- (p) Failure to Cooperate with University Officials. Failure to comply with directions of institutional officials acting in the performance of their duties;
- (q) Violation of general rules and regulations. Any violation of the general rules and regulations of the University as published in an official University publication, including the intentional failure to perform any required action or the intentional performance of any prohibited action;
- (r) Attempts and aiding and abetting the commission of offenses. Any attempt to commit any of the offenses listed in this document, or the aiding and abetting of the commission of any of the offenses (an attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission);
- (s) Violations of state or federal laws. Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference;
- (t) Violation of imposed disciplinary sanctions. Intentional or unintentional violation of a disciplinary sanction officially imposed by a University official or a constituted body including, but not limited to, sanctions contained herein;
- (u) Violations of university Residence Hall or Apartment policies or regulations. The violation of any policies or regulations which appear in printed materials distributed to

resident students (i.e., housing license agreements, handbooks for resident students, etc.);

- (v) Sexual Battery/Rape. Any act of sexual battery or rape as defined by state law;
- (w) Sexual Misconduct. An offense including acts of sexual assault, domestic violence, dating violence and/or stalking as defined in APSU Policy 6:001 and Guideline P-080. All matters involving allegations of sexual misconduct will be governed by the procedures set forth in APSU Policy 6:001 and Guideline P-080;
- (x) Tobacco. Smoking, inclusive of electronic smoking devices and vapors, in all University buildings, grounds and state-owned vehicles is prohibited (except in otherwise designated areas as provided in APSU policy 99:022). Regardless of whether classes are in session, smoking is prohibited in all buildings, grounds and state-owned vehicles twenty-four (24) hours a day, year round. Students who want to use smoke-free tobacco products may do so thirty (30) feet from each building exit and entrances. Smoke-free tobacco product use is prohibited in University buildings and state-owned vehicles.
- (y) Pets. With the exception of "service animals, and the exception of animals used for academic research purposes, animals are prohibited on campus except in designated housing areas. Students are required to provide the Office of Disability Services with medical documentation in requesting an accommodation for a service animal.
- (z) Filing a false complaint or statement. Any behavior whereby a student knowingly submits a false complaint or statement alleging a violation of these regulations by a student or organization or university employee.
- (aa) Academic Misconduct. Plagiarism, cheating, fabrication or collusion. For purposes of this section the following definitions apply:
  - 1. Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution.
  - 2. Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.
  - 3. Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.
  - 4. Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.
- (bb) Unauthorized Duplication or Possession of Keys. Making, causing to be made or the possession of any key for an institutional facility without proper authorization.
- (cc) Litter. Dispersing litter in any form onto the grounds or facilities of the campus;
- (dd) Abuse of Computer Resources and Facilities. Misusing and/or abusing computer resources including, but not limited to the following:

1. Distribution or use of a student and/or another person's identification to gain access to institutional computer resources,
  2. Use of institutional computer resources and facilities to violate copyright laws, including, but not limited to, the act of unauthorized distribution of copyrighted materials using institutional information technology systems,
  3. Unauthorized access to a computer or network file, including but not limited to, altering, using, reading, copying, or deleting the file,
  4. Unauthorized transfer of a computer or network file,
  5. Use of computing resources and facilities to send abusive or obscene correspondence,
  6. Use of computing resources and facilities in a manner that interferes with normal operation of the institutional computing system,
  7. Use of computing resources and facilities to interfere with the work of another student, faculty member, or institutional official,
  8. Violation of any published information technology resources policy,
  9. Unauthorized peer-to-peer file sharing;
- (ee) Unauthorized Access to Institutional Facilities and/or Grounds. Any unauthorized access and/or occupancy of institutional facilities and grounds is prohibited, including, but not limited to, gaining access to facilities and grounds that are closed to the public, being present in areas of campus that are open to limited guests only, being present in academic buildings after hours without permission, and being present in buildings when the student has no legitimate reason to be present;
- (ff) Unauthorized Surveillance. Making or causing to be made unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and men's or women's restrooms, and storing, sharing, and/or distributing of such unauthorized images by any means;
- (gg) Rollerblading/Skateboarding. Rollerblading/skateboarding and other coasting devices must comply with APSU Policy 4:013.
- (3) Disciplinary action may be taken against a student for violations of the foregoing regulations which occur on University owned, leased or otherwise controlled property, or which occur off-campus when the conduct impairs, interferes with, or obstructs any University activity or the missions, processes and functions of the University. In addition, disciplinary action may be taken on the basis of any conduct, on or off campus which violates local, state or federal laws, which violate University policies for student organizations, or which poses a substantial threat to persons or property within the University community. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree including periods prior to or between semesters. Conduct occurring while a student is

registered or enrolled at the institution, but not discovered until after the awarding of a degree is actionable under these provisions and may result in the retroactive application of a disciplinary sanction. Should a student withdraw from the institution with disciplinary action or academic misconduct action pending, the student's record may be encumbered by the appropriate institutional office until the proceedings have been concluded.

**Authority:** *T.C.A. §§ 4-5-101 et seq., 49-7-123(a)(1) and 49-8-203.*

#### **XXXX-02-03-.03 ACADEMIC AND CLASSROOM MISCONDUCT.**

- (1) The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures established by the Division of Student Affairs.
- (2) Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of "F" on the work in question, a grade of "F" in the course, reprimand, probation, suspension and expulsion. The student will be advised of his/her rights. The student may accept the instructor's finding, grade reduction, and/or other sanction and waive his/her hearing right. In the event a student believes he/she has been erroneously accused of academic misconduct, he/she may request a hearing. Hearings will be conducted pursuant to the procedures set forth at Part 6, Disciplinary Procedures, below. If the student is found responsible for the allegation(s) of academic misconduct, the grade as assigned by the instructor will stand. Should the hearing source absolve the student of the allegations of academic misconduct, the faculty member will reassess the student's grade based upon the hearing source's finding. When necessary, grade changes will be made administratively.
- (3) Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary action, through appropriate institutional academic grade appeal procedures. Courses may not be dropped pending the final resolution of an allegation of academic misconduct.
- (4) Disruptive behavior in the classroom may be defined, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, the presence of non-enrolled visitors in the classroom [see APSU Policy No. 3:032, Minors on Campus Policy], etc.), the continued use of any electronic or other noise or light emitting device which disturbs or interrupts the concentration of others (e.g., disturbing noises from beepers, text messaging, cell phones, palm pilots, laptop computers, games, etc.).
- (5) Class attendance and punctuality requirements are established by the faculty through the printed syllabus for each course. Students are expected to attend class regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury

or incapacitating illness), for which student(s) are unable to make immediate contact with faculty, the student may contact the Central Student Affairs office for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for possible completion of coursework requirements, if feasible.

**Authority:** *T.C.A. §§ 4-5-101 et seq. and 49-8-203.*

#### **XXXX-02-03-.04 DISCIPLINARY SANCTIONS.**

- (1) Austin Peay State University (APSU) shall adopt and publish a policy, providing notice of potential disciplinary sanctions applicable to both individuals and organizations. The policy may include any appropriate sanction, given the specific needs of the individual institution, subject to prior review by the APSU Office of Legal Affairs and approval by the Board of Trustees. Upon a determination that a student or student organization has violated any of the disciplinary offenses set forth in these regulations, disciplinary policies, or the general policies, disciplinary sanctions may be imposed, either singly or in combination, by the appropriate school officials. (Note: Final results of disciplinary proceedings for violations that include violent acts or non-forcible sex offenses, as defined by Tennessee law, may be released without permission of the student perpetrator.)
- (2) Definition of Sanctions:
  - (a) Restitution. Restitution may be required in situations which involve destruction, damage, or loss of property, or unreimbursed medical expenses resulting from physical injury. When restitution is required, the student or student organization is obligated by the appropriate judicial authority to compensate a party or parties for a loss suffered as a result of disciplinary violation(s). Any such payment in restitution shall be limited to actual cost of repair, replacement or financial loss;
  - (b) Warning. The appropriate institutional official may notify the student or student organization that continuation or repetition of specified conduct may be cause for other disciplinary action;
  - (c) Reprimand. A written or verbal reprimand or censure may be given to any student or student organization whose conduct violates any part of these regulations and provides notice that any further violation(s) may result in more serious penalties;
  - (d) Restriction. A restriction upon a student's or organization's privileges for a period of time may be imposed. This restriction may include, but is not limited to, the following: denial of the right to represent the institution in any way, denial of the use of University facilities and/or parking privileges, restriction of participation in extracurricular activities, restriction of organizational privileges including registration, and restriction of the transfer of academic credit from another institution.
  - (e) University Probation. Continued enrollment of a student or student organization on probation may be conditioned upon adherence to these regulations. Any student or organization placed on probation will be notified of such in writing and will also be notified of the terms and length of probation. Probation may include restrictions upon the extracurricular activities of a student or organization. Any conduct in violation of these regulations while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of a more serious disciplinary sanction.

- (f) Suspension. If a student or student organization is suspended, he/she or the organization is separated from the University for a stated period of time with conditions for readmission stated in the notice of suspension.
- (g) Expulsion. Expulsion entails a permanent separation from the University. The imposition of this sanction is a permanent bar to the student's readmission, or a student organization's recognition to the University. A student or organization that has been expelled may not enter institution property or facilities without obtaining prior approval from an appropriate campus official with knowledge of the expulsion directive.
- (h) Interim or Summary Suspension. Though as a general rule, the status of a student or student organization accused of violations of these regulations should not be altered until a final determination has been made in regard to the charges. Interim or Summary suspension may be imposed upon a finding by the appropriate institutional official that the continued presence of the accused on campus constitutes an immediate threat to the physical safety and well-being of the accused or of any other member of the University community or its guests, destruction of property, or substantial disruption of classroom or other campus activities. In any case of interim suspension, the student, or student organization, shall be given an opportunity at the time of the decision, or as soon thereafter as reasonably possible, to contest the suspension.
- (i) Housing Probation. A resident or student organization placed on housing probation is deemed not to be in good standing with the housing community, and his/her continued residence is conditioned upon adherence to these Regulations and the Housing Contract. Any resident placed on probation shall be notified in writing of the terms and length of the probation. Probation may include restrictions upon the activities of the resident, including any other appropriate special condition(s). Any conduct of a similar or more serious nature in violation of the probation shall result in suspension from housing.
- (j) Housing Suspension and Forfeiture. A resident or student organization suspended from housing may not reside in, visit, or make any use whatsoever of a housing facility or participate in any housing activity during the period for which the sanction is in effect. A suspended resident shall be required to forfeit housing fees (including any unused portion thereof and the Housing deposit). A suspended resident must vacate the housing unit within forty-eight (48) hours. Housing suspension shall remain a part of the student's disciplinary record.
- (k) Service to the University. A student or student organization may be required to donate a specified number of service hours to the University, by way of performing reasonable tasks for the appropriate University office or official. This service shall be commensurate to the offense the student is guilty of violating (i.e., service to maintenance staff for defacing University property).
- (l) Special Educational Program. A student or student organization may be required to participate in any special educational programs relevant to the offense, to attend special seminars or educational programs or to prepare a project or report concerning a relevant topic.
- (m) Smoking and Clean Air Policy Violation. There will be graduated fines imposed for violation of the Smoking and Clean Air policy:
  - 1. First Offense- \$25.00

2. Second Offense- \$50.00
  3. Third Offense or more- \$100.00 and for additional Disciplinary Charges
- (n) Interim or Summary Suspension from Campus Housing. Though as a general rule, the status of a student or student organization accused of violations of these regulations should not be altered until a final determination has been made in regard to the charges against him or her, interim suspension from campus housing may be imposed upon a finding by the appropriate University official that the continued presence of the accused in Austin Peay State University housing constitutes an immediate threat to the physical safety and well-being of the accused, or of any other member of the University community or its guests, or the destruction of property. A final determination of the charges against any student or student organization summarily suspended from campus housing shall be made through appropriate hearing procedures within seven (7) class days of such housing suspension during which time the accused shall forfeit the right to reside in or visit campus housing facilities. The accused student shall be permitted to attend classes during this interim period.
  - (o) Referral for Intervention, Assessment and/or Counseling. The student is mandated to visit the appropriate University official for an initial intervention and assessment which may be followed by required participation and a prescribed plan of action or treatment plan. Parents or legal guardians may be notified.
  - (p) Fines. Penalties in the form of fines may be enforced against a student or an organization whenever the appropriate hearing officer(s) or hearing body deems necessary. The sanction of fines may be imposed in addition to other forms of disciplinary sanctions. Failure to pay fines to the Business Office within two weeks of the decision will result in further disciplinary action.
  - (q) Letter of Apology. A student or student organization may be required to write a letter of apology to the University or its guests, another student or student organization, faculty or staff member, or any other constituent affected by the behavior for which the student or student organization has been found responsible. The letter shall be written and sent within seven (7) class days of notification of sanction and copies to the appropriate hearing body or official.
  - (r) Revocation of Admission, Degree, or Credential
  - (s) Any alternate sanction deemed necessary and appropriate to address the misconduct at issue.

**Authority:** T.C.A. §§ 4-5-101 et seq. and 49-8-203.

#### **0240-02-03-.05 TRAFFIC AND PARKING.**

- (1) Traffic and Parking Regulations
  - (a) Purpose: The purpose of these regulations is to facilitate the orderly and efficient flow of traffic on campus, to provide a safe atmosphere with regards to both pedestrians and



other motor vehicle operators, and provide order with regards to parking within our limited space allocations.

(b) General Information

1. Every Austin Peay State University student, faculty and staff member who chooses to park a vehicle on campus at any time must obtain and display a current, valid parking permit. All members of the campus community will be afforded the opportunity to become familiar with these regulations. All personal receiving a parking permit may obtain a copy of the parking regulations online along with a detailed map of parking locations by category. Persons are expected to read and familiarize themselves with these regulations. Accordingly, when found in violation, ignorance of these regulations is no excuse or defense.
2. The President and Vice President for Finance and Administration direct all matters concerning traffic and parking on campus, unless delegated to the director of public safety/chief of campus police. The director/chief is responsible for the enforcement of these regulations. The director/chief is authorized to selectively enforce or not enforce certain regulations and parking categories based on special events and circumstances that require special accommodation.
3. Austin Peay State University assumes no responsibility for the care and protection of any vehicle or its contents while parked or driven on University property. In addition, the University assumes no responsibility for the care or protection of any vehicle or its contents if it is immobilized, towed and removed or stored for violation of these regulations.
4. Persons are entitled to only one category of parking permit at a time. Persons will be identified based on their primary affiliation with the University—either student or faculty/staff. Graduate assistants and part-time student workers, for instance, are not entitled to faculty/staff permits. Permits are not transferable and not authorized for use by a person other than to whom issued, particularly by a person in a different parking category. Only those persons who are neither students nor faculty/staff are entitled to visitor passes.
5. Austin Peay State University acknowledges that there are a limited number of parking spaces within the immediate vicinity of many facilities. Notwithstanding, there are a sufficient number of total spaces on campus grounds and adjacent city streets for everyone to park legally. Possession of a valid parking permit establishes the recipient's ability to secure available, legal parking on campus—it is not a guarantee for parking in particular locations or in particular categories of spaces. The limited number of designated spaces for visitors, residence hall students, faculty/staff and disabled persons mandates stringent enforcement of parking regulations. Everyone is encouraged to respect the rights of others, and to allow sufficient time, usually a maximum of ten (10) to fifteen (15) minutes, to walk from available parking spaces to classrooms or facilities. A security escort service is available to students by calling Campus Police at 221-7786.
6. Vehicles parked on campus are required to be maintained in operating condition. No maintenance involving replacement of major components such as engines, or the replacement of hazardous fluids, such as oil and transmission fluid, is authorized without consent of director of safety/chief of campus police or director of housing. Vehicles not maintained in operating condition and left unmoved for

extended periods of time will be considered abandoned, and disposed of consistent with state law.

7. Persons are responsible for citations incurred with their permits and/or vehicles. Persons will also be held liable for violations incurred by a vehicle, when that vehicle is reasonably shown to be associated to the person. Examples include vehicles shown to be registered to spouses or family members of students/faculty/staff. This will not be confused with the right to first obtain a visitor pass or request a second permit in the provisions below.
  8. A campus access fee will be charged to all main-campus students. The campus access fee is included in the general access fee on the students' statement of account. All University employees will be charged a campus access fee for each issued parking permit.
- (2) Parking zones, authorized overflow areas, and hours of enforcement. Parking is permitted only in marked areas with painted control lines. Any vehicle parked in an area not marked as a parking space without permission will be cited. The University will assign and publish a color-coded list or otherwise designated markings for the following categories:
- (a) Faculty and Staff spaces. These spaces are also authorized for those with visitor passes and disabled permits at all hours. Parking in faculty/staff spaces is not enforced on days when the University is officially closed (weekends, holidays, etc.) and not enforced from 4 p.m. through 6 a.m. when school is in session. Faculty/staff spaces associated with any on-campus faculty/staff housing, however, are enforced on a 24-hour basis.
  - (b) Residence Hall Student spaces. These spaces are enforced on a 24-hour basis whether classes are held or not. Only those with valid residence hall parking permits, valid disabled parking permits and visitor passes issued only by Public Safety/Campus Police expressly for that category, are authorized to park in those spaces. Residence hall spaces will be broken into further, color-coded categories, and resident students may only park in the colored area associated with their residence hall. When necessary, specific parking spaces will be designated in commuter lots for overflow residence hall parking.
  - (c) Commuting Students and Married Housing spaces. These spaces are also authorized for visitors with passes, those with disabled parking permits, and residence hall parking permit holders only in specific lots.
  - (d) Visitor spaces. Visitor spaces will not be available to or used by current faculty, staff, or students. Visitor spaces are enforced between the hours of 8 a.m. and 4 p.m. on days when the university is open. Visitor spaces are not enforced when the university is officially closed (weekends, holidays, etc.).
  - (e) Emergency/Public Safety and Physical Plant/Maintenance Spaces. As a matter of public safety and the need to conduct critical maintenance in support of university operations, all but the above identified types of official vehicles are forbidden to park in these spaces on a 24-hour basis.
  - (f) Yellow curbs, yellow or white stripped areas and yellow bumper blocks. No parking is permitted on yellow curbs, bumper blocks, or stripped areas at any time.
- (3) Obtaining and displaying parking permits and passes

(a) General

1. All parking permits expire annually.
  2. Hanging parking permits are issued to persons, not vehicles, and are not required to be permanently affixed to a vehicle. Persons in possession of a valid parking permit may drive any conveyance on campus property, if legally registered, insured, and in safe operating condition, with their parking permit displayed. Persons are encouraged but not required to provide specific vehicle information on the registration form to aid campus police in the identification of their vehicle for administrative or emergency purposes.
  3. Second parking permits. Because parking permits may be used on any vehicle desired under control of the operator/decal holder, only married housing students and families with more than one licensed driver will be issued a second parking permit. Students/faculty/staff that present extraordinary circumstances in writing, approved by the Director/Chief, may be authorized a second parking permit. Persons authorized a second parking permit will be assessed an additional campus access fee. Everyone is reminded and encouraged to use the temporary and visitor pass provisions below when desired.
- (b) Faculty/staff parking permits. Faculty and staff complete registration and render payment via appropriate means. Fees are established and set forth in compliance with Board of Trustees policy.
- (c) Student parking permits. Parking fee is included in the general access fee on student financial statements. Students complete registration online through Onestop at BossCars or with the Campus Police Department at the Shasteen Building or at announced, additional locations at the beginning of the academic year.
- (d) Disabled Persons parking –Disabled students, faculty, and staff who are displaying a state or university issued handicapped placard may park in any legal space on campus. All students/faculty/staff, including those with state issued handicapped placards, must register their vehicle with campus police. Temporary disabled permits are issued under the authority of the director of Health Services, or designee, and entitle the bearer to the same parking privileges for short periods of time.
- (e) Visitor parking permits. Visitor parking permits will be issued by Public Safety/Campus Police at the Shasteen Building, or approved departments. Visitor parking permits will only be issued in hard, color copy and will not be forwarded to any other party electronically. In addition to designated visitor spaces, visitors with parking permits may use all legal parking spaces on campus, except resident student spaces. Only Public Safety can issue visitor parking permits authorized for use in residence hall spaces.
- (f) Temporary parking permits. Unlike visitor permits, temporary permits are issued to members of the campus community who otherwise qualify for a regular parking permit. Temporary parking permits are issued online or by authorized campus departments, with prior authorization of Public Safety/Campus Police for a designated period of time and are assigned a specific category and/or color code.
- (g) Displaying the parking permit. Parking permits designed to be hung from rear-view mirrors will be so displayed. The hanging parking permit system, provided as a convenience at the request of the campus community, presents potential abuses and a

challenge to enforcement. The success of the program rests on the requirement to enforce the display of parking permits at all times while on campus.

- (h) Lost or stolen parking permits. Lost or stolen parking permits must be reported immediately to Public Safety/Campus Police. A temporary parking permit will be issued. If the original parking permit is not recovered during that time, the operator will obtain and pay for a new parking permit

(4) Violations

- (a) Moving violations. Note: Campus Police are commissioned and authorized to enforce all state motor vehicle laws on university property and all roads contiguous to campus. They are authorized to issue either a State or University citation when both state law and university regulations are violated in the following cases:

1. Failure to obey stop sign or traffic signal.
2. Failure to yield to pedestrians in crosswalk (note: extends to any pedestrian who has stepped off the curb and onto the roadway, for the entire length of the crosswalk.
3. Traveling wrong-way on a one-way marked street.
4. Operating a motor vehicle off a marked roadway on campus grounds.
5. Speeding.
6. Failure to yield right-of-way.
7. Failure to obey lawful directions of a police officer.
8. Failure of motorcycle operator or rider to wear certified protective headgear.
9. Failure to yield to emergency vehicle.

- (b) Parking violations

1. Parking in driveways, loading zones including dumpsters, crosswalks, sidewalks or pedestrian walkways.
2. Parking in roadway or otherwise obstructing flow of traffic.
3. Parking on campus grounds or cultivated area unless designated for parking.
4. Parking in "No parking" zone.
5. Parking on wrong side of street-facing opposite direction of traffic.
6. Parking outside designated space and/or occupying two spaces.
7. Parking within 15 feet of a fire hydrant.
8. Parking within 20 feet of street intersection or entrance/exits.

9. Failure to display parking permit.
  10. Improper display of parking permit-inability to read permit.
  11. Possession/use of a forged/alterd/lost/stolen decal or permit.
  12. Parking in unauthorized zone.
  13. Unauthorized parking in visitor, maintenance or emergency vehicle space.
  14. Unauthorized parking in disabled parking area including adjacent access area and curb cuts.
- (c) Other. Persons who obtain a parking permit through misrepresentation, and/or transfer control of parking permit to a party not otherwise entitled to those privileges, will be subject to action under the provisions of student/employee disciplinary procedures.
- (5) Schedule of Fines
- (a) Moving violations when written as a University citation: \$35
- (b) Parking violations:
1. Unauthorized parking in visitor, maintenance or emergency vehicle space: \$35
  2. Unauthorized parking in disabled parking area: the fine for disabled/handicapped parking violations is established by state law and will increase as needed to be in compliance with state law
  3. Possession/use of a forged/alterd/lost/stolen parking permit: \$25 and revocation of parking privileges for remainder of semester/term.
  4. All other parking fines: \$25
- (6) Repeat Offenders
- (a) Immobilization. Persons who receive more than three citations in one semester, regardless of status of appeals under the provisions below, may be subject to action under the provisions of student/employee disciplinary procedures, and are subject to having their vehicle immobilized ("booted").
1. When a vehicle is booted, no attempt will be made to remove or damage the boot. Attempts to drive the vehicle while the boot is emplaced are hazardous and will result in vehicle damage.
  2. Persons whose vehicle has been immobilized will report to Public Safety/Campus Police, where they will be given a processing form. Persons will document with the business office that all previous fines have been paid or appealed and will document a meeting with their respective vice president or designated representative.

3. Upon completion of the form, persons will present the form to Public Safety/Campus Police, and the boot will be removed.
4. Persons who do not make provision to complete the above requirements within seven calendar days will have their vehicle towed under the provisions outlined below.

(b) Towing and impoundment

1. Vehicles are subject to tow if:
  - (i) Declared abandoned under the provisions of state law, obstructing traffic, or otherwise creating a safety hazard, blocking emergency vehicles and equipment and/or the ability to perform essential repairs.
  - (ii) The vehicle has already been immobilized once for repeat violations and subsequently found in violation again.
  - (iii) It could not be immobilized previously due to mechanical or technical reasons, and, in lieu of immobilization, the operator was warned that the next offense would result in towing; and following that, the vehicle was subsequently found in violation again.
  - (iv) Parked in an area marked as a "tow-away" zone for publicly announced events and activities.
2. Vehicles will be towed and impounded by a licensed and bonded towing service. Persons whose vehicles are towed are responsible for settling towing and storage fees directly with the towing service.
3. Vehicles not reclaimed will be subject to disposition under state law.
4. Employees whose vehicles are towed after repeat violations and after having been immobilized once, are subject to immediate revocation of parking privileges. Further attempts to park on campus without authorization will be referred to the appropriate vice president for disciplinary action.

(7) Payment of Fines and Appeals.

(a) Fines:

1. Fines are paid via AP ONESTOP and/or the Cashiers Office at the Browning Building.
2. Failure of students to satisfy payment of fines will result in withholding grades, transcripts and the ability to register for subsequent semesters.
3. Faculty/staff must satisfy payment of fines during the semester/term the fine was incurred. Failure to do so may result in a payroll deduction.

(i) Appeals:

(I) General

- A. Upon receipt of a citation, persons have three (3) class days to submit an appeal. Late filed appeals will not be considered.
- B. Appeal forms are completed and submitted electronically through BossCars.
- C. Issuing officers will be afforded the opportunity to comment on appeals before presented to the appeal authority.

(II) Student Appeals

- A. The Student Tribunal shall hear and decide all student appeals of student traffic citations.
- B. The Tribunal will consist of a minimum of four members and rule by majority vote. Members shall be selected by interview process coordinated by the Student Government Association Executive Board. The term of office shall be for one academic year.
- C. The Tribunal will meet at a minimum of every two weeks and report findings in writing to the student who appealed, Public Safety/Campus Police and the Business Office.
- D. Students may further appeal the Tribunal's decision to the vice president for Student Affairs, or designee, within three class days of finding by Student Tribunal. A final decision will be made and finding reported in writing to the student who appealed, Public Safety/Campus Police and the Business Office.
- E. When the University is not in session, the vice president for Student Affairs, or designee, will hear and decide appeals and announce results in the same manner as the Tribunal.

(III) Faculty/Staff Appeals. A committee consisting of the Faculty Senate Chair or designee; Staff Council Chair or designee; and Dean of Students, or Student Affairs designee shall hear all faculty and staff citation appeals at least once per semester and report results in the same manner as the Tribunal.

**Authority:** T.C.A. §§ 4-5-101 et seq. and 49-8-203.

**XXXX-02-03-.06 DISCIPLINARY PROCEDURES.**

(1) Hearing Procedures:

- (a) Procedures conforming to the Uniform Administrative Procedures Act. All cases which may result in (i) suspension or expulsion of a student or student organization from the University for disciplinary reasons, or (ii) revocation of registration of a student organization during the term of the registration are subject to the contested case provisions of the Uniform Administrative Procedures Act (UAPA) T.C.A. 4-5-301 et seq. and shall be processed in accordance with the uniform contested case procedures adopted by the Board of Trustees, unless the student or student organization waives

those procedures in writing and elects to have his or her case heard by either the University Hearing Board or an Administrative Hearing.

- (b) Cases which are not subject to the contested case procedures under the Uniform Administrative Procedures Act and cases in which a student or student organization has waived the contested case procedures in writing shall be processed in accordance with Institutional Hearing Procedures. The University has established two alternate Institutional Hearing Procedures:
  - 1. A hearing conducted by one or more Student Affairs Administrators; or
  - 2. A hearing conducted by the University Hearing Board. (Note: This option shall be available until the final ten (10) class days of each semester, or the final five (5) class days of the second summer term, during which time all disciplinary hearings will be conducted by appropriate Student Affairs Administrators, except those subject to UAPA procedures as selected by the accused student or student organization.)
- (c) Cases which are not subject to the contested case procedures under the Uniform Administrative Procedures Act and which involve very minor first offenses by students or student organizations may be discussed informally with students or student organizations. In such cases, no formal record will be maintained in the judicial records of the University. The Dean of Students or other designee, appointed by the Vice President for Student Affairs, shall note the name of the student or student organization involved in his/her personal records. The purpose of this notation is only to determine a student's or student organization's prior involvement in a minor offense, when and if a second offense occurs at a later date. If the student or student organization is subsequently involved in another violation of regulations, at the discretion of the hearing body, this Informal Record will become a part of the students Formal Disciplinary Records.
- (d) Alternative resolution methods may include, but are not limited to, mediation, diversion programs and/or negotiated resolutions.
- (e) Jurisdiction of Cases to be heard by Student Affairs Administrators:
  - 1. All formal cases involving incidents which occur in University residence halls and/or apartments and which involve on-campus residents shall be heard by the Residence Life staff or designee.
  - 2. All other formal cases shall be heard by the Dean of Students for Student Affairs, or appropriate designee, except in cases where such staff member is unavailable or has a bias toward either party in the pending case. In such cases the Senior Student Affairs Officer shall assign one or more Student Affairs Administrators to hear the case.

(2) Commencement of Disciplinary Proceedings.

- (a) A student or student organization accused of violating University disciplinary policies shall be called before the Dean of Students or designee, appointed by the Vice President for Student Affairs, for a preliminary conference at which the student or organization will be orally advised of the following:



1. The charges against him/her/or organization;
  2. The rights afforded to him/her/or organization by the hearing procedures which are available;
  3. The hearing procedure options available; and
  4. The responsibilities of the accused student or organization in the disciplinary procedures.
- (b) A student or organization may waive the right to a preliminary conference and an oral explanation of the items listed in (2) (a) above.
  - (c) Once advised of the hearing options, the accused student or organization may elect to accept the finding and sanction from the Dean of Students or designee, or elect a hearing pursuant to UAPA (where appropriate), or a hearing before the University Hearing Board.
  - (d) The election must be made within three (3) class days of receipt of notice of pending charges against him/her /or organization by completing, and signing, and Election of Procedure form and/or waiver form. Once the election is made, the decision is final and may not be changed during the course of the hearing.
  - (e) All matters involving allegations of impermissible discrimination, harassment, or retaliation will be governed by the procedures outlined in an institutional policy that reflects the requirements of that Guideline.
  - (f) All matters involving allegations of sexual misconduct and/or stalking will be governed by the procedures outlined in institutional policy 6:001: *Sexual Violence and Stalking*.
- (3) Institutional Hearing Rights. These rights shall be afforded the accused student/organization in all Institutional Hearings before the appropriate Student Affairs administrator or the University Hearing Board.
    - (a) The right to choose the appropriate hearing option. (This right must be exercised within (3) class days of the presentation of charges. Note: This option shall be available until the final 10 class days of each semester, or the final five (5) class days of the second summer term, during which time all discipline hearings will be conducted by appropriate Student Affairs administrators, except those subject to UAPA procedures.
    - (b) The right to written notice of the time and place of the hearing at least three (3) days in advance. A justified delay may be granted. (This right may be waived in writing by the accused student/organization.)
    - (c) The right to a written statement of the charges in detail sufficient to enable the student/organization to prepare a defense.
    - (d) The right to be accompanied by an adviser of the student's/organization's choice, but such participation shall be limited to advising the student/organization.
    - (e) The right to a statement of the possible sanctions that may be imposed as a result of a finding of a violation of the Code.

- (f) The right to present witnesses in the student's/organization's behalf and to question any witnesses presented against the student. The student is responsible for the attendance of any witnesses to be present in the student's /organization's behalf.
  - (g) The right to be informed in writing of:
    - (i) The final administrative decision in the case.
    - (ii) The proper procedure for appeal.
  - (h) The right to be provided copies, upon request and in accordance with University Policy, of all complaints, reports, witness statements and other written materials used in determining the charges.
- (4) Rights of Complainant and/or Victim  
The University member (student, faculty or staff) who authors "complaints" or "statements" as a victim in the alleged violation shall have the following rights:
- (a) To be notified of his/her rights prior to making a statement.
  - (b) To be informed that any written statement made or signed will be shared with the accused student/organization and that the accused student /organization may request a copy of the statement.
  - (c) To attend the hearing.
  - (d) To have an advisor present during the hearing.
  - (e) To be given the opportunity to question all witnesses and the accused during the hearing.
  - (f) To be provided a copy of any statement he/she has written or dictated to others.
  - (g) To be able to submit a list of witnesses to be called to the hearing.
  - (h) To be permitted to drop the charges only up to the date of the hearing.
  - (i) To be notified of the outcome of the hearing, including the finding concerning responsibility and any sanctions taken.
- (5) Institutional Hearing Procedures.
- (a) Hearings before a Student Affairs Administrator. The appropriate Student Affairs Administrator shall act as hearing officer in the hearing, shall determine students/organization's innocence or guilt and shall apply sanctions as appropriate.
  - (b) Hearings before the University Hearing Board. Procedures for the Board include the following:
    - (i) The University Hearing Board shall be composed of nine persons: five students, (two automatically selected from the Student Tribunal Justices of the Student Government Association, and three selected at large from the student body who meet the same qualifications and are selected via the same procedures as those for Student Tribunal Justices as listed in the APSU SGA Constitution), two faculty and two administrators, all appointed by the University president, for a term of

one academic year. Additionally, student, faculty and administrator alternate members shall be selected to serve in the absence of regular members and shall be appointed by the University president for a term of one academic year.

- (ii) The Chair of the Board shall be appointed by the University president.
- (iii) A minimum of five members of the Board are required to hear a disciplinary case, composed of at least two students, one faculty member, and one administrator.
- (iv) The Dean of Students shall train and advise all regular and alternate members of this Board in appropriate disciplinary procedures.
- (v) The hearing shall be conducted consistent with the rights described above in Section 6(3) of this policy.
- (vi) All hearings shall be closed unless the respondent and the complainant both elect in writing to have an open hearing.
- (vii) Formal rules of evidence shall not be applicable. The adjudicating body may exclude evidence which in its judgment is immaterial, irrelevant, or unduly repetitious.
- (viii) The standard of proof required to overturn a finding of violation of the Student Discipline Policy made by the Dean of Students, or designee, shall be the preponderance of the evidence and the charged student bears the burden of proof.
- (ix) The hearing source shall issue a written decision within three (3) class days after the conclusion of the hearing.
- (x) The student will be advised in writing via University email (and USPS mail if requested by the student) of the University Hearing Board or Student Affairs Administrator decision and all sanctions imposed as a result of the disciplinary hearing.
- (xi) Any sanction imposed as a result of a hearing conducted under the Code shall be effective immediately upon notification of the student/organization unless the hearing authority deems a stay of such sanction desirable pending appeal.
- (xii) In any case where the decision results in separation from the University, the decision shall be reviewed by the Senior Student Affairs Officer prior to notifying the Office of the Registrar and the Academic Department in which the student has been enrolled.

(6) Appeals.

- (a) The student may appeal a decision of the University Hearing Board or the Student Affairs Administrator to the Senior Student Affairs Officer, or designee.
- (b) An appeal in writing setting forth grounds for the appeal and addressed to the appropriate appellate authority must be received in the Office of the Senior Student Affairs Officer within three (3) class days after the student/organization is notified of the sanction imposed at any hearing or appellate level.
- (c) Appeals shall be limited to the following grounds on the following issues:

- (i) Were procedures properly followed in the hearing?
  - (ii) Was the evidence presented at the hearing determined by “preponderance”?
  - (iii) Was the sanction imposed proportional to the violation?
  - (iv) New information, not available at the time of the original hearing, has become available which would substantially alter the outcome of the hearing.
- (d) Review shall be based solely on a consideration of the record generated through the hearing together with the written appeal document filed by the student.
- (e) Appellate Authority. The Senior Student Affairs Officer, or designee, shall have the authority to do any of the following upon review of an appeal:
- (v) Sustain the previous decision including the penalty imposed,
  - (vi) Sustain the previous decision but impose a greater or lesser penalty,
  - (vii) Remand the case for further consideration, or
  - (viii) Reverse the previous decision.
- (f) The Senior Student Affairs Officer shall issue a written decision after the appeal is filed by the student.
- (g) The decision of the Senior Student Affairs Officer is final.

(7) Student Organization Disciplinary Procedures

Sanctions against Student Organizations. Any registered student organization may be given a warning, reprimand, placed on probation, suspension, or restriction or may have its registration withdrawn by the Dean of Students, or by a Student Affairs Administrator appointed by the Senior Student Affairs Officer. Such actions may be taken after having a hearing conducted in accordance with the procedures outlined in this document for disciplinary procedures. In the case of Withdrawal of Registration of an organization, the procedures to be used will be the contested case provisions of the Tennessee Uniform Administrative Procedures Act, unless those provisions have been waived in writing by an authorized representative of the student organization. Such action may be taken for any one of the following reasons:

- (a) The organization fails to maintain compliance with the initial requirements for registration.
- (b) The organization ceases to operate as an active organization.
- (c) The organization requests withdrawal.
- (d) The organization operated or engaged in any activity in violation of the policies and regulations of the University, of any governing body of federal or state laws.



**Agenda Item: C.iii.**

**Date:** May 19, 2017

**Subject:** Traffic and Parking Regulations

**Action Recommended:** Approval by Roll Call Vote

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**Background Information:**

State entities are required to promulgate rules and regulations when the subject of those rules and regulations affects the rights of third parties. Traffic and Parking Regulations fall into this category. The rules were reviewed by APSU's Office of Public Safety. The rule also requires approval by the Attorney General, Secretary of State, and is subject to final approval by the Government Operations Committee of the Tennessee General Assembly. The promulgation process is enumerated in the Tennessee Uniform Procedures Act at T.C.A. § 4-5-201, et. seq.

**Proposed Implementation Date:** At the conclusion of the rule promulgation process.

**Item Details:** See attachment.

**RULES  
OF  
AUSTIN PEAY STATE UNIVERSITY**

**CHAPTER XXXX-02-03  
TRAFFIC AND PARKING REGULATIONS**

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**XXXX-02-03-.01 INTRODUCTION.**

- (1) The purpose of these regulations is to facilitate the safe and orderly operation of University business and to provide parking facilities for this operation within the limits of available space.
- (2) The Department of Public Safety is responsible for implementation and enforcement of these regulations.
- (3) Any person operating a motor vehicle on the University campus is required to obey these regulations as a condition to parking or operating the vehicle on the campus.
- (4) The responsibility for locating legal parking space rests with the operator of the motor vehicle. Lack of space will not be considered a valid excuse for violating any parking regulations.
- (5) The University shall have no responsibility for loss or damage to any vehicle or its contents operated or parked on the Austin Peay State University Campus or on lots leased by Austin Peay State University.

**Authority:** §49-9-209(e), *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*

**XXXX-02-03-.02 REGISTRATION OF VEHICLES.**

- (1) All motor vehicles, including motorcycles, parked on Austin Peay State University (APSU) property between 7:30 a.m. and 4:30 p.m. or on lots leased by APSU must have current APSU decal and be registered with the University. Housing lots require a valid parking permit 24 hours a day, seven days a week.
- (2) Permits are available for pickup/purchase at Parking Services. Students receive a permit as part of their access fee. Faculty and staff must purchase a parking permit.

- (3) The permit must be hung on the rear view mirror of the vehicle. If the mirror prevents the permit from hanging, the permit must be displayed near the rear view mirror.
- (4) Expired permits should be removed (or covered) so that only the current permit is displayed.
- (5) Permits must be renewed at the beginning of each Fall semester and will be valid until the beginning of the following Fall semester so long as the registrant remains a student or a University employee
- (6) Hanging parking permits are issued to persons, not vehicles, and are required to be affixed to a vehicle. Permit holders are responsible for citations incurred with their permit and/or vehicle. Persons will also be held liable for violation incurred by a vehicle, when that vehicle is reasonably shown to be associated to that person.
- (7) Persons are entitled to only one category of parking permit at a time. Persons will be identified by their primary affiliation with the university. Graduate assistants and part-time student workers are eligible for student parking permits only.
- (8) Permit holders are only eligible for one parking permit at a time. This permit can be moved from one vehicle to another. A second parking permit may be issued to students who live in married housing. Faculty/Staff/Students who present extraordinary circumstances may be authorized to have a second parking permit with the approval of the Director of Public Safety/Chief of Police. The cost of a second permit, if authorized, will be equal to the university access fee for parking. This fee will be prorated if purchased after the first month of the fall semester.
- (9) Permits are not transferable to any other person than the registrant, particularly by a person in a different parking category.
- (10) Only persons who are neither students, nor faculty/staff are entitled to a visitor parking permit.
- (11) Lost or stolen permits will be replaced for \$10.00 upon making a report to Parking Services.

**Authority:** *Public Acts of Tennessee 1839-1840, Ch. 98, Section 5 and Public Acts of Tennessee 1807, Ch. 64.*

#### **XXXX-02-03-.03 PARKING ZONES**

- (1) Parking is permitted only in marked areas with painted control lines. Parking is not permitted in seeded areas or gravel service areas utilized by Physical Plant.
- (2) Faculty / Staff – Zone Color Red – Full-time faculty, staff, contact service employees, and adjunct instructors are authorized for this zone. Valid permits must be displayed between 7:30 am and 4:30, Monday through Friday when the university is in session.
- (3) Resident Student – Zone Color Silver – Students who reside in the on-campus residence halls are authorized for this zone. Valid permits must be displayed 24 hours a day, seven days a week.
- (4) Commuter Student and Married Housing – Zone Color Green – Students who reside off campus and students who reside in married housing are authorized for this zone. Valid permits must be displayed between 7:30 am and 4:30 pm, Monday through Friday when the university is in session.
- (5) Overflow – Zone Color Black – Any valid APSU permit is authorized for this zone. Valid permits must be displayed between 7:30 am and 4:30 pm, Monday through Friday when the university is in session.
- (6) ADA Accessible Parking – Color Light-Blue – Persons utilizing ADA spaces on campus must have a state issued placard. Students, faculty, and staff who have a state issued placard must be registered with APSU Parking Services. APSU Parking checks to ensure the state issued placard is issued to the registrant and issues an APSU ADA Accessible parking permit. ADA Accessible Permit holders are authorized to park in any parking space on campus, except those spaces specifically reserved with a sign (example: Electric Vehicle Charging). Valid permits or state issued placards for ADA Accessible parking spaces must be displayed 24 hours a day, seven days a week.
- (7) Visitor Parking Spaces – Visitor parking permits are issued by Parking Services. Areas where visitors can park will be listed on the parking permit provided. Visitor parking permits are available 24 hours a day, seven days a week at the Shasteen Building. University Departments may request visitor permits in advance by contacting Parking Services. Marked visitor spaces are enforced between 7:30 am and 4:30 pm, Monday through Friday, when the university is in session.
- (8) Yellow curbs, yellow or white striped areas, and yellow bumper blocks. No parking is permitted in these areas. These areas are enforced 24 hours a day, seven days a week.
- (9) Temporary Parking Permits– Temporary permits are issued to community members who qualify for zoned parking but do not have their permit in their possession at the time they need to park. Temporary permits are available 24 hours a day, seven days a week.
- (10) Motorcycle Parking –
  - (a) All motorcycles must have parking permits.



- (b) Motorcycles are to traverse hard surface areas only, not grassy areas.
- (c) All motorcycles are to be parked in a parking space in their designated zone or in motorcycle only parking spaces.
- (d) Motorcycles are not to block stairways, sidewalks, or pedestrian access.

**Authority:** *Public Acts of Tennessee, 1839-1840, Ch. 98, Section 5 and Public Acts of Tennessee, 1807, Ch. 64.*

#### **XXXX-02-03-.04 VEHICLE OPERATION.**

- (1) All persons operating a vehicle on University property or in the campus area, which includes City streets running through University property, must be properly licensed operators.
- (2) Pedestrians have the right-of-way at established pedestrian crossings, except where regulated by traffic control lights or police officers.
- (3) The maximum speed limit on campus and city streets are clearly marked. Streets interior to campus are limited to 20 mph. However, vehicles may not be operated at any speed which is excessive for the conditions which may exist as a result of weather, traffic congestion, pedestrians, etc.
- (4) Traffic control signs, devices, and directions of police officers must be obeyed.
- (5) All persons operating vehicles are responsible for maintaining control of the vehicle, safe operation, and observance of traffic control signs, barriers and devices.
- (6) Operating a motor vehicle in any area other than a street or roadway intended for motor vehicle is prohibited.
- (7) All accidents must be reported to the University Police immediately (931-221-7786). All vehicle break-ins or incidents should be reported immediately.

**Authority:** *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*

**XXXX-02-03-.05 VIOLATIONS.** The following examples constitute violations of these regulations:

- (1) Parking Violations
  - (a) Out of Zone

- (b) Not a Parking Space
  - (c) Loading Zone.
  - (d) Parking on Yellow Curb/No Parking Zone
  - (e) Blocking Traffic
  - (f) Parked Facing Traffic
  - (g) Occupying Two (or more) Spaces
  - (h) Outside of Designated Space
  - (i) Within 15 feet of Fire Hydrant
  - (j) Within 20 feet of entrance/exit/intersection
  - (k) On Seeded Areas
  - (l) Failure to Display Permit
  - (m) No Permit or Improper Display of Permit
  - (n) Altered, Lost, or Stolen Permit
  - (o) Reserved – Visitor
  - (p) Reserved – ADA Accessible Parking Only
  - (q) Warning Only
- (2) Moving Violations
- (a) Failure to obey stop sign or traffic signal
  - (b) Failure to yield to pedestrian in crosswalk
  - (c) Traveling wrong way on one-way street
  - (d) Operating a motor vehicle off a marked roadway
  - (e) Speeding
  - (f) Failure to yield right of way

- (g) Failure to obey lawful directions of a police officer
  - (h) Failure of motorcycle operator or rider to wear required headgear
  - (i) Failure to yield to emergency vehicle
- (3) Impounded Vehicle/Towed Vehicle.
- (a) The University may tow without advance notice those vehicles parked in a fire lane, designated disabled parking space, spaces reserved for designated vehicles or in such a manner as to impede the flow of traffic or disrupt the orderly affairs of the University.
  - (b) If a vehicle has unpaid parking citations the University may impound/tow the vehicle, if advance notice and opportunity to contest have been given. Windshield notices and/or other methods of notification will be used to provide the operator of the vehicle with advance notice of our intent to tow and the operator's right to a hearing.

**Authority:** §49-9-209(e) and Public Acts of Tennessee, 1839-1840, Ch. 98, Section 5 and Public Acts of Tennessee, 1807, Ch. 64.

#### **XXXX-02-03-.06 ENFORCEMENT.**

- (1) The Office of Public Safety and Campus Police is tasked with enforcement of the parking regulations. The Director/Chief is authorized to selectively enforce or not enforce certain regulations and parking categories based on special events and circumstances that require special accommodations.
- (2) A vehicle parked in a manner which blocks a fire zone, emergency exit, flow of traffic, designated disabled parking space, spaces reserved for designated vehicles, or otherwise poses a danger or disrupts the orderly affairs of the University may be impounded, immobilized, or towed.
- (3) A vehicle which has accumulated \$100.00 or more in unpaid citations may be immobilized or towed.

**Authority:** §49-9-209(e), Public Acts of Tennessee, 1839-1840, Ch. 98, Section 5 and Public Acts of Tennessee 1807, Ch. 64.

#### **XXXX-02-03-.07 PENALTIES.**

- (1) Parked in Visitor, maintenance, or emergency vehicle space: \$35.00
- (2) Parked in ADA Accessible Space: \$200.00 - The fine for this parking violation is set by State law, T.C.A. §55-21-108. As of July 1, 2008, the fine was set at \$200. The fine imposed under these regulations will increase or decrease automatically when increased or decreased by State law.
- (3) All other parking violations: \$25.00
- (4) All moving violations when written as a university citation: \$35.00
- (5) Other Penalties
  - (a) Students who fail to pay violation fines or penalties will not be permitted to register for course work, to continue as a student, to receive credit, to receive a degree, or to obtain a transcript until the fines or penalties are paid.
  - (b) Repeated violation of parking regulations will be grounds for towing away, impoundment or immobilization in accordance with regulations under enforcement.
  - (c) Students who persist in violating these regulations or commit a single violation under extreme circumstances will be referred to the Dean of Students office for disciplinary action which may lead to suspension or dismissal from the University.
  - (d) Once a vehicle or owner has accumulated \$100.00 of unpaid fines, his car, if found parked upon University property or lots leased by the University, will be immobilized or towed in accordance with regulations under ENFORCEMENT.
  - (e) Any individual (student, faculty or staff) with outstanding citations will not be allowed to register a vehicle or purchase a parking permit until indebtedness is cleared.
  - (f) Repeated violations may result in the loss of parking privileges.

**Authority:** T.C.A. §49-9-209(e).

#### **XXX-02-03-.08 APPEALS.**

- (1) Upon receipt of a citation, persons have three class days to submit an appeal.
- (2) Appeal forms are completed and submitted electronically through the parking management software.
- (3) Issuing officers will be afforded the opportunity to comment on appeals before they are presented to the appeal authority.

- (4) The Student Tribunal shall hear and decide all student appeals.
- (5) Students may further appeal the Tribunal's decision to the Vice President of Student Affairs, or designee, within three class days of the finding by Student Tribunal.
- (6) When the university is not in session, the Dean of Students will hear and decide appeals.
- (7) Staff and visitors appeal shall be heard by a committee consisting of the Faculty Senate Chair or designee, Staff Council Chair or designee, and the Dean of Students.
- (8) Anyone failing to appeal within three class days of issuance of citation loses the right to appeal.

**Authority:** §49-9-209(e), *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*

**XXXX-02-03-.09 RESTRICTIONS.** University streets or grounds may not be used by any firm, corporation or person for advertising or commercial purposes.

**Authority:** *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*

**XXXX-02-03-.10 SPECIAL OCCASIONS AND EMERGENCIES.** On special occasions, for example: athletic events, concerts, graduation exercises, etc., and in emergencies, parking and traffic limitation may be imposed by the Office of Public Safety and Campus Police as required by the conditions which prevail.

**Authority:** §49-9-209(e), *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*

**XXXX-02-03-.11 PEDESTRIAN REGULATIONS.**

- (1) Students and staff members must not endanger their safety or constitute an unreasonable impediment to lawful vehicular traffic by crossing streets at other than authorized lanes or by willfully walking or congregating in the streets.
- (2) Violations of these regulations will be cited through appropriate channels for disciplinary action.

**Authority:** *Public Acts of Tennessee, 1839-1840, chapter 98, Section 5 and Public Acts of Tennessee, 1807, chapter 64.*



**Agenda Item: D.ii.**

**Date:** May 18, 2017

**Subject:** Review and Approval of Tuition Increase for 2017-2018 Academic Year

**Action Recommended:** Roll Call Vote

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**Background Information:**

In November 2016, the Tennessee Higher Education Commission (THEC) recommended a maximum of a 4% increase for tuition and fees for Tennessee's public higher education institutions. The University is requesting approval for a 2.85% tuition increase and a 0.85% increase in mandatory fees for the 2017-2018 academic year. The total increase in tuition and fees is 3.7% and does not exceed the 4% recommendation from THEC.

**Proposed Implementation Date:** Fall 2017

**Item Details:**

The 2.85% tuition increase would generate approximately \$1,614,200 in revenue. This additional revenue combined with the increase in state appropriations will be used as follows:

- Compensation
- Scholarships
- Operating Expenses



**Agenda Item: D.iii.**

**Date:** May 19, 2017

**Subject:** Review and Approval of Mandatory and Non-Mandatory Fees

**Action Recommended:** Approval by Roll Call Vote

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Mandatory Fees

**Background Information:**

Under Board Policy 1:021 (*Fees, Charges, Refunds, and Fee Adjustments*), the Board of Trustees must approve all University fees. Athletics has taken major steps with ticketing, sponsorship sales, and fundraising, but there are still additional needs. This increase in resources will provide the funds required to achieve the goals set forth by the Athletics Department. A successful Athletics Department provides a great opportunity to engage external audiences and helps to grow our institution. As such, Athletics is requesting an increase of \$50 for the 2017-2018 academic year (\$25.00 per semester) to the Athletic Student fee.

In 2008, the Student Government Association voted to increase the Student the Activity Fee by \$8.00 per semester to fund a campus shuttle service, the Peay Pickup. In 2016, the APSU Parking & Transportation Master Plan recommended adding a second Peay Pickup route to improve campus transportation services and enhance parking services. In order to add a second route, a \$6 increase for the 2017-2018 academic year (\$3 per semester) is requested to cover the added expenses for the additional route.

**Proposed Implementation Date:** Fall 2017

**Item Details:**

*Athletics Fee*

An additional \$50 increase a year (\$25 per semester) is being requested, which will move the fee to \$450 per year per student. The funds created will be used for the following items:

- Gender Equity;

- Scholarship Needs; and
- Staffing Needs.

### *Student Activity Fee*

The administration of the Peay Pickup is being transferred from Student Affairs to Public Safety, and this part of the fee will be transferred to the Campus Access – Parking fee. Adding a second route will decrease the circulation time around campus by 50% and result in increased ridership and access to parking on the outer edge of campus. To add the second route and bus, an increase of \$6 a year (\$3 per semester) would cover the added expense. While it is proposed to decrease the Student Activity fee by \$16 a year (\$8 per semester), the Campus Access – Parking fee will increase by \$22 a year (\$11 per semester) resulting in an overall net increase of \$6 a year (\$3 per semester).

### Non-Mandatory Fees

#### **Background Information:**

Under Board Policy 1:021 (*Fees, Charges, Refunds, and Fee Adjustments*), the Board of Trustees must approve all University fees. APSU will be partnering with Utah Helicopter to offer the Associate of Applied Science in Aviation with a concentration in Professional Rotor-wing Pilot (AAS Aviation-PRWP). This program will focus on preparing students to enter the workforce as helicopter pilots, but with the additional benefit of allowing them to acquire an academic degree from an accredited university. This program will provide an exciting option for soldiers who wish to either transition from military to civilian aviation or begin a new career as a commercial helicopter pilot. The program will be located at Austin Peay's Fort Campbell Center, with the flight training conducted at Outlaw Field, Clarksville's regional airport.

**Proposed Implementation Date:** January 2018

#### **Item Details:**

Students in the AAS Aviation Professional Rotor-Wing Pilot Program will be required to complete approximately 200 hours Flight Training and 250 hours of Ground Instruction. The student fee structure is as follows:

- One hour of Flight Time and Flight Instruction in R22 helicopter  
\$395
- One hour of Flight Time and Flight Instruction in R44 helicopter  
\$661
- One hour of Ground Instruction  
\$55



**AUSTIN PEAY STATE UNIVERSITY**  
**Schedule of Mandatory Fee Changes**  
**Academic Year 2016-2017 to Proposed Academic Year 2017-2018**

<b>Program Services Fees:</b>	<b>AY 2017 Inc/(Dec)</b>	<b>Proposed AY 2018 Inc/(Dec)</b>	<b>Total</b>
<b>Debt Service</b>	\$ 274	\$	274
<b>Student Activity Fee</b>	264	\$ (16)	248
<b>Student Government Fee</b>	10		10
<b>Technology Access Fee</b>	225		225
<b>Campus Access Fee (Parking)</b>	100	22	122
<b>Sustainable Campus Fee</b>	20		20
<b>Athletics Fee</b>	400	50	450
<b>Student Recreation Fee</b>	120		120
<b>Health Services Fee</b>	60		60
<b>Total</b>	<u>\$ 1,473</u>	<u>\$ 56</u>	<u>\$ 1,529</u>

**Austin Peay State University**  
**Schedule of Non-Mandatory Fee Changes**  
**Fiscal Year 2016-2017 to Fiscal Year 2017-2018**

	FY 2016-2017	Proposed FY 2018 Inc/(Dec.)	Total
<b>Specialized Academic Course Fees</b>			
<b>Business</b>	\$30/credit hour		\$30/credit hour
<b>Nursing</b>	\$25/credit hour		\$25/credit hour
<b>Education</b>	\$25/credit hour		\$25/credit hour
<b>Miscellaneous Course Fees</b>			
<b>Online Course Fee</b>	12% of tuition/credit hour		12% of tuition/credit hour
<b>Private Music Instruction</b>	\$150 1/2 hr lesson per week		\$150 1/2 hr lesson per week
	\$300 1 hr lessons per week		\$300 1 hr lessons per week
<b>Nursing Clinical Skills</b>	\$90/sem		\$90/sem
<b>Science Lab Fee</b>	\$30/lab		\$30/lab
<b>Structured Learning Assistance</b>	\$75/course		\$75/course
<b>PASS Program</b>	\$120/course		\$120/course
		\$395/hr R-22	\$395/hr R-22
		\$661/hr R-44	\$661/hr R-44
	-	\$55/hr ground	\$55/hr ground
<b>Rotor Wing Aviation Program</b>		instruction	instruction



**Agenda Item: D.iv.**

**Date:** May 18, 2017

**Subject:** Review and Approval of Funding for the Estimated Budget for the Fiscal Year 2016-2017 and Proposed Budget for Fiscal Year 2017-2018

**Action Recommended:** Approval by Roll Call Vote

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**Background Information:**

Board Policy 1:022 (*Budget Principles and Control*) recognizes budgeting as the process whereby the plans of the University are translated into an itemized, authorized, and systematic plan of operation, expressed in dollars, for a given period. This policy also recognizes that a budget is a plan and that circumstances may necessitate revisions or changes to the original plan from time to time. In view of this, the University submits detailed budgets for approval three times for each fiscal year.

Under Board policy, the original budget for each fiscal year is known as the *Proposed Budget* and is prepared in the spring of each year. This budget is based on the level of state funds recommended in the Governor's proposed budget as well as early estimates of factors such as enrollment growth, research activities, and availability of federal funds. The *Proposed Budget* is normally submitted to the Board for approval at the Summer Board meeting. The *October Revised Budget* is prepared in the fall of each year and is normally submitted to the Board for approval at the Winter Board meeting.

The final budget submitted for each fiscal year is the *Estimated Budget*. It includes final adjustments to the current year budget and is the budget against which final year-end actual amounts are compared. It is prepared, submitted, and considered by the Board at the same time as the *Proposed Budget* for the upcoming fiscal year.

The purpose of this agenda item is to consider for approval both the *Estimated Budget* for Fiscal Year 2016-17 and the *Proposed Budget* for Fiscal Year 2017-18.

**Proposed Implementation Date:** July 1, 2017

**Item Details:** See attachment.

**Unrestricted Educational and General Expenditures by Budget Category**  
**Estimated Budget 2016-17**

	<u>Salaries</u>	<u>Employee Benefits</u>	<u>Operating Expenses</u>	<u>Total</u>
<b>Instruction</b>	\$ 36,890,500	\$ 12,211,500	\$ 8,516,900	\$ 57,618,900
<b>Research</b>	613,500	254,300	(253,400)	614,400
<b>Public Service</b>	148,500	91,600	129,500	369,600
<b>Academic Support</b>	6,087,900	2,369,400	742,500	9,199,800
<b>Student Services</b>	8,779,700	5,227,100	10,895,300	24,902,100
<b>Institutional Support</b>	6,173,800	2,653,100	2,601,300	11,428,200
<b>Operation and Maintenance of Plant</b>	4,337,400	1,966,000	6,610,800	12,914,200
<b>Scholarships and Fellowships</b>	-	-	6,949,400	6,949,400
<b>Transfers</b>	-	-	-	9,840,500
<b>Auxiliary Enterprises</b>	1,543,900	447,800	4,667,200	6,658,900
<b>Total</b>	<u>\$ 64,575,200</u>	<u>\$ 25,220,800</u>	<u>\$ 40,859,500</u>	<u>\$ 140,496,000</u>

**AUSTIN PEAY STATE UNIVERISTY**  
**Summary of Revenue and Expenditures Budget**

<b>Revenue</b>	<b>Estimated 2016-17</b>	<b>Proposed 2017-18</b>
<b>Education and General</b>		
Tuition and Fees	\$ 79,385,400	\$ 81,044,800
State Appropriations	40,393,800	43,695,500
Federal Grants and Contracts	150,000	150,000
Sales and Services of Other Activities	6,102,500	6,657,700
Other Sources	296,300	313,700
<b>Auxiliary Enterprises</b>		
Sales & Services of Auxiliary Enterprises	12,820,200	13,421,000
<b>Total Revenue</b>	<b>139,148,200</b>	<b>145,282,700</b>
<b>Expenditures and Transfers</b>		
<b>Education and General</b>		
Instruction	57,618,900	59,584,600
Research	614,400	556,400
Public Service	369,600	343,300
Academic Support	9,199,800	9,505,200
Student Services	24,902,100	25,612,500
Institutional Support	11,428,200	11,763,900
Operation and Maintenance of Plant	12,914,200	14,165,900
Scholarships and Fellowships	6,949,400	7,044,900
<b>Transfers</b>		
Principal and Interest	3,450,000	3,450,000
Unexpended Plant Fund	394,200	-
Renewal and Replacement	235,000	235,000
Other Funds	(400,000)	(400,000)
<b>Auxiliary Enterprises</b>		
Expenditures	6,658,900	6,951,900
<b>Transfers</b>		
Principal & Interest	4,193,500	4,488,500
Renewal and Replacement	1,567,800	1,580,600
Other Funds	400,000	400,000
<b>Total Expenditures and Transfers</b>	<b>140,496,000</b>	<b>145,282,700</b>

**Unrestricted Educational and General Expenditures by Budget Category**  
**Proposed Budget 2017-18**

	<b>Salaries</b>	<b>Employee Benefits</b>	<b>Operating Expenses</b>	<b>Total</b>
<b>Instruction</b>	\$ 38,472,400	\$ 13,160,900	\$ 7,951,300	\$ 59,584,600
<b>Research</b>	548,200	240,300	(232,100)	556,400
<b>Public Service</b>	134,700	78,700	129,900	343,300
<b>Academic Support</b>	7,048,600	2,410,000	46,600	9,505,200
<b>Student Services</b>	9,620,000	5,596,200	10,396,300	25,612,500
<b>Institutional Support</b>	6,377,300	2,722,300	2,664,300	11,763,900
<b>Operation and Maintenance of Plant</b>	4,672,600	2,115,800	7,377,500	14,165,900
<b>Scholarships and Fellowships</b>	-	-	7,044,900	7,044,900
<b>Transfers</b>	-	-	-	9,754,100
<b>Auxiliary Enterprises</b>	1,524,500	415,300	5,012,100	6,951,900
<b>Total</b>	<u>\$ 68,398,300</u>	<u>\$ 26,739,500</u>	<u>\$ 40,390,800</u>	<u>\$ 145,282,700</u>



**Agenda Item:** D.v.

**Date:** May 18, 2017

**Subject:** Update on Facilities Master Plan

**Action Recommended:** Information Only

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**Background Information:**

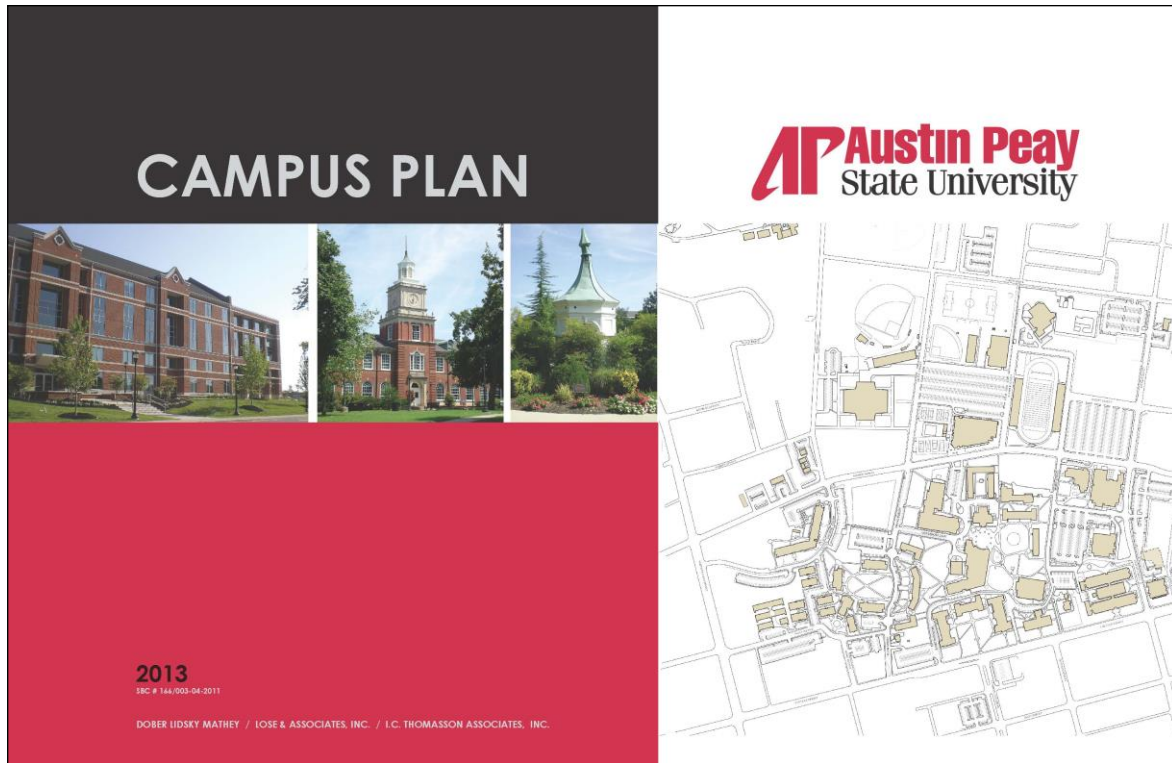
The Facilities Master Plan is a roadmap for the University for future expansion and improvements. The 2013 Facilities Master Plan is being updated by Dober Lidsky and Mathey. The 2013 Facilities Master Plan will be used as a guiding document to include the development of the Jenkins and Wynne properties. Opportunities will be explored for partnering with public and private entities in order to meet future housing demands and other needs. Additionally, the plan will identify possible property acquisitions and identify best practices to improve the use of learning and administrative spaces at the University. The updated Facilities Master Plan will also incorporate the *2015-2025 Leading through Excellence Strategic Plan* and the University's Academic Plan.

**Proposed Implementation Date:**

The Facilities Master Plan will be an eight month process, which began in April 2017 and is expected to be completed by November 2017.

**Item Details:**

See attached.



2013

SBC # 144/003-04-2011

DOBER LIDSKY MATHEY / LOSE & ASSOCIATES, INC. / I.C. THOMASSON ASSOCIATES, INC.

## A PROPOSAL

### An Update and Revision to the 2013 Campus Plan





Arthur J. Lidsky, AICP  
President

George G. Mathey, AICP  
Principal

**March 5, 2017**

This letter is a proposal to update and revise the campus master plan. As before, we are teamed with Lose Associates. For various scenarios that might emerge, we will also team with local consultants as needed.

Ordinarily, the master plan should be updated every 5 years. But because of changed circumstances, APSU is a special case. Since the completion of the plan in 2013, there is a new administration, a new academic strategic plan, and the University has acquired a significant amount of land adjacent to the campus along College Street. The new property is located within the High Priority Acquisition Zone shown in the 2013 campus plan.

Identifying alternatives and best use of this newly acquired land in the context of the strategic plan and APSU needs is an important part of the update. Identifying possible public-private partnership initiatives is also part of the discussion.

What are the facility implications of growing the undergraduate enrollment by 3,500 students and the graduate enrollment by 1,500 students in terms of instructional spaces, research, housing, dining, and campus life? Ideally, the academic strategic plan will provide direction in terms of priorities and programs. We hope to use the academic strategic plan to inform and advance the facility master plan.

We envision a five-step, participatory planning process that will review planning assumption, analyze current space use with the intention of optimization, project future needs, interact with the community, and produce a plan that is exciting, creative, and appropriate for Austin Peay State University. The University's academic /strategic plan will set the stage for a definition of needs. We will work with the University administration to develop planning assumptions that will guide the physical planning discussions.

We recommend the creation of two committees to guide the process: a Campus Planning Committee and an Executive Planning Committee. The Campus Planning Committee should consist of no more than seven to nine University representatives. The University should decide whether to restart the original planning committees, modify the committees with new or additional representatives, or create two new committees. The Campus Planning Committee should represent faculty, staff, students, and administrators. To increase participation, various task forces, working through the Planning Committee, can be created, depending on need. A task force focuses on a specific topic that should be included in the process. For instance, there could be a taskforce on classrooms, or taskforce on student housing, or a taskforce on the use and development of the Jenkins and Wynn properties. We use a taskforce as a way to increase participation in the planning process beyond just the committee members.

## THE CAMPUS PLAN

A comprehensive campus plan for Austin Peay must integrate the academic plan, financial plan, and campus plan, for each informs the other. Unfortunately, many campus plans are created independent of the other two and therefore lack substance. The essential driving force for the campus plan should be the academic/strategic plan — the missing link in many plans.

We envision a five-step, participatory planning process that will produce a revised campus plan that is exciting, creative, and appropriate for APSU. The campus plan will respond to current planning assumptions, the acquisition of the J & W properties, and academic and campus life initiatives.

**1) Mission, Vision, Planning Assumptions** The first step in the planning process consists of a review and articulation of the University's mission and vision and its academic plan for the future. We will need to gain an understanding of the University planning assumptions about academic programs and departments at each location; initial and future enrollment and staffing by location; current, planned, and possible campus life initiatives; scope and timeframe assumptions; and capital and operating budget plans.

This step, understanding and translating the academic plan and assumptions is fundamental. It is during this first step that the University's assumptions, goals and objectives will be adapted to serve as the guiding force of the campus plan.

**2) Assessment and Analyses - A Revisit of the 2013 Plan's Sections on Space Optimization, Campus Circulation, Enrollment Growth Implications, and the implications of the land acquisition of the J & W properties**

Following or coincident with Phase 1 will be a re-analysis of space optimization of classrooms, labs, and offices, and the application of space guidelines (THEC and best practices) in terms of a target increase of undergraduate students (3,500) and graduates (1,500).

Lose & Associates' efforts will address campus circulation – both vehicular and pedestrian, and identify campus gateways, traffic calming, protected zones, etc. The Walker parking study will be incorporated into the alternatives that will part of the plan. They will also be involved in the assessment of the newly acquired land.

Special attention will be given to opportunities for reuse of the J & W Properties. Two studies have or are being conducted concerning possible reuse options. The Tuck Hinton study of possible scenarios for development and the economic analysis by Randall Gross. Although the State of Tennessee is exploring whether to allow public-private partnership projects to advance its transportation agenda, colleges and universities have used various public-private partnership ventures to advance their own needs for several decades. Student housing is a typical example, but so too are commercial and academic projects, industrial and academic projects, research parks, etc. Whether these public-private partnerships are off-budget or not depends on the type of project and the extent to which the university is going to invest land or financial resources, or both.

In any event, the land, its proximity to the campus and to the downtown, is a fantastic opportunity for the University and it will be an essential element in the plan for APSU's future.

During this early stage, we will also discuss and define campus design aspirations. The guidelines that may result from these discussions are critical to creating a consistency of design intent that signals to the visitor that they are

in a special environment that is uniquely Austin Peay.

### **3) Definition of Needs – Academic, Administrative, Support, and Campus Life**

The goal of Phases 1 and 2 will be an analysis and assessment of the campus, buildings, and programs that will provide in Phase 3 a foundation for describing precise campus and facilities needs required to support the mission and vision of the University. It is during this step that programmatic requirements will be determined and accepted, and campus and facility needs defined.

We assume that the University has changed sufficiently since the 2013 Master Plan was completed that some of the needs addressed in that plan are no longer a high priority and that others will be defined during this planning process. Developing a list of facility needs must be through a participatory process involving a broad spectrum of the University community. A key objective will be consensus; however, the list of needs must not be a "wish list" reflecting individual wants and desires. The use of standards and guidelines, benchmarking, peer comparisons from DLM resources, and the application of University best practices can play a role in keeping the "needs" in line with reality and aligned with the University's strategic goals and resources. Each item will be carefully vetted, justified, and prioritized by the University in the context of the mission and academic plan.

### **4) Concept Plan Development – Alternatives, Costs, Benefits**

Once there is agreement on needs and priorities, we will guide the Campus Planning Committee and the Executive Committee in exploring alternatives for addressing the needs. Together we will develop a number of conceptual plans and explore the benefits and costs of each. For many, this stage of the planning process is the most enjoyable and most exciting.

New ideas and possibilities will be considered. The APSU community will come together in small and large groups to discuss possibilities. Alternatives will be categorized by the degree of feasibility and the extent to which they meet programmatic needs. The difficult part of this phase of the planning process will be the selection of criteria against which the alternatives will be measured and judged. We will help the University develop criteria that will relate to such factors as construction, project, and operating costs; project timing and phasing; the extent to which the alternative meets programmatic requirements; the extent to which the alternative meets specified spatial relationships and design goals; the extent to which the siting of new buildings (if any are warranted) enhances the overall campus design; and so on.

This phase will also include options for optimizing space and developing alternatives for the Space Migration Plans that dovetail with any recommendations for new or repurposed facilities.

### **5) The APSU Master Plan**

Once the assessment of alternative plans and plan components is complete — emerging from a broad-based, inclusive, participatory process — a campus plan will take shape. During this process, new alternatives may become evident and others may begin to connect in new ways. Finally, through fiat or consensus, a preferred plan will be chosen to address the defined needs and priorities of the University. This then will become the Plan.

The Plan will be summarized through graphics and text. We assume that the audience will be both internal and external. To be effective, the planning must be participatory and involve those who will be affected by the plan — students, faculty, staff, and the community. Planning becomes the framework for addressing those questions in an integrated, open, creative, and rational process.

## A Preliminary Schedule

The graphic below indicates our preliminary assumption about the schedule. The schedule will be adjusted to better meet the needs of APSU and will be fine-tuned around Board meetings and other meetings with key decision makers. Essentially, we assume an eight-month process, beginning in April 2017 and ending in November or December 2017.

		Major University Review								
		April	May	June	July	August	September	October	November	
1) Mission, Vision, Planning Assumptions										
2) Assessment and Analyses										
3) Definition of Needs										
4) Concept Plan Development										
5) The Campus Plan										



**Agenda Item: E.ii.**

**Date:** May 19, 2017

**Subject:** Policy on Academic Tenure

**Action Recommended:** Roll Call Vote

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**Background Information:**

Public Chapter 869 (2016), also known as the Focus on College and University Success (FOCUS) Act established that the management and governance of Austin Peay State University be vested in the University's Board of Trustees. The Act requires the Board to promulgate a tenure policy for faculty at the university, which ensures academic freedom and provides sufficient professional security to attract the best qualified faculty available for the University. Additionally, the Board will be approving tenure and the policy sets the requirements for tenure at the University.

**Proposed Implementation Date:** May 19, 2017

**Item Details:** See attachment.

**Austin Peay State  
University**

**Policy on Academic Tenure**

**POLICIES**

**Issued:**

**Responsible** Provost and Vice President for Academic

**Official:** Affairs

**Responsible Office:** Academic Affairs

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**Policy Statement**

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The following policy of Austin Peay State University (APSU) on tenure is applicable to all tenure-track faculty within the University.

Faculty and administrators are also required to follow the Tenure Procedures and Guidelines document, which comprises procedures and guidelines related to the retention, tenure, and promotion of all tenure-track and tenured faculty within the University. These procedures and guidelines embody and communicate all provisions, definitions, and stipulations of Austin Peay State University.

The quality of the faculty of any University is maintained primarily through support of a wide variety of professional development. It is monitored through the appraisal, by competent faculty and administrative officers, of each candidate for tenure. Tenure at Austin Peay State University provides certain full-time faculty with the assurance of continued employment during the academic year until retirement or dismissal for adequate cause, financial exigency, or curricular reasons, as further discussed herein.

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**Contents**

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**Definitions**

- Academic Tenure
- Adequate Cause
- Financial Exigency
- Faculty Member
- Probationary Employment
- Faculty Appointments
- The Evaluation Process

### **Procedures**

- Consideration for Tenure
- Criteria to be considered in Tenure Recommendations
- Changes in Tenure/Tenure-Track Status

### **Links**

- APSU Tenure Procedures and Guidelines
- APSU Policy 2:051
- APSU Policy 1:012

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### **Definitions**

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<b>Academic Tenure</b>	A personnel status in an academic department or academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at a University until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons.
<b>Adequate Cause</b>	A basis upon which a faculty member, either with academic tenure or a tenure-track or temporary appointment prior to the end of the specified term of the appointment may be dismissed or terminated. The specific grounds which constitute adequate cause are set forth in Termination for Adequate Cause Section H herein.
<b>Financial Exigency</b>	The formal declaration by the APSU Board of Trustees that APSU faces an imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means which include the termination of existing and continuing academic and non-academic appointments. The purpose of the APSU financial exigency policy is to establish the criteria and process regarding financial exigency at the university.
<b>Faculty Member</b>	A full-time employee who holds academic rank as instructor, assistant professor, associate professor, or professor. APSU Policy 2:051 provides additional details about types of appointments.

<b>Probationary Employment</b>	Period of full-time professional service by a faculty member for whom an appointment letter denotes a tenure-track appointment in which he/she does not have tenure and in which he/she is evaluated by the University for the purpose of determining his/her satisfaction of the criteria for a recommendation for tenure. Probationary employment provides an opportunity for the individual to assess his/her own commitment to the University and for the University to determine whether the individual meets its perception of quality and/or projected need.
<b>Faculty Appointments</b>	See APSU Policy No. 2:051.
<b>Annual Evaluation</b>	Annual evaluations conducted by the candidate's department chair or other appropriate head of an academic program unit are an important aspect of the criteria for tenure at APSU; therefore, university policy should include a clear statement as to the role of evaluation in measuring those criteria relevant to assessing the merit of the probationary candidate.

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### **Procedures**

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<b>Consideration for Tenure</b>	<b>A. Tenure Appointments</b>
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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. The APSU Board of Trustees does not award tenure in non-faculty positions.

Tenure appointments reside in the departments and academic program units and are assurances of continued employment during the academic year subject to expiration, relinquishment, or terminations of tenure as set out in Sections IV (Criteria to Be Considered in Tenure Recommendations) and V (Changes in Tenure/Tenure-Track Status). Recommendations for or against tenure should originate from the 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 as specified in Policy.



## **Who Awards Tenure at APSU**

Tenure is awarded only by positive action of the APSU Board of Trustees, pursuant to the requirements and procedures of this policy at APSU. No faculty member shall acquire or be entitled to any interest in a tenure appointment at APSU without a recommendation for tenure by the President of the University and an affirmative award of tenure by the APSU Board of Trustees. No other person shall have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the faculty member to another year of service at APSU, 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.

The President has the authority to recommend tenure or to continue faculty members in probationary status in accord with the provisions elsewhere in this policy. The President shall base his/her determination upon consideration of the recommendations of departmental and college retention and tenure committees, and upon the recommendations of departmental Chairs\*, college Deans\*, and the Provost.

\*(APSU Editorial Note: Some academic units of the University have directors instead of Chairs. If the job description of the director of an academic unit includes duties and responsibilities typically assigned to the Chair of a department, then the director shall be seen as the equivalent of a Chair and shall participate in all personnel processes including retention, tenure, and promotion.)

See *Tenure Procedures and Guidelines* document for Calendar for Faculty Personnel Actions.

## **B. Tenure Process**

All tenure-track faculty shall be reviewed for retention on an annual basis until they attain tenure. The guidelines governing the criteria for retention are included within this policy (1:025) as well as in the *Tenure Procedures and Guidelines* document.

Types of evidence relevant to evaluating effectiveness and contributions in teaching, research/scholarship, and

service/outreach are identified in this policy under “General Criteria for Evaluation of Faculty Members.”

## **1. Departmental Recommendations**

- a. The departmental chair/director shall inform faculty members who are to be reviewed of the nature of materials required by the retention and tenure committee and the date by which these materials must be received for committee consideration.

Faculty members under review for retention, tenure, and promotion are responsible for submitting well-organized, up-to-date, and accurate e-dossiers. This responsibility shall end upon final submission of the e-dossier by the faculty member for the year under review.

Faculty members are encouraged to work closely with their directors/chairs, assigned mentors, and/or other senior faculty within and outside of their department (as necessary) to make sure that the e-dossier complies with content and order requirements as noted below. Faculty members should consider the preparation of e-dossiers as a year-round process, gathering and maintaining materials accordingly.

Faculty should consult the *Tenure Procedures and Guidelines* document for developing their e-dossiers.

## **Confidentiality of Meetings**

All retention, tenure, and promotion committee proceedings and deliberations are strictly confidential. Faculty members who serve on review committees may discuss the vote and specifics of a particular personnel meeting only with other members who are also part of that same personnel review committee. As the discussion of the review committees involves personnel issues, the personnel review committee members are encouraged to exercise appropriate discretion in any subsequent discussion of the meetings. Faculty may consult with the university ombudsman and the Office of Human Resources in this process.

### **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 instructor, assistant professor, associate professor, or professor and meet the minimum rank criteria for the rank held under APSU Policy 2:063 (Faculty Promotion); (b) have been employed through tenure-track appointments and have completed not less than the minimum probationary period of service; and (c) have been determined by the institution to meet the criteria for recommendation for tenure and have been so recommended based upon this policy.
2. Faculty holding temporary appointments are not eligible for tenure.
3. Faculty members supported in whole or in part by funds available to the institution on a short-term basis, such as grants, contracts, or foundation sponsored projects, shall not be eligible for tenure unless continuing support for such members can be clearly identified in the regular budget of the institution upon the recommendation of tenure to the APSU Board of Trustees.
4. No faculty member shall be eligible for tenure in an administrative position; however, when a faculty member with tenure is appointed to an administrative position, he/she will retain tenure in the former faculty position; and a faculty member otherwise eligible for tenure who holds an administrative position may be awarded tenure in the faculty position only, subject to the requirements of this policy.

### **D. Probationary Employment**

Probationary faculty may be employed on annual tenure-track appointments for a probationary period which may not exceed six (6) years; however, six (6) years is considered to be the normal length of time required to develop a substantial record in teaching, research and service. The faculty member may apply for tenure following a probationary period of not less than five years, provided that exceptions to the minimum probationary period may be made under special circumstances upon

recommendation by the President and approval of the APSU Board of Trustees. Upon approval of such an exception by the APSU Board of Trustees, the faculty member's recommendation for tenure will go forward to the Board as meeting the requirements for the probationary period, per APSU Policy 2:063.

## **1. Approved Leave of Absence**

A period of approved leave of absence shall be excluded from the requisite period for completion of the probationary period unless the President of the University specified in writing prior to the leave of absence that it shall be included in the probationary period. However, articles that are published (online or in print) during the "leave of absence" period shall be accepted as items in Area 2 (Scholarly and Creative Achievement) during the probationary period.

For example, if the faculty member receives notice of an acceptance of an article (submitted at a previous time) during the "leave of absence" period or receives notice of an invitation to submit a scholarly essay to a journal, the faculty member may count this as part of his/her publication achievements in Area 2. When there is disagreement as to the admissibility of scholarly/creative activity in Area 2 during a "leave of absence" period, the faculty member shall consult with his/her Chair, Dean, and Provost to resolve the situation. This provision applies to tenure-track faculty only.

Leaves of absence may not be granted retroactively. A faculty member may apply for a maximum of two (2) extensions in one-year increments so long as the total probationary period does not exceed six years. Requests for a second extension follow the same procedure and are subject to the same considerations as the original extension.

## **2. Stopping the Tenure Clock**

A faculty member in a tenure track appointment may request to "stop the clock" during his/her probationary period when circumstances exist that interrupt the faculty member's normal progress toward building a

case for tenure. Discretion for stopping the tenure clock rests on the institution and also requires supervisory approval. In such cases, the faculty member may request to “stop the tenure clock” for one-year if he/she demonstrates that circumstances reasonably warrant such interruption. Reasons for approving a request to “stop the clock” will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally addressed to faculty duties and professional development. Examples may include, but are not limited to, childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances that require a fundamental alteration of one’s professional life. The intent of this policy is to serve the best interests of the University while providing neither preference to, nor adverse effect on, a faculty member’s process of developing a case for tenure. Once approved, the “stop the clock” year is not counted in the probationary period accrual.

However, articles that are published (online or in print) during the “stop the clock” year shall be accepted as items in Area 2 (Scholarly and Creative Achievement) during the probationary period. For example, if the faculty member receives notice of an acceptance of an article (submitted at a previous time) during the “stop the clock” year or receives notice of an invitation to submit a scholarly essay to a journal, the faculty member may count this as part of his/her publication achievements in Area 2. When there is disagreement as to the admissibility of scholarly/creative activity in Area 2 during a “stop the clock” year, the faculty member shall consult with his/her Chair, Dean, and Provost to resolve the situation. This provision applies to tenure-track faculty only.

### **3. Procedure for Modifying 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/director for consideration and recommendation. The chair/director’s recommendation is forwarded to

the Dean of the faculty member's college for consideration and recommendation; thence to the provost for consideration and approval or denial. The Provost will notify the faculty member, in writing, of such exceptions within one month of submission. Requests for modification of the probationary period that are based on a faculty member's health or care for an immediate family member should also be submitted to the APSU Office of Legal Affairs.

A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure under two conditions: 1) the faculty member must qualify for tenure under departmental or academic program unit, college and University guidelines; and 2) the faculty member must maintain a significant involvement in academic pursuits including teaching, scholarship and service. The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.

Where a faculty member is serving a probationary period in a department or academic program unit and is subsequently transferred to another department or academic program unit, the faculty member may – with the approval of the President – elect to begin a new probationary period on the date that the transfer occurs. If he/she does not so elect (and confirm in writing to the President), time spent in the first appointment shall count toward establishing the minimum and maximum probationary period.

### **Criteria to be Considered in Tenure Recommendations**

### **Overview**

Faculty members shall be evaluated for retention, tenure, and promotion in the areas listed below and according to the standards indicated for the particular personnel action being considered. Time periods for particular personnel actions and supporting e-dossier material relevant to each action are as follows:

Retention:	since initial appointment;
Tenure:	since initial appointment; and
Promotion:	since initial appointment or date of last promotion whichever is the more recent.

### **General Criteria for Evaluation of Faculty Members**

The following are general criteria to be used in evaluating faculty members for any personnel action. This list is not exhaustive, and the selection and relative importance of each of these criteria will vary with the type of action contemplated as well as the nature and mission of the department to which the faculty member is assigned. It should also be recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one (1) area but less active or successful in others may well be contributing more to the well-being of the University than someone adequate in all areas but outstanding in none. Reasonable expectations for the following evaluative criteria for retention, tenure, promotion and merit shall be established in writing at the departmental and college levels as a standard or basis for personnel actions.

1. Teaching effectiveness;
2. Effectiveness in other academic assignments, including student advisement, as well as departmental and program administrative assignments;
3. Research, scholarly and creative activity;
4. Professional degrees, awards, and achievements;
5. Professional service (may include institutional committee assignments) to the University, the community, and the State or Nation;
6. Activities, memberships, and leadership in professional organizations;
7. Evidence of continuing professional development and growth; and potential for contributions to the objectives of the department and the University and
8. Demonstrated willingness and ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic organizational unit;

and evidence of, regard for, and performance consistent with, accepted standards of professional conduct.

For convenience and further clarification, APSU groups these criteria into three general areas of evaluation: Effectiveness in Academic Assignment; Scholarly and Creative Achievement; and Professional Contributions and Activity.

#### **A. Effectiveness in Academic Assignment**

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

The teaching portfolio should include, but is not limited to, evidence of teaching excellence as follows: ability to organize and present subject matter in a logical and meaningful way; ability to motivate and stimulate creativity, intellectual curiosity, and interest in writing and inquiry in undergraduates and/or graduate students; and evidence of peer evaluation. Documentation of teaching should routinely include: statement of teaching philosophy; course materials; student evaluations for every course evaluated during the probationary period; and evidence of supervision of student projects and other forms of student mentorship. A candidate for tenure may choose to include other types of evidence that support his/her application for tenure such as additional student input; student products; teaching recognition; teaching scholarship; peer input; evidence of professional development in teaching; evidence of disciplinary or interdisciplinary program or curricular development; alumni surveys and student exit interviews; and other evidence of excellence in teaching or mentoring, or both.

Candidates should be evaluated within the scope of their



defined academic assignment. For most faculty members, judgment of “Effectiveness in Academic Assignment” will involve evaluation primarily of teaching, student advising, and related instructional activities.

Positive evaluation in the area “Effectiveness in Academic Assignment” is the prime, but not sole, condition for retention, tenure, or promotion.

- 1. Teaching Effectiveness.** Evidence for teaching effectiveness shall include a list of courses taught, a sample of relevant course materials, and student evaluations since the most recent similar action was taken. Evidence may also include letters from present and former students solicited on a statistically random basis by the department chair/director and returned to him/her and all included in the dossier; reviews of public talks or lectures; evaluations by the faculty member's colleagues and Deans and directors supervising special programs in which the faculty member participates.

Faculty members may present their own analyses of their student evaluations, teaching materials, and teaching methods. Contributions such as the direction of student research and special studies, student advisement, the development or initiation of new courses, involvement in Continuing Education programs, and carefully evaluated and properly supervised experimentation in instruction should also be included.

- 2. Non-Teaching and Teaching Chairs, Directors, and Coordinators.** Academic program directors and department chairs who do not teach will be evaluated for retention and tenure in Category A (“Academic Assignment”) on the basis of their effectiveness in their administrative position. Department chairs who teach will be evaluated for retention and tenure on their teaching effectiveness as well as their effectiveness in their administrative position.

## **B. Research/Scholarship/Creative Activities**

A candidate for tenure must present evidence of his/her research, scholarship and/or creative activities when he/she applies for tenure. Such evidence should cite books, journal articles, monographs, creative activities, performances, or exhibitions that have undergone

appropriate peer review. Research publications in refereed journals or media of similar quality are considered reliable indicators of research/scholarly ability. Written reviews and evaluations by qualified peers, either in person or aided by other forms of reports, or both, are appropriate for performances, compositions, and other artistic creations. Books published by reputable firms and articles in refereed journals, reviewed by recognized scholars, are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity.

The tenure dossier/application must include evidence of peer review of the candidate's record of research/scholarly activity by qualified peers. The scholarship of teaching is a valid measure of research capability. It goes beyond doing a good job in the classroom; creative teachers should organize, record, and document their efforts in such a way that their colleagues may share their contributions to the art of teaching. Appropriate textbooks or educational articles in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.

Research and scholarly and creative activities are important to the University's role in society. Clear evidence of the quality of work shall be a part of every evaluation, including evaluations from Deans and directors supervising special programs in which the faculty member participates. Evidence supplied by the candidate or others might include the following:

1. **Publications.** These include books or chapters in books, textbooks, articles in refereed journals, articles in non-refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews, and other similar published materials.
2. **Papers Presented.** These include those papers presented at local, state, regional, national, and international professional meetings. The significance of content and selection process should be considered in reviewing such presentations.
3. **Performance or Exhibitions.** These include

performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within that area of expertise.

4. **Research or Arts in Progress.** Verification of stages of development is mandatory.
5. **Other Items.** These include funded or unfunded research proposals, grant applications, computer software development, audio-visual media, and other similar material.

### C. Professional Contributions and Activities

Part of every faculty member's expected performance in Professional Contributions and Activities is regular participation in the governing and policy-making processes of the University, and such participation should be included in this area of evaluation. Evidence of a faculty member's contributions in the area of professional service might include examples of assistance to the faculty member's discipline, the local community, and to the larger society. The faculty member should also include evidence of continuing professional development and growth. The documentation of all service activities is required and may include evaluations from colleagues, Deans and directors supervising special programs in which the faculty member participates. Service should include participation in organizations and on committees, although more significance will be attached to formal and informal leadership than to mere membership. Evidence might involve the following:

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

force, service as advisor to a University-wide student organization, and membership on a University search committee.

2. **Service to One's Discipline.** This category includes memberships and leadership positions in professional organizations at state, regional, or national levels and includes service as track chair, session chair, discussant, paper reviewer, editorial staff, etc.
3. **Service to the Community.** This category includes presentations related to one's discipline; providing professional advice or consultations to groups or individuals; and providing other types of service related to the discipline, particularly in the University's service area.
4. **Professional Development.** This category includes training, workshops, seminars, continuing education, conference attendance, online training, or similar activities related to professional growth.

#### **D. Criteria for Assessing the Long-Term Staffing Needs**

The long-term staffing needs of the department/division and the University are taken into account at each level in the review process when candidates are evaluated for retention and tenure. Criteria to be considered may include the following:

1. University mission;
2. Enrollment patterns;
3. Program changes;
4. Potential resources for staff additions;
5. Prospective retirements and resignations; and
6. Maintenance of adequate faculty to support essential curricula.

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

##### **A. Non-renewal of Probationary Tenure-Track**

1. When tenure-track appointments of faculty are not to be renewed for further service, the faculty member shall receive notice of his/her non-retention for the ensuing academic year as follows:
  - a. Not later than April 1 of the first academic year of

service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least two months in advance of its termination;

- b.** Not later than January 1 of the second year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least five months in advance of its termination or
- c.** Not later than the close of the academic year preceding the third or subsequent year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least twelve months in advance of its termination.

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

Applicable dates for notice of non-renewal are based upon actual years of service at APSU and in no way affected by any credit for prior service. When a faculty member on a tenure-track appointment completes his/her probationary period, the faculty member will be recommended for tenure by the President or will be given notice of non-renewal of the appointment during the spring term following application for such status. Such notice of non-renewal should be given not later than the final day of the academic year. The faculty member's right in an instance where timely notice is not given is described in the section titled Changes in Tenure/Tenure-Track Status, Procedures for Termination for Adequate Cause.

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

termination of tenured faculty.

3. The non-renewal or non-reappointment of any faculty member on a tenure-track appointment does not necessarily carry an implication that his/her work or conduct has been unsatisfactory.

Unless there is a violation of state or federal law under the limitations described in the APSU Policy 1:010 (Appeals and Appearances Before the Board) decisions that are not subject to appeal to the APSU Board include (a) non-renewal of a tenure-track faculty appointment during the first five years of the probationary period and (b) denial of early tenure unaccompanied by notice of termination B. Transfer of Tenure

Where a faculty member is tenured in an academic program unit (e.g., a department or division) he/she may be transferred to another academic program unit. In such cases, the transfer will be made with tenure; moreover, the tenure appointment will be transferred to the new academic program unit. In no instance may the faculty member be compelled to relinquish tenure as a condition for effecting the transfer.

#### **B. Expiration of Tenure**

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

#### **C. Relinquishment of Tenure**

A faculty member shall relinquish or waive his/her right to tenure upon resignation from the University or upon failure to report for service at the designated date of the beginning of any academic term, which shall be deemed to be a resignation unless, in the opinion of the President, the faculty member has shown good cause for such failure to report. Where a tenured faculty member is transferred or reclassified to another department or academic program unit by the University, the transfer or reassignment shall be with tenure. Tenure is not relinquished 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 at APSU subject to the APSU Board of Trustees declaration that such financial conditions exist. Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency at APSU will comply with the APSU Board of Trustees' policy 5:025 (APSU Policy on Financial Exigency).

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

The employment of a tenured faculty member may be terminated because 1) an academic program is deleted from the curriculum or 2) because of substantial and continued reduction of student enrollment in a field or discipline. Before declaring that curricular reasons exist, the President will ensure meaningful participation by the University's representative faculty body in identifying the specific curricular reasons, evaluating the long-term effect on the University's curriculum and its strategic planning goals, and the advisability of initiating further action. Prior to initiating the process described below, the President will present- either verbally or in writing - a description of curricular reasons that may warrant the termination of tenured faculty member(s).

The procedures whereby this presentation is made to a representative faculty body is provided below in item G. That body will have the opportunity to respond in writing to the President before action described below is initiated. Each of these reasons for termination of tenure for curricular reasons must denote shifts in staffing needs that warrant greater reductions than those which are accommodated annually in light of shifting positions from one department to another or among colleges to handle changing enrollment patterns.

1. Part-time faculty within a department or division should not be hired or renewed before tenured faculty are terminated.
2. Temporary faculty should not be renewed before tenured faculty are terminated.

3. Tenure-track faculty in the probationary period should not be renewed before tenured faculty are terminated.
4. Among tenured faculty those with higher rank should have priority over those with lower rank.
5. Among tenured faculty with comparable rank, those with appropriate higher academic degree(s) should have priority over those with lower academic degree(s).
6. Among tenured faculty with comparable rank and degrees, those with greater seniority in rank should normally have priority over those with less seniority.

#### **F. Procedures for Termination of Tenure**

1. Upon determining that termination of one or more tenured faculty members is required for one or more of the two reasons cited above, the President shall furnish each faculty member to be terminated a written statement of the reasons for the termination. Those reasons shall address fully the curricular circumstances that warranted the termination and shall indicate the manner and the information upon which the decision of which faculty members were to be terminated was reached. The President's written statement shall also indicate that the faculty member has the opportunity to respond in writing stating any objections to the decision.
2. If the faculty member(s) to be terminated indicate(s) objections to the President's written statement(s) and request(s) a review, the President will appoint a faculty committee consisting of a minimum of five tenured faculty members from a slate of ten tenured faculty members proposed by the representative faculty body. The committee shall conduct a hearing on the proposed termination(s). The committee shall report its findings and recommendations to the President, who shall in a reasonable time inform the faculty member(s) proposed for termination in writing either that the decision for termination stands or that it has been altered.
3. The President's decision to terminate a tenured faculty



member for curricular reasons is subject to appeal to the APSU Board of Trustees as provided in APSU Policy 1:010 (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 with the same areas of specialization as the terminated faculty member within a period of three years unless the terminated faculty member has been offered, in writing, reappointment to the position at his/her previous rank and salary (with the addition of an appropriate increase which, in the opinion of the President, would constitute the raise(s) that would have been awarded during the period that he/she was not employed).
5. Upon determining that termination of one or more tenured faculty members is warranted for curricular reasons, the President shall base his/her decision about which faculty member(s) should be terminated upon his/her assessment as to what action would least seriously compromise the educational programs in a department or division. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit which cannot be warranted either by comparison with general load practices within the University or by comparison with faculty loads in comparable departments or academic program units at similar universities. In that light, the President shall also, at his/her discretion, base his/her decision on a careful assessment of the impact of the curricular reason on staffing requirements in the department or academic program unit as compared to overall patterns in the University and to comparable departments or academic program units which, in his/her judgment, are in universities similar enough to warrant assessment.

## **6. Definitions**

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

- ### G. Termination for Adequate Cause

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

4. Improper use of narcotics or intoxicants, which substantially impairs the faculty member's fulfillment of his/her departmental and University 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
7. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department or academic program unit of the University.

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

Termination of a faculty member with a tenure appointment, or with a tenure-track or temporary appointment prior to the annual specified term of the appointment, shall be subject to the following procedures:

1. No termination shall be effective until steps 4 through 9 below have been completed.
2. Suspensions pending termination shall be governed by the following procedure:
  - a. A faculty member may not be suspended pending completion of steps 4 through 9 unless it is determined by the University that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the University. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/she is qualified.
  - b. In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and

effect, the faculty member shall be provided the opportunity for a hearing on the suspension as soon as possible at which time the faculty member may cross-examine his/her accuser, present witnesses on his/her behalf, and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter shall proceed pursuant to these procedures.

3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the APSU Board of Trustees.
4. Upon a recommendation by the chief academic officer of the University to the President or upon a decision by the President that these procedures should be undertaken in consideration of the termination of a tenured faculty member, one or more appropriate administrators shall meet privately with the faculty member for purposes of attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.
5. If no mutually acceptable resolution is reached through step 4, the following steps shall be taken.
  - a. The faculty member shall be provided with a written statement of the specific charges alleged by the University which constitute grounds for termination and a notice of hearing specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member shall respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.
  - b. A committee consisting of tenured faculty or tenured faculty and administrators shall be appointed to hear the case and to determine if adequate cause for termination exists according to

the procedure herein described. The committee shall be appointed by the President and the officially recognized faculty senate, assembly or advisory committee, with each appointing the number of members designated by the policy of the University. The committee may not include any member of the faculty committee referred to in 4 above. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee shall not discuss the case outside committee deliberations and shall report any ex-parte communication pertaining to the hearing to the President who shall notify all parties of the communication.

6. The hearing committee shall elect a Chair who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.
7. The Chair of the hearing committee may in his/her discretion require a joint pre- hearing conference with the parties which may be held in person or by a conference telephone call. The purpose of the pre-hearing conference should include but is not limited to one or more of the following:
  - 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 and
  - d. Effecting stipulations of fact. A written memorandum of the pre-hearing conference should be prepared and provided to each party.
8. A hearing shall be conducted by the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing shall be conducted according to the

procedures below.

- a.** During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
- b.** A verbatim record of the hearing will be taken and a typewritten copy will be made available to the faculty member, upon request, at the faculty member's expense.
- c.** The burden of proof that adequate cause exists rests with the University and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
- d.** The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in using its best efforts to secure witnesses and make available documentary and other evidence that is under its control.
- e.** The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within 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 decision.
- f.** In a hearing on charges of incompetence, the testimony shall include that of qualified faculty members from the University or other

universities of higher education.

- [illegible]

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<b>APSU Tenure Procedures and Guidelines</b>	<a href="https://www.apsu.edu/academic-affairs/resources">https://www.apsu.edu/academic-affairs/resources</a>
<b>APSU Policy 2:051</b>	<a href="https://www.apsu.edu/policy/faculty-appointments-5062">https://www.apsu.edu/policy/faculty-appointments-5062</a>
<b>APSU Policy 1:012</b>	<a href="http://www.apsu.edu/policy/inspecting-and-copying-public-records-and-related-charges-producing-copies-public-records-101">http://www.apsu.edu/policy/inspecting-and-copying-public-records-and-related-charges-producing-copies-public-records-101</a>

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### Revision Dates

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APSU Policy 1:025 (previously 5:060) – Rev.:  
APSU Policy 1:025 – Rev.: July 26, 2016  
APSU Policy 1:025 – Rev.: May 12, 2015  
APSU Policy 1:025– Issued: April 29, 2014

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### Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

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### Approved

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President: signature on file

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**Agenda Item: E.iii.**

**Date:** May 19, 2017

**Subject:** Tenure and Promotion recommendations

**Action Recommended:** Approval

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**Background Information:** Per University policy, the President recommends the granting of tenure to eligible faculty members. The President also recommends granting promotions to eligible faculty members. The recommendations are made within the requirements of APSU policies on tenure. The university has followed approved policies and procedures in each case.

**Proposed Implementation Date:** August 2017

**Item Details:**

*Tenure*

A total of 17 faculty members are recommended for tenure. The list of faculty members recommended is provided below.

Name:

Tara Alvey  
Beatrix Brockman  
Deborah Buchanan  
Paul Collins  
Donna Dey  
Chris Gienger  
Melissa Gomez  
Barry Gresham  
Jessica Hatz  
Shondell Hickson  
Roman Holovhak  
Leong Lee  
Russ Longhurst  
Pamela Magrans  
Rodney Mills  
Tracy Nichols  
Kebede Hundie Wordofa

Department:

Teaching and Learning  
Languages and Literature  
Psychological Science and Counseling  
Art and Design  
Health and Human Performance  
Biology  
Health and Human Performance  
Communication  
Psychological Science and Counseling  
School of Nursing  
Physics and Astronomy  
Computer Science and Information Technology  
Physics and Astronomy  
Languages and Literature  
Agriculture  
Communication  
Woodward Library

Currently there are 333 full-time tenure and tenure-track faculty, of which 223 (67%) are tenured. The following summary table provide the numbers of tenure track faculty granted tenure from 2013-2014 to the present. The President is recommending 17 tenure-track faculty for tenure at this time. The percentage of faculty recommended for tenure in 2016-2017 is 5%.

<b>Tenured/Tenure-Track Faculty</b>				
<b>Year Hired</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Tenure Decision Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b># Hired</b>	28	17	20	29
<b># Not Retained or Resigned</b>	10	8	9	11
	36%	47%	45%	38%
<b># Tenured</b>	18	9	11	1*
	64%	53%	55%	3%
<b># Currently Being Considered for Tenure</b>	0	0	0	17
				59%

\* Tenured prior to 2016-17

Please note that the table does not include faculty who were granted tenure upon appointment or non-tenure-track faculty.

### *Promotions*

A total of 19 faculty members are recommended for promotion. The list of faculty members recommended, showing current rank and proposed rank, is provided below. The percentage of total faculty recommended for promotion in 2016-2017 is 6%.

<u><b>Name:</b></u>	<u><b>Current Rank:</b></u>	<u><b>Proposed Rank:</b></u>	<u><b>Department:</b></u>
Elaine Berg	Associate Professor	Professor	Library Administration
Kadi Bliss	Assistant Professor	Associate Professor	Health & Human Performance
Bobette Bouton	Assistant Professor	Associate Professor	Educational Specialties
Tucker Brown	Associate Professor	Professor	Sociology
Joe Elarde	Assistant Professor	Associate Professor	Computer Sci. & Info. Tech
Gina Garber	Associate Professor	Professor	Library Administration
Rebecca Johansen	Associate Professor	Professor	Biology
Nicholas Kirby	Assistant Professor	Associate Professor	Mathematics & Statistics

Ying Ma	Assistant Professor	Associate Professor	Sociology
John McConnell	Assistant Professor	Associate Professor	Educational Specialties
Gloria Miller	Assistant Professor	Associate Professor	Mngmnt, Marketing & Gen. Bus.
Jennifer Snyder	Assistant Professor	Associate Professor	Art & Design
Amy Thompson	Associate Professor	Professor	Biology
Antonio Thompson	Associate Professor	Professor	History & Philosophy
Ling Wang	Assistant Professor	Associate Professor	Teaching & Learning
Stefan Woltmann	Assistant Professor	Associate Professor	Biology
Kathryn Woods	Assistant Professor	Associate Professor	Leadership & Org. Admin.
Amy Wright	Associate Professor	Professor	Languages & Literature
Jennifer Yantz	Assistant Professor	Associate Professor	Mathematics & Statistics

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**Agenda Item: E.iv.**

**Date:** May 19, 2017

**Subject:** Tenure Upon Appointment – Dr. Prentice Chandler, Dean of the Martha Dickerson Eriksson College of Education

**Action Recommended:** Approval

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**Background Information:** The Provost and Vice President of Academic Affairs proposes the award of tenure upon appointment for Dr. Prentice Chandler, new Dean of the Martha Dickerson Eriksson College of Education. Dr. Chandler begins his appointment as Dean on July 1, 2017. Dr. Chandler's education, as well as teaching, scholarship, and service experience meet the tenure criteria of the College of Education. Therefore the Martha Dickerson Eriksson College of Education recommends that Dr. Chandler be appointed with tenure at the rank of full professor in the Department of Teaching and Learning.

**Proposed Implementation Date:** July 1, 2017

**Item Details:**

Dr. Chandler currently serves as associate director of teacher education and leadership, as well as an associate professor in its School of Education at the University of Cincinnati. During his time at Cincinnati, Dr. Chandler oversaw programs in middle childhood education, secondary education, special education and educational leadership. As an educator, Chandler taught courses in social studies education, diversity and critical race theory.

Prior to Cincinnati, Dr. Chandler served as department head of secondary education and a professor of secondary history and social science education at Athens State University from 2006-2013. Dr. Chandler earned his Bachelor of Science in Education in 2000 and a Master of Arts in Education in 2002, both from the University of North Alabama. He earned his Ed.S. in 2004 and his Ph.D. in secondary education in 2007, both from the University of Alabama. Before joining higher education, Dr. Chandler taught high school social studies in Alabama.

The tenure upon appointment proposal has received support from the current full professors in the Department of Teaching and Learning and recommendations from the Department Chair of Teaching and Learning, the current Dean of the Martha Dickerson Eriksson College of Education, Provost and Vice President for Academic Affairs, and the President.

Attachment – Curriculum Vita of Dr. Prentice Chandler

# **Prentice T. Chandler, Ph.D.**

Associate Director | Associate Professor  
Division of Teacher Education & Leadership  
School of Education

## **University of Cincinnati**

School of Education | CECH  
610C Teachers College  
Cincinnati, OH 45221  
256.874.2762 (cell) | 513.556.7095 (office)  
[prentice.chandler@uc.edu](mailto:prentice.chandler@uc.edu)

## **ACADEMIC BACKGROUND**

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### **Academic Degrees**

- 2007      Doctor of Philosophy (Ph.D.)**  
University of Alabama, Tuscaloosa, AL  
Major: Secondary Education/Social Science
- 2004      Educational Specialist (Ed.S.)**  
University of Alabama, Tuscaloosa, AL  
Major: Secondary Education/Social Science
- 2002      Master of Arts in Education (M.A.Ed.)**  
University of North Alabama, Florence, AL  
Major: Social Science Education (6-12)
- 2000      Bachelor of Science in Education (B.S.Ed.)**  
University of North Alabama, Florence, AL  
Major: Social Science/Secondary Education

### **Leadership Development**

- 2016      Harvard Management Development Program, Higher Education Institute**  
Harvard University, Graduate School of Education, Cambridge, MA
- 2015      Leadership Academy for Department Chairs**  
American Council on Education (ACE), Washington, DC

### **Additional Coursework**

- 2015      Graduate Studies**  
University of Cincinnati, Cincinnati, OH  
Area: Educational Technology

## **PROFESSIONAL EXPERIENCE**

### **University Experience**

- 2013- University of Cincinnati, School of Education/CECH, Cincinnati, OH**
- Associate Director, Teacher Education & Leadership (2016-present)
  - Program Coordinator, Educational Leadership (2016-present)
  - Program Coordinator, Secondary Education (2015-2016)
  - Associate Professor/Coordinator, Social Studies Education (2015-present)
  - Chair, Academic Affairs Committee (2015)
  - University Senator, CECH (2014-2016)
  - Assistant Professor/Coordinator, Social Studies Education (2013-2015)
- 2006-2013 Athens State University, College of Education, Athens, AL**
- Program Chair, Secondary Education (2008-2013)
  - Program Head, Secondary Education (2006-2008)
  - Associate Professor, Secondary History/Social Science Education (2012-2013)
  - Founder & Chair, Center for Social Studies Education (2011-2013)
  - Sponsor, *Pi Gamma Mu* (Int'l Social Science Honor Society) (2011-2013)
  - Assistant Professor, Secondary History/Social Science Education (2006-2012)
- Dual Appointment: Colleges of Arts & Sciences/Education*
- 2002-2005 University of North Alabama, College of Arts & Sciences, Florence, AL**
- Adjunct Professor, Geography

### **Public School Teaching Experience**

- 2010 Tanner High School, Social Studies Department, Tanner, AL**
- Secondary Social Studies Teacher (summer)
- 2001-2006 Clements High School, Social Studies Department, Athens, AL**
- Chair, Social Studies Department (2001-2006)
  - Middle School/Secondary Social Studies Teacher (2001-2006)
  - Head Coach, Middle School Football & Varsity Baseball (2001-2003)

## **PROFESSIONAL CERTIFICATIONS & DESIGNATIONS**

1. Certified Peer Reviewer, Quality Matters Higher Education Rubric, Online Courses (2015)
2. Alabama Professional Educator Certificate
  - Class AA, Secondary (36A), Grades 6-12, General Social Science (022) *Renewed 2015*
3. Highly Qualified Teacher, According to *NCLB*, General Social Science (2004)

## **AWARDS & HONORS**

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1. *Invited Panelist, The Life of the Mind: Interdisciplinary Conversations with UC Faculty*, University of Cincinnati (2015)
2. *Golden Apple Teaching Award*, University of Cincinnati (2014-2015)
3. *CECH Faculty Incentive Award for Research and Scholarship*, University of Cincinnati (2013-2014, 2014-2015)
4. *Merit Award*, UC School of Education (2013-2014)
5. *Higher Education Award*, American Education Week (2012)
6. *Distinguished Research Award*, Athens State University (2012)
7. *Outstanding Paper in Social Studies Education Research Award*, American Educational Research Association (AERA) (SSIRC Research) (2011)
8. *Invited Participant*, R. Freeman Butts Institute on Civic Learning in Teacher Education, Center for Civic Education/Center for Social Studies and International Education (Indiana University, IUPUI) (2010)
9. *Defense of Academic Freedom Award*, National Council for the Social Studies (NCSS) (2007)
10. *Most Outstanding Graduate Student in Social Science Education*, University of Alabama (2004)
11. *Most Outstanding Graduating Senior in Social Science*, University of North Alabama (2000)

## **ACCREDITATION EXPERIENCE**

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### **University of Cincinnati (2013-present)**

- CAEP Leadership Team (2015-present)
- Ohio State Review (Integrated Social Studies/AYA) (2015-2016)  
*Approved through 2023* (baccalaureate)
- Ohio State Review (Integrated Social Studies/AYA) (2015-2016)  
*Approved through 2023* (post-baccalaureate)
- Coordinated, Secondary Education Program Reviews in Ohio (2015-2016)  
English Language Arts, Mathematics, Science, Social Studies

### **Athens State University (2006-2013)**

- NCATE, Standard I Chairperson (2012-2013)
- NCATE, Standard 3 Committee (2006)
- Southern Association of Colleges and Schools (SACS) Team (2011)
- Alabama Commission on Higher Education (ACHE) (2008)  
Social Science Education Program Review

## **LIST OF COURSES TAUGHT**

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### **University of Cincinnati (2013-present) (2/2 Teaching Load)**

SEC 4019/7019*	Introductory Methods Secondary: Social Studies
SEC 5024/7024*	Intermediate Methods Secondary: Social Studies
SEC 6034/7034*	Advanced Methods Secondary: Social Studies
CI 7003*	Teaching & Learning in Diverse Classrooms
CI 7090*	Master's Project: Curriculum & Instruction
CI 8003*	Critical Race Theory in Education
CI 8090*	Independent Study: Curriculum & Instruction

#### **\* Graduate Courses**

-*Graduate Faculty Status*, Awarded 2013

-Core Faculty, Ph.D. Program in Educational Studies (Curriculum Studies & Teacher Education)

### **Athens State University (2006-2013) (4/4/4 Teaching Load)**

ED 301	Foundations of Education I
ED 302	Foundations of Education II
ED 486	Internship in High/Middle School (History & Social Science Supervisor)
HY/SS 450	Materials & Methods of Teaching History/Social Science
SC 331	Classroom Management in Secondary Education
SC 333	Teaching Reading & Writing in the Content Areas
SC 362	Assessment & Evaluation in Secondary Education
EC 450	Materials & Methods of Teaching Economics

### **University of North Alabama (2002-2005)**

GE 102	World Regional Geography
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## **SCHOLARSHIP**

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### **Research Interests**

My work focuses on social studies teaching and learning—social studies methods, critical race theory in social studies, authentic intellectual work, academic freedom, flipped pedagogy, and coaching/dual-role careers in social studies.

### **Books**

1. Patterson, N., & Chandler, P. (Eds.). (2019). *At the schoolhouse gate*. Charlotte, NC: Information Age Publishing. (proposal under review).
2. Chandler, P., & Hawley, T. (Eds.). (2017). *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing. (forthcoming 2017)



3. **Chandler, P.** (Ed.). (2015). *Doing race in social studies: Critical perspectives*. Charlotte, NC: Information Age Publishing.

#### Reviews of *Doing Race in Social Studies* (3)

- "...this book will transform the field of social studies where implementations address the issues within and outside of the classroom. *Doing Race* differs from others because it takes into account the viewpoint of individuals from different teaching backgrounds in social studies education as the chapters range from textbooks analyses to case studies of practitioners in the field."
- Irena Walker in *Journal of Social Studies Research*
- "...this volume provides several paths to considering CRT intersections with social studies curriculum and practices, and goes further than existing works to provide a focus on CRT for teachers in a way that can be understood and used in classrooms. *Doing Race in Social Studies* brings tools to teachers' hands to rethink traditional social studies education—policy, pedagogy, and curricula—that is lacking racial content and subaltern perspectives."
- Tiffany Dolder-Holland in *Theory and Research in Social Education*
- "Doing Race in Social Studies goes beyond generalities and platitudes to show what actual teachers and teaching materials are bringing to the classroom...the book takes concepts and theories and makes them practical, giving teachers ideas and models of things that they can actually implement in their own teaching."
- Jack Eller in *Anthropology Review*

#### Book Chapters & Book Contributions

1. Hawley, T., & **Chandler, P.** (2017). Imitations of life: Connecting purpose and practice to deepen the power of simulations. In C. Wright-Maley (Ed.), *More like life itself: Simulations as powerful and purposeful social studies*.
2. **Chandler, P.**, & Seitz, Z. (2017). World history and race pedagogy. In B. Maguth (Ed.), *C3 Framework and Global Learning*.
3. Camp, E., & **Chandler, P.** (2017). Using current events to confront pre-service teachers' deficit orientations of their students. In S.G. Grant, K. Swan, & J. Lee (Eds.), *Teaching social studies: A methods book for methods teachers*.
4. **Chandler, P.**, & Hawley, T. (2017). Using racial pedagogical content knowledge and inquiry pedagogy to reimagine social studies teaching and learning. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.
5. Hawley, T., Hostetler, A., & **Chandler, P.** (2017). Teaching the Montgomery bus boycott as citizen action for racial and economic justice. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.
6. **Chandler, P.** (2016). Rage against the machine, quietly. In R. Agarwar-Rangnath, A. Dover, & N. Henning (Eds.), *Preparing to teach social studies for social justice (becoming a*

*renegade*): *The letters*. New York, NY: Teachers College Press. Retrieved from <http://www.socialstudiesforsocialjustice.com/letters>

7. King, L., & **Chandler, P.** (2016). From non-racism to anti-racism in social studies education: Social studies and racial pedagogical content knowledge. In A. Crowe, & A. Cuenca (Eds.), *Rethinking social studies teacher education for twenty-first century citizenship* (pp. 3-21). New York, NY: Springer.
8. Saye, J., & **Associates.** (2015). Achieving authentic pedagogy: Plan units, not lessons. In W.C. Parker (Ed.), *Social studies today: Research and practice* (pp. 65-72). New York, NY: Routledge.
9. **Chandler, P.** (2015). What does it mean to “do race” in social studies? Racial pedagogical content knowledge. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 1-10). Charlotte, NC: Information Age Publishing.
10. **Chandler, P.,** & Branscombe, A. (2015). White social studies: Protecting the white racial code. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 61-87). Charlotte, NC: Information Age Publishing.
11. **Chandler, P.,** Branscombe, A., & Hester, L. (2015). Using authentic intellectual work and critical race theory to teach about race in social studies. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 149-165). Charlotte, NC: Information Age Publishing.
12. **Chandler, P.** (2013). Teaching about lynching in US history: A literary and visual perspective. In W.B. Russell, S. Waters, & T. Turner (Eds.), *Essentials of middle and secondary social studies* (pp. 274-278). New York, NY: Routledge.
13. Patterson, N., Horner, S., **Chandler, P.,** & Dahlgren, R. (2013). Who is at the gate? An examination of secondary social studies teacher support and curricular control in testing and non-testing states. In J. Passe, & P. Fitchett (Eds.), *The status of social studies: Views from the field* (pp. 291-302). Charlotte, NC: Information Age Publishing.
14. **Chandler, P.,** & McKnight, D. (2011). Race and the social studies. In W. Russell (Ed.), *Contemporary social studies: An essential reader* (pp. 215-242). Charlotte, NC: Information Age Publishing.
15. **Chandler, P.** (2011). Teaching controversial topics in the social studies. In J. Benieke (Ed.), *Teaching history to adolescents* (pp. 92-96). New York, NY: Peter Lang.
16. **Chandler, P.** (2010). The ABC’s of writing groups at small universities. In H. Blythe, & C. Sweet (Eds.), *It works for me: Becoming a publishing scholar/researcher—Shared tips for the busy scholar* (pp. 81-83). Stillwater, OK: New Forums.

**Professional Journal Articles (\*co-authored with a teacher)**

1. **\*Chandler, P., & Munch, D.** (2016). Strengthening geography pedagogy with authentic intellectual work. *The Councilor: A Journal of the Social Studies*, 77(2), 1-10.
2. **\*Seitz, Z., & Chandler, P.** (2016). Celebrate freedom week: Recalling the "literacy test" to vote. *Middle Level Learning*, 57, 8-13.
3. **Chandler, P., & Hawley, T.** (2016). The challenge of a (racially) honest social studies. *Ohio Social Studies Review*, 53(1), 1-4.
4. **\*Branscombe, A., Chandler, P., & Little, S.** (2016). Students drum life stories: The role of cultural universals in project work. *Journal of Social Studies Research*. Advanced online publication. doi:10.1016/j.jssr.2015.10.004
5. **\*Bryant, B., & Chandler, P.** (2016). A critical race theory analysis of the Ohio social studies standards. *Ohio Social Studies Review*, 53(1), 16-27.
6. Killham, J., & **Chandler, P.** (2016). From tweets to telegrams: Using social media to promote historical thinking. *Social Education*, 80(2), 118-122.
7. **Chandler, P., & Ehrlich, S.** (2016). The use of discussion protocols in social studies. *The Councilor: A Journal of the Social Studies*, 77(1), 1-11.
8. **Chandler, P.** (2015). Knowing where we started: Race and controversy in social studies. *Ohio Social Studies Review*, 52(1), 4-7.
9. Saye, J., & **SSIRC.** (2014). Achieving authentic pedagogy: Plan units, not lessons. *Social Education*, 78(1), 33-37.
10. **\*Chandler, P., Branscombe, A., & Mayshack, M.** (2013). Mom, have you ever seen a real Indian? The intersection of personal identity and social studies education. *Social Studies Review*, 52, 85-91.
11. **Chandler, P.** (2013). We have seen the enemy and he is us: Using discussion to bring life to social studies. *Oregon Journal of the Social Studies*, 1(2), 39-45.
12. Saye, J., & **SSIRC.** (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory and Research in Social Education*, 41(1), 89-132.
13. **Chandler, P.** (2012). Ten years later: Pedagogical reflections on social studies in a post-9/11 world. *Southern Social Studies Journal*, 38(1), 37-40.
14. McKnight, D., & **Chandler, P.** (2012). The complicated conversation of class and race in social and curricular analysis: An examination of Pierre Bourdieu's interpretative framework

in relation to race. *Educational Philosophy and Theory*, 44(4), 74-97. (Special issue supplement "The Future of Educational Materialism")

15. **Chandler, P.** (2011). Manifest destiny and competing voices on the eve of the Cherokee removal. *Social Education*, 75(3), 151-155.
16. **Chandler, P.**, Buck, K., & Ferguson, D. (2010). Reclaiming the common good in education: Teaching social responsibility through service learning. *Current Issues in Middle Level Education*, 16(1), 1-5.
17. **Chandler, P.** (2010). Howard Zinn and teaching against dystopia. *Ohio Social Studies Review*, 46(2), 3-6.
18. **Chandler, P.** (2010). Critical race theory and social studies: Centering the Native American experience. *The Journal of Social Studies Research*, 34(1), 29-58.
19. Cowan, W., Bolen, Y., **Chandler, P.**, Thomas, B., Buck, K., & Hyde, L. (2009). The effect of distance education lecture format on student application. *Review of Higher Education and Self-Learning*, 2(4).
20. **Chandler, P.**, & McKnight, D. (2009). The failure of social education in the United States: A critique of teaching the national story from "white" colourblind eyes. *Journal of Critical Education Policy Studies*, 7(2), 218-248.
21. **Chandler, P.** (2009). Blinded by the white: White teachers, social studies, and raceless pedagogies. *Journal of Educational Thought*, 43(3), 259-288.
22. McKnight, D., & **Chandler, P.** (2009). Social studies and the social order: Telling stories of resistance. *Teacher Education Quarterly*, 35(2), 59-75.
23. Patterson, N., & **Chandler, P.** (2008). Free speech in the balance: What we know about the rights of teachers. *Social Studies Research and Practice*, 3(2), 90-102.
24. **Chandler, P.** (2006). Academic freedom: A teacher's struggle to include "Other" voices in history. *Social Education*, 70(6), 354-357.

### **Editorships**

1. Hawley, T., & **Chandler, P.** (2016). Race and social studies education. *Ohio Social Studies Review*, 53(1).

### **Works in Review**

1. Branscombe, A., Hester, L., & **Chandler, P.** (2017). Developing teachers' pedagogical habits through a summer field experience for middle level learners. *Middle School Journal*.

2. Ehrlich, S., & **Chandler, P.** (2017). Flipping the undergraduate classroom: An exploration of students' perspectives. *International Journal of Online Pedagogy and Course Design*.

### **Public Scholarship**

1. \*Agarwar-Rangnath, R., Dover, A., & Henning, N. (2016). Reclaiming agency: Justice-oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education*, 59, 457-467. <http://www.socialstudiesforsocialjustice.com/letters>
2. Authentic Intellectual Work Rubrics as adapted by the Social Studies Inquiry Research Collaborative. <http://auburn.edu/ssirc/rubrics.pdf>

### **Technical Reports**

1. State Review (Integrated Social Studies/AYA, 2015-16) Ohio Department of Higher Education, Approved through 2023 (baccalaureate)
2. State Review (Integrated Social Studies/AYA, 2015-16) Ohio Department of Higher Education, Approved through 2023 (post-baccalaureate)

### **Other Publications/Writing**

1. Dolder-Holland, T., & **Chandler, P.** (2016). Review of *Exemplary elementary social studies: Case studies in practice* (Libresco, et al). *Teachers College Record*.
2. **Chandler, P.** (2009). Review of *Capitalizing on Disaster* (Saltman). *Workplace: A Journal for Academic Labor*, 16, 108-110.
3. **Chandler, P.** (2007). Reply to Diane Ravitch's letter to the editor. *Social Education*, 71(1), 7-8.
4. **Chandler, P.** (2007). *White teachers, social studies, & race: A case study of the intersection of teachers' habitus & pedagogy*. Ann Arbor, MI: ProQuest Dissertation.
5. **Chandler, P.** (2004). *Case study of 8<sup>th</sup> grade world history students' attitudes towards historical fiction: A look at To Kill a Mockingbird*. Unpublished Ed.S. Thesis, University of Alabama, Tuscaloosa, AL.

### **Grant Activity**

1. **Chandler, P.** (2017). *University of Cincinnati faculty development grant (\$1750)*. Award money used to attend the Academics Chairpersons Conference in New Orleans, LA.
2. Patterson, N., Thomas, A., Ross, C., Langen, D., Maguth, B., & **Chandler, P.** (2015/2016). *Going to the sources: Interdisciplinary planning and teaching with primary materials (\$20,000)*. The goal of this grant was to create and sustain a network of Ohio middle/high

school social studies and language arts teachers who were committed to sharing classroom-ready activities, strategies, and resources that integrate Library of Congress primary sources into their instruction. We coordinated, planned, and implemented regional workshops at Bowling Green State University, University of Akron, and University of Cincinnati that provided 90 in-service and pre-service middle and high school teachers with resources and strategies to infuse planning and teaching with Library of Congress primary sources through a document-based approach.

3. **Chandler, P.** (2012). *We the People* and the Library of Congress Summer Professional Development (\$17,125). Partnership between Alabama Center for Law and Civic Education, Library of Congress, and ASU Center for Social Studies Education. Award money used for intensive professional development in which participants took part in lectures and discussions on Constitutional themes pertinent to curriculum content, classroom strategies, integration of primary documents, and lesson plan development. An essential component of the institute was teacher participation in a simulated congressional hearing using both *We the People* and Library of Congress resources.
4. Grill, J., Ferguson, D., Branscombe, A., **Chandler, P.**, Gardner, J., Gordon, T., Heatherly, B., Hodges, R., Hutchinson, W., Hyde, L., Sloan, T., Turner-White, D., & Woodruff, C. (2006) *Planning grant for innovative secondary and collaborative teacher education programs* (\$20,000). Special Education Services of the Alabama State Department of Education. Award money used to facilitate cross-departmental planning and coherence between programs (As Secondary Coordinator, my role focused implementing differentiated instruction in program courses).
5. **Chandler, P.**, & Green, V. (2003). *Where in the world? Global positioning systems in social studies*. Huntsville Association of Technical Societies Grant Award (\$500). Award money used to purchase global positioning systems (GPS) for use in middle school geography and science.
6. **Chandler, P.** (2002). *New teacher assistance grant*. Alabama Power Energizers Company (\$1,000). Award money used to purchase materials (maps, globes, etc.) for use in middle school geography.

**Peer Reviewed National Presentations/Papers (\*co-presented with a teacher, \*\* UC student)**

1. King, L., & **Chandler, P.** (2016, November). *From non-racism to anti-racism in social studies teacher education: Social studies and racial pedagogical content knowledge*. Paper presented at the National Council for the Social Studies (NCSS) in Washington, DC. (Session sponsored by African American Educators for the Social Studies)
2. \***Chandler, P.**, & Hawley, T., & et al. (2016, November). Symposium organizer/participant for chapter authors of *Race lessons: Using inquiry to teach about race in social studies* at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC. (Session sponsored by African American Educators for the Social Studies)

3. Hawley, T., **Chandler, P.**, Shear, S., Woodson, A., Powell, D., Finley, S., Ross, E.W., Broome, J., Wheeler-Bell, Q., Endacott, J., Levicky, M., & Vickery, A. (2016, November). *Making the comfortable uncomfortable: A call for subversive, anti-entropy social studies teaching and learning in schools and communities*. Symposium participant at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
4. \*Seitz, Z., & **Chandler, P.** (2015, November). *Celebrating freedom through literacy*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
5. Saye, J., & **SSIRC**. (2015, November). *Authentic pedagogy: Examining intellectual challenge in social studies classrooms*. Symposium research contributor for the Social Studies Inquiry Research Collaborative at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
6. Busey, C., **Chandler, P.**, Finley, S., Johnson, C., King, L., Mungur, A., Shear, S., & Woodson, A. (2015, November). *Roundtable on race in the social studies*. Roundtable participant for session sponsored by the African American Educators for the Social Studies at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
7. King, L., & **Chandler, P.** (2015, November). *From non-racism to anti-racism in social studies teacher education: Social studies and racial pedagogical content knowledge*. Paper presented at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
8. **Chandler, P.** (2015, November). Symposium participant for chapter authors of *Rethinking social studies teacher education for twenty-first century citizenship* at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in New Orleans, LA.
9. **Chandler, P.**, & Branscombe, A. (2014, November). *White social studies: Protecting the white racial code*. Paper presented at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
10. King, L., & **Chandler, P.** et al. (2014, November). *The future of social studies and race research*. Symposium discussant at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
11. **Chandler, P.** et al. (2014, November). Symposium organizer/participant for chapter authors of *Doing race in social studies: Critical perspectives* at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA. (Session sponsored by African American Educators for the Social Studies)

12. Patterson, N., Dahlgren, R., **Chandler, P.**, & Horner, S. (2014, November). *Who's at the gate? State-mandated testing and academic freedom*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
13. **\*\*Bottomley, A., & Chandler, P.** (2014, November). *Impacting pre-service teachers' attitudes and beliefs about literacy instruction*. Poster session presented at the annual conference for the National Council for the Social Studies (NCSS) in Boston, MA.
14. Patterson, N., Horner, S., **Chandler, P.**, & Dahlgren, B. (2014, April). *Examination of secondary social studies teacher support and curricular control in testing and non-testing states*. Paper presented at the annual conference for the American Educational Research Association (AERA) in Philadelphia, PA.
15. **Chandler, P.**, & Branscombe, A. (2013, October). *The contours of white social studies, or the "meaning" of America*. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH.
16. **Chandler, P.** et al. (2011, December). *Race and social studies*. Symposium participant for chapter authors of *Contemporary Social Studies: The Essential Texts* at the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
17. Mattox, L., Saye, J., & **SSIRC.** (2011, December). *Authentic intellectual challenge in social studies classrooms and its relationship to student learning*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Washington, DC.
18. Mattox, L., Saye, J., & **SSIRC.** (2011, April). *Authentic pedagogy: examining intellectual challenge in a national sample of social studies classrooms*. Research study/paper presented at the American Educational Research Association (AERA) Conference, New Orleans, LA.
19. **Chandler, P.** (2010, November). *Through red eyes: Teaching Native American history through the lens of critical race theory*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Denver, CO.
20. Mattox, L., Saye, J., **SSIRC.** (2010, November). *The social studies inquiry research collaborative: Authentic intellectual challenge in social studies classrooms*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Denver, CO.
21. **Chandler, P.** (2010, February). *Critical race theory and social studies: Centering the Native American experience*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.



22. **Chandler, P.**, Dahlgren, R., & Patterson, N. (2009, November). *Academic freedom and controversy: Teaching about war in the social studies*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
23. **Chandler, P.** (2009, November). *Social studies and the color of empire: A case study of conflict-free pedagogy*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
24. **Chandler, P.** (2009, November). *Defense of academic freedom: The life, work, and legacy of Tracy Faulconer (1943-2008)*. Session presented at the annual conference for the National Council for the Social Studies (NCSS) in Atlanta, GA.
25. **Chandler, P.** (2009, February). *Whitewashed: Social studies and raceless pedagogies*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.
26. **Chandler, P.** (2009, February). *Teachers' rights vs. interests of the state: Academic freedom in the social studies*. Paper presented at the International Society for the Social Studies (ISSS) Conference, Orlando, FL.
27. **Chandler, P.** (2008, November). *White teachers and social studies: A raceless pedagogy*. Paper presented for the College and University Faculty Assembly (CUFA) at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
28. **Chandler, P.**, Queen, G., & Sacco, M. (2008, November). *Academic freedom in secondary social studies: Tales from the classroom*. Served as panel moderator and discussant for workshop presented at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
29. Patterson, N., & **Chandler, P.** (2008, November). *The academic freedom toolbox: Trends, tips, and techniques about classroom speech, teaching, and planning*. Paper presented for the Council of State Social Studies Specialists (SC-4) at the annual conference for the National Council for the Social Studies (NCSS) in Houston, TX.
30. **Chandler, P.**, & McKnight, D. (2008, March). *The failure of social education in the United States: Teaching the national story from "white" eyes*. Paper presented at the American Association for the Advancement of Curriculum Studies (AAACS) Conference, Columbia University, Teachers College, New York, NY.
31. **Chandler, P.** (2008, March). *Whiteness and the erasure of the Other in the social studies*. Paper presented at the Rouge Forum Conference, Louisville, KY.
32. **Chandler, P.** (2007, December). *Academic freedom and the social order: Shaver's question*. Paper presented to the National Council for the Social Studies (NCSS) Conference as part of Defense of Academic Freedom Award ceremony in San Diego, CA.

33. **Chandler, P.**, Patterson, N., Nelson, J., & Baker, M. (2007, December). *You can't teach that! Academic freedom in secondary social studies*. Workshop presented at the annual conference for the National Council for the Social Studies (NCSS) in San Diego, CA.
34. Patterson, N., & **Chandler, P.** (2007, March). *Free speech in the balance: What we know about the rights of teachers*. Paper presented at the annual conference for the Rouge Forum in Detroit, MI.

**Peer Reviewed State Presentations/Papers** (\*co-presented with a teacher)

1. \***Chandler, P.**, Cole, D., Pearson, A., & Simich, M. (2016, October). *Running the gauntlet: The student teaching experience in social studies*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
2. \***Chandler, P.**, Hawley, T., & Bryant, B. (2016, October). *Using inquiry to teach about race in social studies*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
3. \*Bryant, B., & **Chandler, P.** (2015, October). *When the standards come up short: Infusing critical race theory in the social studies classroom*. Session presented at the annual conference for the Ohio Council for the Social Studies (OCSS) in Dublin, OH.
4. **Chandler, P.** (2011, October). *Using discussion in the social studies classroom*. Session presented at the annual conference for the Social Studies Council of Alabama (SSCA), Lincoln Center, Birmingham, AL.
5. **Chandler, P.** (2010, February). *The myth of a mono-racial America: A critique of colorblindness in history pedagogy*. Paper presented at the Southeastern Philosophy of Education Society Conference (SEPES), Huntsville, AL.
6. **Chandler, P.** (2009, October). *Cooperative learning: Making the social studies "social" again*. Session presented at the annual conference for the Social Studies Council of Alabama (SSCA), Birmingham Southern College, Birmingham, AL.
7. **Chandler, P.** (2008, February-March). *Academic Freedom: How much freedom do we really have? Notes from the field*. Paper presented at the Social Studies Council of Alabama (SSCA), Montgomery, AL.
8. **Chandler, P.** (2008, February). *Social studies, white teachers, and the representation of race*. Paper presented at the Louisiana State University (LSU) Curriculum Theory Project Conference/Camp, Robert, LA.

## **NATIONAL RESEARCH PROJECTS**

### **Social Studies Inquiry Research Collaborative (SSIRC)**

The Social Studies Inquiry Research Collaborative (SSIRC) is a group of 30+ college and university researchers in diverse settings across the United States (7 states) who have joined together to study the effects of challenging, authentic social studies instruction on student learning and performance.

## **NATIONAL SERVICE TO THE PROFESSION**

1. External Reviewer, Tenure & Promotion, University of Tennessee (2016)
2. External Reviewer, Tenure & Promotion, University of Mary Washington (2016)
3. Co-Editor, *Ohio Social Studies Review*, Teaching About Race in the Social Studies (Spring 2016)
4. Reviewer, *High School Journal* (2013-2014)
5. Reviewer, NCSS/CUFA Kirkland Social Justice Award (2013)
6. Review Board, *Ohio Social Studies Review* (2012-present)
7. Editorial Board/Reviewer, *Southern Social Studies Journal* (2011-2012)
8. Book Chapter Reviewer, *Contemporary Social Studies: An Essential Reader* (2011)
9. Review Board, *Journal of Social Studies Research* (2010-present)
10. Reviewer, *Critical Education* (2009-2010, 2015)
11. National Council for the Social Studies (NCSS) Chair of Academic Freedom Committee (2009), House of Delegates Member & Vice-Chair of Academic Freedom Committee (2008)

### **Center for Social Studies Education, Founder/Chair (2011-2013) (Athens State University)**

The purpose of the Center for Social Studies Education (CSSE) is to promote teaching, learning, and research in the social sciences and their application to education. The CSSE is a partnership between the Colleges of Arts and Sciences, Business, and Education to explore the interdisciplinary study of the human condition.

The primary mission of the CSSE is to improve education in the social studies in elementary and secondary schools. A secondary mission of the CSSE is to meet professional development needs of the local educators through professional development workshops in the content areas and pedagogy. A third mission of CSSE is to provide forums and events on social studies topics and to serve as a bridge between the academy and the community in matters of civic education and competence.

## **STATE SERVICE TO THE PROFESSION (Alabama, Ohio, & Kentucky)**

1. Keynote Speaker, Kentucky Council for the Social Studies (KCSS) Conference (2016)
2. Member, Ohio Social Studies TAG Revision Committee (2016-2017)
3. Member, OCSS Conference Planning Committee, Cincinnati Site (2016-2017)
4. Board Member, Higher Education Representative, Ohio Council for the Social Studies (2017)

5. Member, Advanc-ED Accreditation Team, Finneytown High School, Cincinnati, OH (December, 2013)
6. Speaker, Madison County, AL Schools History Workshop, "Engagement in History" (September, 2011) (Teaching American History Grant, "Developing Teachers as Historians")
7. State Representative, Alabama Holocaust Commission (2011-2013)
8. Guest Speaker, Morgan County, AL History Forum, "Using Socratic Method to Teach History" (February, 2010)
9. Alabama Department of Education Praxis II Evaluation for Certification Standards (Auburn University) (History and Social Studies) (May-August, 2009)
10. Alabama Essential Elements of School Performance Instructional Review at West Point High School (April, 2008)

### **Curriculum Creation & Development**

Course Sequence Development, Secondary Social Studies Methods (9 hrs)

Course Creation, CI 8003: Critical Race Theory in Education (3 hr graduate course)

Partnership, UC Economics Center, ECED 2003: Microeconomic Principles for Teachers

### **UNIVERSITY SERVICE**

#### **University of Cincinnati (2013-present)**

1. Member, Search Committee, Assoc/Full Professor of Urban Educational Leadership (2016)
2. Member, School of Education Executive Team (2016-present)
3. Discussant, Dean's Advisory Council, Three Rivers School District (2016)
4. Secretary, School of Education Executive Team (2016-present)
5. Speaker, Freshman Welcome Day, CECH (2016)
6. Set-up, Freshman Welcome Day, CECH (2016)
7. Member, Reappointment, Tenure, & Promotion Committee (RPT), School of Education, University of Cincinnati (spring 2016)
8. Member, Merit Grievance Committee (2015)
9. Contributor, UC Cultural Competence and Racial Awareness Curriculum (2015-2016)
10. Preparer, Specialized Professional Association Report, Social Studies Accreditation (2016)
11. Preparer, Ohio Department of Higher Education, Social Studies Accreditation Report (2016)
12. Invited Presenter, Cultural Competence Series, College of Arts and Sciences (2015)
13. Invited Presenter, Inclusive Excellence Day, *Doing Race in Social Studies* (2015)
14. Program Coordinator, Secondary Education (English/Language Arts, Mathematics, Natural Sciences, Social Studies) (2015-present)
15. Secretary, Secondary Education (2013-2014, 2014-2015, 2016-2017)
16. Member, Senate Cabinet (2015-2016)
17. Chair, Academic Affairs Committee, University Senate (2015-2016)
18. Member, Academic Committee (2015-2016)
19. Member, Search Committee, SoE Executive Staff Assistant (2015)
20. Data Analysis, School of Education, Graduate School Report (2015)
21. Secondary Representative, CAEP Planning Team/Retreats (2015-2019)
22. Representative, Cross-College Curricular Committee, Secondary Education (2015-2016)

23. Member, Search Committee, Director of School of Education (2015)
24. Member, Master's Degree in Education "Working Group" (2015)
25. Member, CECH Leadership Council (2014-2016)
26. Member, SOE Director Election Committee (2014-2015)
27. Secondary Education Representative, Hosting Group, U.S. Department of State International Visitor Leadership Program, Vietnam International Visitors Group (October, 2015)
28. Member, School of Education Licensure Council (2014-2015)
29. Coordinator, Documentary Screening, *TEACH* (2014)
30. Member, Graduate Faculty Status Review Committee (2014-2015)
31. Presenter, CECH Summer Research Seminar: *Collaboration in Community Contexts* (2014)
32. Senator, University of Cincinnati Senate (2014-2016)
33. Senator, CECH Senate (2014-2016)
34. Member, Committee on Committees (UC Senate) (2014-2016)
35. Member, Faculty Development Committee (2014-2016)
36. Member, Nominating Committee, UC Senate (2014-2016)
37. Set-up, CECH BBQ (2013-present)
38. Program Coordinator, Secondary Social Studies (2013-present)
39. Member, Search Committee, Field Service Coordinator (2013)

#### **Athens State University (2006-2013)**

1. Member, Foundation Faculty Award Committee (2013)
2. Member, Executive Committee, Chapman Middle School (2013)
3. Chair, College of Education Conceptual Framework Committee (2013)
4. Member, Search Committee, Dean of College of Education (2012-2013)
5. Editorial Board, *Athena's Web* (ASU Undergraduate Journal) (2012)
6. Mentor, ASU Mentoring Program (2012)
7. Chair, University Vision/Mission/Institutional Goals/Learning Goals Committee (2012)
8. Co-Chair, Faculty Expectations Committee (2012)
9. Member, Field Experience Task Force (2012)
10. Chair, NCATE Standard I Report (2012-2013)
11. Consultant, Social Studies, Innovation School (Chapman M.S.) (2012-2013)
12. Representative, COE/ASPIRE Committee (2012)
13. Presenter, QEP Workshop, "Preventing Plagiarism" (2012)
14. Member, Student Retention Committee (2012-2014)
15. Chair, Search Committee, Assistant Professor of Visual Art Education (2012)
16. Representative, Transfer Day, COE (2011)
17. Teacher Education Council (2006-2013)
18. Faculty Sponsor, *Pi Gamma Mu*, International Honor Society in Social Sciences (2011-2013)
19. Presenter, ED 305 Technology Conference ("Using Google Earth in Social Studies") (2011)
20. Heritage Series Course Development Committee (2011-2012)
21. Founder and Chair, Center for Social Studies Education (2011-2013)
22. Member, University Center Committee (2011)
23. Member, ASU COE Restructuring Committee (2011)
24. Member, ASU Thesis Committee (2009-2011)
25. Member, College of Education Plagiarism Committee (2010)

26. Member, Academic Affairs Committee (2010-2012)
27. Coordinator, APA/Thesis Writing Workshops (2010)
28. Participant, Outdoor Classroom Project (2010)
29. Chair, Search Committee, Assistant Professor of Secondary Science Education (2010)
30. Contributor, Five Year Post-Implementation Report, Social Science for ACHE (2010)
31. Participant, Special/General Education Collaboration Enhancement Grant (2010)
32. Member, Student Success Development Team/QEP (2010)
33. Coordinator, Emergency TEP Interviews (2010)
34. Point Person, Jonathon Kozol Welcoming Committee (2009)
35. Member, College of Education Assessment Committee (2009)
36. Discussant, J. Kozol's book *Letters to a Young Teacher* (2009)
37. Member, SACS Document Organization Committee (2009)
38. Member, Vision 2020 Committee (College of Education) (2009-2010)
39. Member, Programs Sub-Committee (2009-2010)
40. Senator, College of Education (2009-2013)
41. Member, Curriculum Committee (2009-2010)
42. Certification Checkpoint for Secondary Students (2009-2013)
43. Member, Professional Review Board (2009-2013)
44. Coordinator, Alabama Quality Teaching Standards Liaison between COE/AS (2009)
45. Program Coordinator, Secondary Education (2008-2013) (biology, English, chemistry, general science, history, mathematics, social science)
46. General Editor, College of Education Undergraduate Journal (2008-2010)
47. Marshal, Commencement (Spring 2008)
48. Co-Head, Policy Studies Requirements for TEP students (2007-2010)
49. Participant, in African-American Read-In (2007-2010)
50. Participant, in Women's Read-In (2007-2009)
51. Co-sponsor, Student Alabama Education Association (SAEA) (2007-2010)
52. Member, Academic Affairs Committee (2007-2009)
53. Secondary Representative, Collaborative strategies between programs (2006)
54. Member, 2007 NCATE Standard 6; Editor/Proofer of 2007 NCATE Final Report
55. Head, Secondary Programs (2006-2008)
56. Advisor, All Secondary Students (2006-2011)
57. Editor, ASU Publication *Teaching, Etc.* (2006-2008)

## **RECENT PROFESSIONAL DEVELOPMENT**

### **Leadership Development**

1. Attendee, Academic Chairpersons Conference, New Orleans, LA (2017)
2. Attendee, "What Academic Administrators Need to Know" Workshop (2016)
3. Graduate, Harvard Management Development Program, Harvard University, Cambridge, MA (2016)
4. Attendee, Leadership Academy for Department Chairs, Washington, DC (2015)

## **General Professional Development**

1. Attendee, CAEP Conference, Washington, DC (2016)
2. Participant, eLearning Backpack Project, University of Cincinnati (2015)
3. Participant, edTPA Training Workshop, Western Ohio Region, University of Cincinnati (August, 2015)
4. Participant, Ohio CAEP Meeting, University of Cincinnati (August, 2015)
5. Attendee, 3T "Teaching, Techniques, & Technology" Conference, UC Clermont (April, 2015)
6. Participant, Grant Writing Workshop, University of Cincinnati (April, 2015)
7. Participant, "Applying the Quality Matters Rubric for Online Courses" Workshop, University of Cincinnati (March, 2015), Certified Reviewer (April, 2015)
8. Participant, Preparing NCSS/CAEP Program Reports, Clinic for Program Report Writers, NCSS Conference (November, 2014)
9. Participant, Online Course Design Retreat, University of Cincinnati (June 4-6, 2014)
10. Participant, New Faculty Institute, University of Cincinnati (2013-2015)

## **OTHER**

1. Guest Speaker, *White Social Studies: Protecting the White Racial Code* (Anti-Racist Curriculum & Pedagogy), University of Missouri (September, 2016)
2. Media Citation (book, companion website), *Preparing to Teach Social Studies for Social Justice: Becoming a Renegade* (April, 2016)
3. Media Citation (book), *Huffington Post* article, *Most Students Have No Clue What Accurate Native American History Looks Like* (November 25, 2015)
4. Media Citation, *The Conversation* article, *Where are the Voices of Indigenous Peoples in the Thanksgiving Story?* (November 25, 2015)
5. Guest Speaker, *Race and Being in the Matrix*, University of Cincinnati (February, 2015)
6. Interview, *Cincinnati Enquirer* article, *Testing Overload: Grad Tests Triple for High Schoolers* (September 25, 2014)
7. Panel Participant, *Roundtable Discussion on Social Studies Education*, Clemson University (GoogleHangout, September 2013)
8. Interview, *Decatur Daily* article, *Teachers to Carry Weapons?* (January 7, 2013)
9. Guest Speaker, *Critical Race Theory*, University of Texas (March 2011)
10. Guest Speaker, *Curriculum Theory & Academic Freedom*, North Carolina State University (October, 2010)
11. Established needs-based scholarship with Academic Freedom Award money (\$1500) at Clements High School (Athens, AL) (February, 2008)
12. Radio/Talk Show Interview on KZUM 89.3 "Room 101" (Lincoln, NE) with Michael Baker on Academic Freedom (February, 2007)

## **PROFESSIONAL ORGANIZATIONS**

1. American Association of Colleges for Teacher Education (2013-present)
2. Ohio Council for the Social Studies (2013-present)
3. American Association of University Professors-UC Chapter (AAUP) (2013-present)

4. National Council for the Social Studies (NCSS) (2005-present)
5. College University and Faculty Assembly (CUFA) (2006-present)
6. International Society for the Social Studies (ISSS) (2008-present)
7. American Association for Advancement of Curriculum Studies (AAACS) (2007-present)
8. International Association for the Advancement of Curriculum Studies (2007-present)
9. Rouge Forum (2007-2008)
10. Kappa Delta Pi (International Honor Society in Education) (2007)
11. American Education Research Association (AERA) (2005-present)





**Agenda Item: E.v.**

**Date:** May 19, 2017

**Subject:** Establish Graduate Certificate in Professional Education Research

**Action Recommended:** Approval

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**Background Information:** The faculty members of the Martha Dickerson Eriksson College of Education propose a graduate certificate in Professional Education Research.

- Supporting Workforce Needs
  - The target audience for this program is faculty of the University of Curacao (UoC). UoC desires to provide access to graduate level education research instruction to support the academic and scholarly endeavors of its faculty and enhance their academic qualifications. This program is not intended for domestic, U.S. resident students who are unaffiliated with UoC. However, in the future, APSU could expand this program to faculty of other institutions.
- Estimated enrollment
  - 10 students per year
- Alignment with APSU Strategic Plan
  - This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness

**Proposed Implementation Date:** Fall 2017

**Item Details:** The proposed program consists of 18 graduate hours in education research, focusing on statistics, qualitative and quantitative research methods, and action research. The program will be housed in the Department of Education Specialties, within the Martha Dickerson Eriksson College of Education. The program proposal has been led by Dr. Paul Short, Assistant Professor, Department of Teaching and Learning; Dr. Moniqueka Gold, Department Chair of Educational Specialties; Dr. Benita Bruster, Department Chair of Teaching and Learning; Dr. Carlette Hardin, Dean of the Martha Dickerson Eriksson College of Education; and Dr. Chad Brooks, Interim Associate Provost for Research and Dean of the College of Graduate Studies.

#### Budget Implications:

- No new fulltime faculty or staff members are needed to support this program. The necessary faculty and staff are in place and the courses are offered online on a regular basis as part of existing programs. Fulltime faculty will support one course per semester, and as necessary an adjunct faculty member may be hired to offset another class normally taught by a fulltime APSU faculty member.
- APSU faculty will periodically travel to UoC to offer approximately 20% of the coursework on site in Curacao, however these travel costs are factored into the students' tuition and fees.
- This graduate certificate should not result in additional recurring costs, yet should yield enrollment growth by enrolling students from a previously untapped market.

#### Program Requirements:

To complete this certificate program, students need to pass each of the following six required courses in the proposed program:

EDUC 5000 Research in Education

EDUC 7030 Educational Statistics I

EDUC 7031 Educational Statistics II

EDUC 7050 Qualitative Research

EDUC 8050 Quantitative Research

EDUC 5420 Problems in Education (Action Research)

The program proposal has received approvals from the Department of Educational Specialties Curriculum Committee, Department Chair, Martha Dickerson Eriksson College of Education Curriculum Committee, Dean, Graduate Research Council, Academic Council, Provost and Vice President for Academic Affairs, and the President.

**Agenda Item: E.vi.**

**Date:** May 19, 2017

**Subject:** Establish Graduate Certificate in Data Science

**Action Recommended:** Approval

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**Background Information:**

The faculty members of the Department of Mathematics & Statistics and the Department of Computer Science and Information Technology propose a graduate certificate in Data Science.

- Supporting Workforce Needs
  - The target audience for this program is working professionals in need of these skills but who do not wish to pursue an entire Master of Science or Professional Science Masters degree in predictive analytics or data management and analysis. These skills are ubiquitous in modern times, and the need for professionals knowledgeable in these areas is exploding.
- Job Market
  - While “Data Scientist” is not yet listed as a career by the U.S. Bureau of Labor Statistics, Harvard Business Review recently called it the “Sexiest Job of the 21<sup>st</sup> Century” (<https://hbr.org/012/10/data-scientist0the-sexiest-job-of-the-21st-century>). According to the U.S. Bureau of Labor Statistics, “Employment of statisticians is expected to grow 34 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business and healthcare decisions.”
- Estimated enrollment
  - This certificate program is based on existing MS and PSM concentrations in Predictive Analytics and Data Management & Analysis.

- The estimate the enrollment for the proposed graduate certificate in Data Science based on observed growth rates of the related MS and PSM concentrations: 1 in 2017-2018, 3 in 2018-2019, and 5 in 2019-2010.
- It is important to note while we cannot predict these enrollment numbers with any certainty at this point, implementation of this graduate certificate does not require additional expenditures: the courses run regularly in support of other programs, therefore any enrollment in this certificate program supports growth.
- Alignment with APSU Strategic Plan
  - This proposed program supports APSU Goal 1: Enrollment Growth and Goal 2: Student Success: Retention, Completion and Workforce Preparedness

**Proposed Implementation Date:** Fall 2017

**Item Details:**

The proposed program consists of 18 graduate hours in statistics and data management, focusing on modern methods of collection, handling, storage, analysis, interpretation, and presentation of data. The program will be housed in the Department of Mathematics and Statistics, within the College of Science and Mathematics. The program proposal has been led by Dr. Matthew Jones, Professor and Graduate Coordinator, Department of Mathematics and Statistics; Dr. Samuel Jator, Chair of Department of Mathematics and Statistics; and Dr. Jaime Taylor, Dean of the College of Science and Mathematics.

**Budget Implications:**

- No new faculty or staff members are needed to support this program. The necessary faculty and staff are in place and the courses are offered on a regular basis as part of existing programs.
- All necessary software are regularly funded annually through various sources, including the Technology Access Fee (TAF).
- This graduate certificate should not result in addition recurring costs, yet should yield enrollment growth by attracting additional students.

**Program Requirements:**

To complete this certificate program, students need to pass three required graduate courses and choose three additional graduate courses from a list of electives. Students who need an introduction to statistical methods can take a remedial course (STAT 5050) in this subject for no credit prior to beginning. All courses are currently taught online and some are regularly taught face-to-face. All courses run regularly to support the MS and PSM in Computer Science and Quantitative Methods.

**Prerequisite course or to be taken for no credit:**

STAT 5050: Probabilistic and Statistical Reasoning

**Required course (9 hours):**

STAT 5120: Regression Analysis

CSCI 5080: Data Mining Applications

CSCI 5010: Database Management Concepts

**Three of the following courses (9 hours):**

CSCI 5095: Data Mining Project

STAT 5125: The Generalized Linear Model

STAT 5130: Experimental Design

STAT 5140: Time Series Analysis

STAT 5200: SAS Programming

STAT 5290: Predictive Analytics

The program proposal has received approvals from the Department of Mathematics and Statistics Curriculum Committee, Department Chair, College of Science and Mathematics Curriculum Committee, Dean, Academic Council, Provost and Vice President for Academic Affairs, and the President.



**Agenda Item: G.**

**Date:** May 19, 2017

**Subject:** Naming Rights of Club Level at Fortera Stadium

**Action Recommended:** Approval.

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**Background Information:**

Austin Peay State University Athletics reached a 10-year sponsorship agreement with Echo Power Engineering valued at \$575,000. The naming rights for the Club Level at Fortera Stadium was negotiated as part of this agreement.

**Proposed Implementation Date:** July 1, 2017

**Item Details:**

Echo Power Engineering recently agreed to a 10-year, \$575,000 sponsorship with the Athletics Department. As part of the agreement, the naming rights of the Club Level at Fortera Stadium was negotiated. Once the agreement has expired, renegotiation would occur to extend the agreement for additional dollars. Echo Power would receive the right of first refusal, and if refused, Athletics would be able to negotiate with additional sponsors.

Per APSU Policy 7:009, a committee of a faculty member, staff member and student was assembled to address and recommend a name for the Club Level. It was recommended to rename the Club Level to the "Echo Power Club Level."



**Agenda Item: H.**

**Date:** May 19, 2017

**Subject:** Consideration of Contract for President Emeritus

**Action Recommended:** President White recommends approval of Dr. Hoppe's contract for the 2017-2018 year by Voice Vote.

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**Background Information:**

Dr. Sherry Hoppe served as interim President of APSU from 2000 to 2001 and President from 2001 to 2007. Upon her retirement as President, Dr. Hoppe was appointed President Emeritus, a contractual position that required her to provide advice and counsel to the sitting President, assist with fundraising and alumni relations, and other duties as requested. The contract is renewable annually following review of the emeritus work that was previously approved by the Tennessee Board of Regents.

Dr. Hoppe's current contract expires on June 30, 2017. Due to the change in governance, the contract and proposed work activities must be approved by the Board of Trustees. The Board is asked to approve the contract with the same terms and conditions as set forth in the 2016-2017 contract.

**Proposed Implementation Date:** July 1, 2017

**Item Details:** See attachment.

RECEIVED

MAY 01 2017

President's Office

**SHERRY L. HOPPE**  
**President Emeritus, Austin Peay State University**  
**8909 Rostis Lane**  
**Chattanooga, TN 37421**  
**423-693-4957**  
**[hoppe@epbf.com](mailto:hoppe@epbf.com)**

April 28, 2017

President Alisa White  
Austin Peay State University  
P. O. Box 4576  
Clarksville, TN 37044

Dear President White:

I appreciate your willingness to recommend approval of my contract as President Emeritus for 2017-2018 and look forward to continuation of our working relationship.

I have enclosed my report for 2016-2017 and suggested activities for 2017-2018 for your review and inclusion in my contract. If you wish to change or add activities, please let me know. I am ready and willing to do anything you think would be productive and beneficial for the university.

Please send me the proposed contract if I need to sign it before presentation to the APSU Board. Also, if it would be helpful, I will be glad to attend the board meeting where my contract will be submitted for review and approval.

Sincerely,



Sherry L. Hoppe



## **SHERRY L. HOPPE**

### **President Emeritus Report Austin Peay State University 2016-2017**

Provided advice and counsel to the president of Austin Peay State University (APSU) through meetings and phone calls

Provided advice and counsel to other APSU staff and past employees as requested

Provided references for three APSU employees and five previous employees regarding career opportunities

Participated in and/or attended fourteen on-campus events with opportunities to discuss APSU with alumni, donors, and athletic supporters

Assisted with arranging for hosts for APSU Chattanooga alumni event, contacted alumni about attending, and served as co-host for event

Attended visitation services for two individuals connected with APSU

Provided copies of grief book and condolence notes to two APSU employees, three APSU supporters, and one state official

Sent congratulatory/appreciation notes, placed phone calls, and provided other communication to APSU alumni and supporters

Assisted state official with reference information on TBR candidate

Assisted candidate applying for online teaching position

Assisted two prospective students with applications for admissions and financial aid

Provided ongoing grief counsel to APSU donor/supporter

Served as guest speaker for UTC higher education doctoral class regarding leadership, providing an opportunity to share information about APSU

Met with two prospective students regarding APSU programs

Attended OVC tournament

Weekly, read campus updates to stay current on APSU events and progress as background for discussion of APSU with alumni, community members, prospective students, etc.

**PROPOSED ACTIVITIES FOR 2017-2018**  
**AUSTIN PEAY STATE UNIVERSITY PRESIDENT EMERITUS**  
**CONTRACT**  
**SHERRY L. HOPPE**

- Provide advice and counsel to the President of Austin Peay State University (APSU)
- Provide consultation and/or assist with relationship building with alumni, donors, and community leaders as requested
- Provide assistance to APSU employees, past employees, supporters, and prospective students as requested
- Assist with fundraising upon request
- Visit with alumni or community members who are contributors or have the potential to make significant contributions
- Provide references for APSU employees and past employees upon request
- Attend selected APSU campus and off-campus activities, including athletic events, alumni activities, foundation events, etc.
- Represent the President of APSU at professional meetings, such as AASCU, SACS, OVC, etc., alumni events, or community events as requested
- Provide other services and/or support as may be requested by the President of APSU

**TENNESSEE BOARD OF REGENTS  
OF  
THE STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE**

**NOTICE OF PART-TIME EMPLOYMENT AND AGREEMENT  
FOR PRESIDENT EMERITUS**

TO: Dr. Sherry Hoppe  
8909 Rostis Lane  
Chattanooga, TN 37421


This is to confirm your part-time appointment to a position approved by the Tennessee Board of Regents as President Emeritus of Austin Peay State University for a period beginning July 1, 2016 at a monthly salary of \$3,367.18 subject to the terms and conditions hereinafter set forth and our acceptance thereof:

1. This appointment is made subject to the laws of the State of Tennessee, the requirements and policies of the Tennessee Board of Regents and the requirements and policies of this institution/area school.
2. The term of this agreement is July 1, 2016 to June 30, 2017. It may be renewed on an annual basis following review of the emeritus work performed and approval by the Tennessee Board of Regents.
3. The above stated salary is contingent upon your successful completion of service for the full term of this agreement. The salary will accrue and will be payable monthly. In the event of failure to complete the specific terms of the appointment, salary will be prorated in accordance with the policies of the institution/area school.
4. This appointment and the above-stated salary are in consideration of your faithful performance to the best of your ability of the duties and responsibilities assigned to you as a part-time employee of this institution. These duties include:
  - ❖ Provide advice and counsel to the president of Austin Peay State University (APSU).
  - ❖ Assist with fundraising at APSU.
  - ❖ Visit with alumni who are contributors or have the potential to make significant contributions.
  - ❖ Attend selected APSU campus and off-campus activities, including athletic events, alumni events, etc.
  - ❖ Provide consultation and/or assist with relationship building with alumni, donors, and community leaders as requested.
  - ❖ Attend professional meetings, such as AASCU, SACS, etc., as requested or by mutual agreement.

- ❖ Provide other services and/or support as may be requested by the president of APSU, the Tennessee Board of Regents, or the Tennessee Higher Education Commission.
- 5. As a part-time employee, you are not eligible for employment benefits (retirement credit, state insurance plan, annual or sick leave, holiday pay, or longevity credit). Notwithstanding, social security will be deducted from your paycheck unless you are a member of a retirement system or are a rehired annuitant as specified in 26 CFR Part 31.
- 6. This appointment does not include any assurance, obligation, or guarantee of subsequent employment.
- 7. This agreement may be terminated without prior notice.
- 8. By acceptance of this appointment, you agree to abide by the terms of the Drug-Free Workplace Act of 1988 as defined in published institution statements and policy. You also agree to notify the Office of Personnel of any criminal drug conviction for a violation occurring in the workplace no later than five (5) days after such conviction.
- 9. You are required to notify the President should you become employed at another state agency/institution.
- 10. The following special conditions shall govern this appointment:

The retired employee accepts employment for up to 120 days during a 12-month period. The number of hours actually worked will be provided to the institution upon request and will be no less than 193.8 hours.

I accept the appointment described above under the terms and conditions set forth.

  
APPOINTEE

4/22/2016  
DATE

**An Equal Opportunity/Affirmative Action Employer**

  
PRESIDENT

5-2-16  
DATE

  
CHANCELLOR

6-30-16  
DATE



**Information Item: C.**

**Date:** May 19, 2017

**Subject:** Review of the University's Organizational Chart

**Action Recommended:** Informational Item

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**Background Information:**

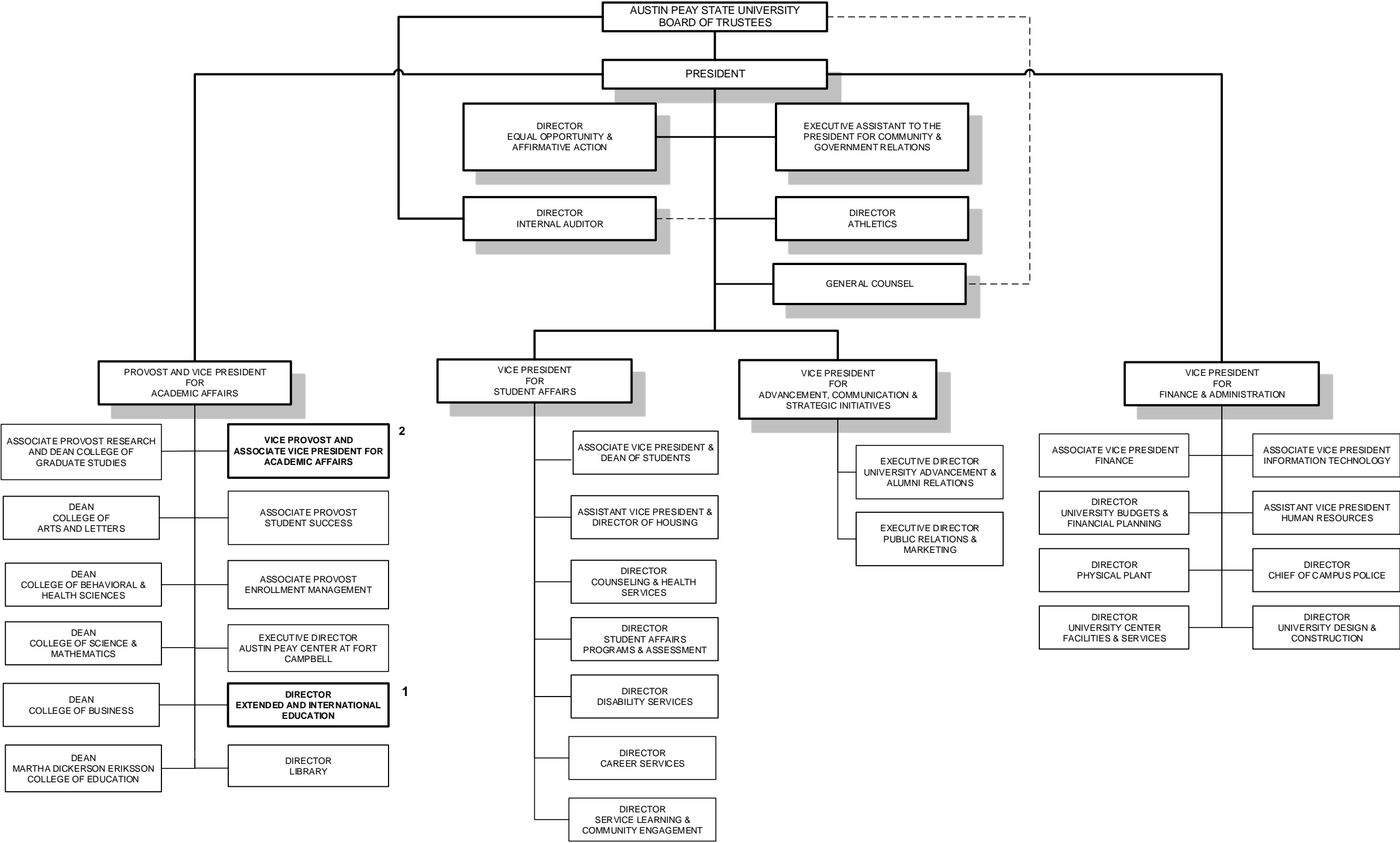
In July and October, during the University's budget cycle, the University's organizational chart is reviewed and updated as appropriate.

**Proposed Implementation Date:** July 1, 2017

**Item Details:**

There are two changes in the Provost and Vice President for Academic Affairs area. There is a title change for the Assistant Provost and Vice President for Academic Affairs to Vice Provost and Associate Vice President for Academic Affairs. The second change is the addition of a direct report, Director of Extended and International Education.

**AUSTIN PEAY STATE UNIVERSITY • ORGANIZATIONAL CHART**  
**July Budget 2017-2018**





Information Item:   D  

**Date:** May 19, 2017

**Subject:** Review Austin Peay State University's Compensation Plan

**Action Recommended:** Informational Item

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**Background Information:**

Austin Peay State University's Compensation Plan establishes the methodology used by the University to offer market-based compensation to faculty and staff in a fair and equitable manner. Salaries for Faculty, Professional, and Administrative positions are based upon data obtained by matching University positions to positions in an external database that consolidates information from other institutions of higher education similar to APSU. In past years, data for Support Staff positions was obtained by use of a pay grade chart using pay grades assigned by TBR for positions that were common across institutions. The recent modifications to APSU's Compensation Plan creates consistency for all employee groups by converting Support Staff to the same methodology of obtaining salary data as the other APSU employee groups.

**Proposed Implementation Date:** July 1, 2017

**Item Details:** See attached.

## **AUSTIN PEAY STATE UNIVERSITY Compensation Plan**

### **Introduction and background:**

The APSU Compensation Ad hoc Committee (Appendix A), hereafter referred to as the Ad hoc Committee, was first convened in Spring 2014 and charged with helping the University plan for and prepare a new compensation plan for all faculty, support, professional and administrative employees of the University. The Ad hoc Committee met regularly to discuss concerns related to compensation and to solicit comments and ideas from the broad campus community through interactions with the Faculty Senate and Staff Senate and through various forums, and since then, the administration has occasionally convened an ad hoc committee to consider pertinent compensation issues. Last year, the Ad hoc Committee and APSU Senior Leadership Group (Appendix A), and President White reviewed the current compensation plan which was adopted in 2011 upon approval by the Tennessee Board of Regents, as well as information provided by an outside consultant. The document presented here incorporates information gathered from all of the above mentioned sources and provides a framework regarding Austin Peay State University employees' position in the salary market and the principles that will help guide decision making on annual compensation growth.

Discussion related to the former compensation plan revealed many concerns. Among those were:

- The design of the plan was complicated and difficult for employees to understand
- The design of the plan was rigid and did not allow the University to respond to market changes in a timely manner
- Salary data within the professional and support pay grades was outdated
- Professional pay grades were not representative of the current employment market

It was determined that the basic principles that should guide decision making are as follows:

- Anchor salaries to market-based data;
- Combine market adjustments and performance increases to push overall APSU salaries to market median; and
- Provide additional performance based adjustments when employees qualify.

Historically, funding for compensation growth has come from increasing the cost of tuition, enrollment growth, increases in state appropriations or from other revenue growth (e.g., development, grants, investments, etc.). Nationally, state appropriations are becoming a smaller percentage of university operating budgets. In addition, APSU recognizes its obligation to control tuition cost so that a college degree and its benefits are accessible. Therefore, APSU cannot depend only on these sources to solve compensation challenges.

To meet these challenges, APSU must rely on the broader strategy of enrollment growth enumerated in the APSU Strategic Plan 2015-2025. Achievement of the targets outlined in this Compensation Plan is inextricably linked and dependent upon accomplishing enrollment and revenue goals within the timelines established in the APSU Strategic Plan. Declining enrollment, reductions in state appropriations, or forced restraint on normal tuition cost growth



are all barriers to APSU achieving the goals set out in this Compensation Plan.

### **Definitions**

- CIP: Classification of Instructional Programs is a taxonomic coding scheme of instructional programs. Faculty classification by CIP codes are used to correlate APSU faculty with the peer group salary data of faculty in the same CIP code.
- Peer Comparators: A collection of institutions considered relatively equivalent to Austin Peay in terms of University mission, Carnegie classification and enrollment.
- CUPA (College and University Professional Association) Data: Salary data on peer institutions obtained from CUPA salary surveys.
- Market Adjustment: Salary adjustments applied to mitigate salary differences between the Austin Peay employee and their market comparison group. APSU has historically used the term “equity” to define these types of adjustments.
- Performance Adjustment: Salary adjustments whereby base pay increases are determined by individual performance.
- Market Point: A metric describing an Austin Peay employee’s salary according to his or her market comparison group and time in position. This metric is used as a benchmark to assist in making decisions about the allocation of the salary pool.
- Salary Pool: The available “recurring” funds that may be used for salary adjustments. It is important to differentiate between “one-time” versus “recurring” funds. For example, performance funding and large donor gifts are not dependable sources of funding that can be used to support increases in base salaries.

### **Market data**

Because APSU hires faculty and staff from a broad geographic area, salary data will be obtained from CUPA-HR or other sources using the peer comparators found in Appendix B. If salary data is not available for a position using the peer comparators, data may be obtained from a larger sample of institutions. Local market pricing, including Nashville, had been accounted for in the prior support staff pay ranges. The peer comparators used to obtain CUPA data are predominantly from markets smaller than Nashville. This results in lower salary medians that do not reflect the local salary market for support staff positions. Therefore, a “hold harmless” approach will be taken with regard to support staff salary medians, i.e., support staff salary medians will not be lowered based upon the change in CUPA comparators. The medians in effect for each position prior to the change to CUPA comparators, adjusted annually for increases to the cost of living, will be used until such a time that the salary medians are reflective of the local labor market. Faculty data will be obtained for the appropriate rank using CIP codes established by Academic Affairs. On July 1 of each year, new data will be applied to all filled positions. Salaries will be compared to the new market data. Any salary falling below the campus minimum or the entry point for the position will be considered for adjustment as funds become available.

### **Salary Comparison Group/Peer Comparators**

The peer comparators identified in the previous compensation plan were selected using criteria such as: enrollment, tuition and Carnegie Classification. Peer comparators that were not in

alignment with at least two criteria have been dropped. The proposed peer comparators are listed in Appendix B, and the additions and deletions are listed in Appendix C.

### **Hiring salaries**

Managers will be responsible for negotiating a fair and market-based salary for new employees, in consultation with the unit head, i.e., vice president, executive director. Human Resources will provide a hiring range for new employees, which is defined as the range between the entry point (25% below the market median) and the market median for the position. Managers will consider market data, years of experience, unique and highly qualified skill sets, budgetary constraints and inversion and compression issues. When negotiating a salary offer, if a manager determines that conditions warrant a salary offer above the market median he or she may request an exception from the unit head.

### **Salary adjustments**

APSU will prioritize annual salary adjustments, consisting of market adjustments and performance adjustments, as the critical milestones of growth identified in the Strategic Plan 2015-2025 are reached. The primary objective is to achieve the salary median for each position. Funds may be applied as either, or a combination of, market adjustments or performance adjustments. The goal of market adjustments will be to reposition an employee or group of employees to a more positive placement in the salary market. The goal of performance adjustments will be to reward positive job performance demonstrated through evidence presented by managers. The President's Council, with input from Faculty and Staff Senate leadership, will provide recommendations to the President when allocating available funds. In making recommendations, the President's Council will consider the following institutional values:

- Ensuring that all salaries are at or exceed the living wage
- Addressing inversion and compression issues
- Providing performance adjustments to employees when appropriate

These values will be prioritized based on the needs of the university.

The pool of salary funds available for performance adjustments will be proportionally allocated to managers. Employees who are on probation or who have documented evidence of unsatisfactory performance will not be eligible for salary increases.

*Revised, May 2017*

## **Appendix A**

### **Members of the 2015-2016 Compensation Ad hoc Committee**

Jack Deibert, Co-Chair

Jackie Struckmeyer, Co-Chair (non-voting)

Tim Winters (ex-officio member)

Rylan Kean (ex-officio member)

Chad Brooks, (ex-officio member)

Sheila Bryant, (ex-officio member)

Mercy Cannon, (ex-officio member)

Marissa Chandler, (ex-officio member)

David Denton, (administrative representative)

Fonda Fields, (ex-officio member)

Loretta Griffy, (ex-officio member)

Mike Hamlet, (ex-officio member)

Cheryl Holt, (administrative representative)

Shanon Manly, (staff representative)

Greg Moore, (faculty representative)

Paul Nicodemus, (faculty representative)

Lillian Obi, (professional representative)

Stephanie Reeves, (ex-officio member)

Marisa Roberts, (ex-officio member)

Anthony Sanders, (faculty representative)

Debbie Shearon (staff representative)

Ellen Smyth, (faculty representative)

Ashlee Spearman, (professional representative)

### **Senior Leadership**

Sherryl Byrd, Vice President for Student Affairs

Carol Clark, Executive Assistant to the President

Rex Gandy, Provost and Vice President for Academic Affairs

Stephanie Reeves, University Counsel

Mitch Robinson, Vice President for Finance and Administration

Derek van der Merwe, Vice President for Advancement, Communication and Strategic Initiatives

## **Appendix B**

### **Peer comparators**

Alabama Agricultural and Mechanical University  
Appalachian State University  
Arkansas State University  
Armstrong State University  
Auburn University at Montgomery  
Bowie State University  
College of Charleston  
Columbus State University  
Delta State University  
East Carolina University  
Eastern Kentucky University  
East Tennessee State University  
Fayetteville State University  
Frostburg State University  
Georgia College & State University  
Georgia Southern University  
Grambling State University  
Jackson State University  
Jacksonville State University  
James Madison University  
Marshall University  
McNeese State University  
Middle Tennessee State University  
Morehead State University  
Morgan State University  
Murray State University  
North Carolina Agricultural and Technical State University  
North Carolina Central University  
Northeastern State University  
Northern Kentucky University  
Northwestern State University  
Prairie View A & M University  
Radford University  
Salisbury University  
Sam Houston State University  
Southeastern Louisiana University  
Stephen F. Austin State University  
Tarleton State University  
Tennessee State University  
Tennessee Technological University

Texas A&M International University Texas A&M University - Corpus Christi Texas A&M  
University - Kingsville Texas State University  
The University of Memphis  
The University of Texas At El Paso Towson University  
Troy University  
University of Central Arkansas University of Central Oklahoma University of Houston - Clear  
Lake University of Houston - Victoria University of North Alabama  
University of North Carolina at Charlotte University of North Carolina at Pembroke University  
of North Carolina Wilmington University of North Georgia  
University of South Alabama  
University of Tennessee at Chattanooga University of Tennessee at Martin University of Texas  
at Tyler  
University of West Alabama  
University of West Florida  
Valdosta State University  
Western Carolina University  
Western Kentucky University  
West Texas A & M University  
Winthrop University

## **Appendix C**

### **Peer Comparator Additions and Deletions**

#### Institutions added to peer comparators

Middle Tennessee State University  
Tennessee State University  
The University of Memphis

#### Institutions removed from prior peer comparators

Augusta State University (Augusta, GA)  
Troy University - Montgomery (Montgomery, AL)  
Delaware State University (Dover, DE)  
Georgia Southwestern State University (Americus, GA)  
Louisiana State University in Shreveport (Shreveport, LA)  
Midwestern State University (Wichita Falls, TX)  
Southeastern Oklahoma State University (Durant, OK)  
Southwestern Oklahoma State University (Weatherford, OK)  
The Citadel, the Military College of South Carolina (Charleston, SC)  
University of Montevallo (Montevallo, AL)  
Virginia State University (Petersburg, VA)

## Board Items Master Calendar

### Summer 2017

Area	Item	Person(s) Responsible
<b>Business and Finance Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Fees <ul style="list-style-type: none"> <li>○ Mandatory</li> <li>○ Non-Mandatory</li> <li>○ Tuition</li> </ul> </li> <li>• Consideration of the 2017-18 Operating Budget</li> <li>• Review of Amended Compensation Plan</li> <li>• Master Plan Process</li> </ul>	Mitch Robinson, Finance Committee Chair
<b>Academic Policies and Programs/Student Life Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Approval of Tenure Policy</li> <li>• Approval of Tenure Appointments</li> <li>• Tenure on Hire (for May 2017 – Dr. Prentice Chandler, new COE Dean)</li> <li>• Code of Conduct revision (if proposed)</li> <li>• Housing/Residence Life policies (if proposed)</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• SACSCOC Update as needed</li> </ul>	Rex Gandy and Sheryl Byrd, Academic Policies and Programs/Student Life Committee Chair
<b>Audit</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Significant revisions to the audit plan, voice vote</li> <li>• FY2018 Audit Plan</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• APSU Code of Ethics</li> <li>• APSU Board Conflict of Interest Policy</li> <li>• Significant results of internal audits/list of outstanding recommendations</li> <li>• Discuss Risk Assessment Methodology in preparation for September meeting</li> </ul>	Blayne Clements/Audit Committee Chair

<b>Governance/Full Board Items</b>	<ul style="list-style-type: none"> <li>• Committee Charters</li> <li>• Naming/Awards- Jenkins Building</li> </ul>	
<b>Miscellaneous Items</b>	<ul style="list-style-type: none"> <li>• President's Report <ul style="list-style-type: none"> <li>○ Strategic Planning Process- Derek</li> <li>○ Government Relations- Carol</li> <li>○ Campus Highlight- Prairie Lands Project</li> </ul> </li> </ul>	

## Fall 2017

<b>Area</b>	<b>Item</b>	<b>Person(s) Responsible</b>
<b>Business and Finance Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Consideration of Compensation Allocation Methodology (if not covered at June meeting)</li> <li>• Capital Outlay and Maintenance Request (this year only)</li> </ul>	Mitch Robinson, Finance Committee Chair
<b>Audit Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Risk Assessment documents</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• President expense schedules/audit</li> <li>• Year-end status type information</li> <li>• Significant results of internal engagements</li> <li>• Discuss the results of the QAIP – external review due in summer 2018, discuss strategies, including possible external team members</li> </ul>	Blayne Clements/Audit Committee Chair
<b>Academic Policies and Programs/Student Life Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Approval of new programs (new majors at undergraduate or graduate level and new certificates) before they can be submitted to THEC for final approval</li> <li>• Code of Conduct revision (if proposed)</li> <li>• Housing/Residence Life polices (if proposed)</li> <li>• Student Trustee Selection Process</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• Summary of all academic program actions approved by President in the last quarter</li> </ul>	Rex Gandy and Sheryl Byrd, Academic Policies and Programs/Student Life Committee Chair



	<ul style="list-style-type: none"> <li>• Any Letters of Notification for proposed program development</li> <li>• Enrollment from previous year</li> <li>• Degree Awards from previous year</li> <li>• Low-Producing program report</li> <li>• Gardner Foundations of Excellence update</li> <li>• Degree Compass/My Future update</li> <li>• SACSCOC update as needed</li> </ul>	
<b>Governance/Full Board Items</b>	<ul style="list-style-type: none"> <li>• Naming/Awards</li> </ul>	
<b>Miscellaneous Items</b>	<ul style="list-style-type: none"> <li>• President's Report <ul style="list-style-type: none"> <li>○ Enrollment</li> <li>○ Campus Highlight</li> </ul> </li> </ul>	

## Winter 2017

<b>Area</b>	<b>Item</b>	<b>Person(s) Responsible</b>
<b>Business and Finance Committee</b>	Vote Required <ul style="list-style-type: none"> <li>• Consideration of the 2017-18 October Revised Budget</li> </ul> Informational Only <ul style="list-style-type: none"> <li>• THEC Recommendation</li> <li>• Review Annual Financial Report</li> </ul>	Mitch Robinson, Finance Committee Chair
<b>Audit Committee</b>	Vote Required <ul style="list-style-type: none"> <li>• Significant revisions to the audit plan</li> <li>• Internal Audit salary and budgets</li> </ul> Informational Only <ul style="list-style-type: none"> <li>• Significant results of internal audits</li> <li>• Discuss the results of the QAIP – external review due in summer 2018, finalize planning</li> </ul>	Blayne Clements/Audit Committee Chair
<b>Academic Policies and Programs/Student Life Committee</b>	Vote Required <ul style="list-style-type: none"> <li>• Approval of new programs (new majors at undergraduate or graduate level and new certificates) before they can be submitted to THEC for final approval</li> </ul>	Rex Gandy and Sheryl Byrd, Academic Policies and Programs/Student Life Committee Chair

	<ul style="list-style-type: none"> <li>• Code of Conduct revision (if proposed)</li> <li>• Housing/Residence Life policies (if proposed)</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• Summary of all academic program actions approved by President in the last quarter</li> <li>• Any Letters of Notification for proposed program development</li> <li>• Approval of new programs</li> <li>• SACSCOC update as needed</li> <li>• Fall Census enrollment data</li> </ul>	
<b>Governance/Full Board Items</b>	<ul style="list-style-type: none"> <li>• Naming/Awards</li> </ul>	
<b>Miscellaneous Items</b>	<ul style="list-style-type: none"> <li>• President's Report <ul style="list-style-type: none"> <li>○ Campus Highlight</li> </ul> </li> </ul>	

## Spring 2018

Area	Item	Person(s) Responsible
<b>Finance Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Non-Mandatory Fee Requests</li> <li>• Housing rate increase (if proposed)</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• Governor's Higher Education Recommendation</li> </ul>	Mitch Robinson, Finance Committee Chair
<b>Audit Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Significant revisions to the audit plan</li> <li>• Audit Committee Charter (vote only necessary if changes are needed)</li> <li>• Internal Audit Charter (vote only necessary if changes are needed)</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• State Audit results (Vice President for Finance and Administration)</li> <li>• APSU Code of Conduct Policy</li> </ul>	Blayne Clements/Audit Committee Chair

	<ul style="list-style-type: none"> <li>• APSU Board Conflict of Interest Policy</li> <li>• Significant results of internal engagements</li> <li>• Discuss the results of the QAIP – external review due in summer 2018, confirm plans</li> </ul>	
<b>Academic Policies and Programs/Student Life Committee</b>	<p>Vote Required</p> <ul style="list-style-type: none"> <li>• Approval of new programs (new majors at undergraduate or graduate level and new certificates) before they can be submitted to THEC for final approval</li> <li>• Code of Conduct revision (if proposed)</li> <li>• Housing/Residence Life policies (if proposed)</li> </ul> <p>Informational Only</p> <ul style="list-style-type: none"> <li>• Summary of all academic program actions approved by President in the last quarter</li> <li>• Any Letters of Notification for proposed program development</li> <li>• SACSCOC update as needed</li> </ul>	Rex Gandy, Academic Policies and Programs/Student Life Committee Chair
<b>Governance/Full Board Items</b>	<ul style="list-style-type: none"> <li>• Naming/Awards</li> </ul>	
<b>Miscellaneous Items</b>	<ul style="list-style-type: none"> <li>• President's Report <ul style="list-style-type: none"> <li>○ Campus Highlight</li> </ul> </li> </ul>	