MINUTES

The Leadership Council met on Friday, September 8, 2017, in the Clayton-Glass Library in CG 129 with Hilda Tunstill, Interim President, as chair and Michelle Cox as secretary. Ms. Tunstill called the meeting to order at 10 a.m.

Voting Members in Attendance:
Bryson, Terri
Caldwell, Josh
Cook, Scott
Craig, Lucy
Cunningham, Virginia
Diaz-McFarland, Danny
Edmonds, Melody
Higginbotham, Ray (substituted for Elizabeth Fitch)
Hyland, Cheryl
Jent, Laura
Koller, Heather
Kraus, William
Logan, Cindy (substituted for Jay Turney)
Walters, Andrea

Non-Voting Members in Attendance:
Wiseman, Tammy

Members Absent:
Fitch, Elizabeth
Turney, Jay

Non-Members Attending:
Brown, Duane
Stacy, Brian
APPROVAL OF MINUTES

Hilda Tunstill moved to approve the minutes for July 28, 2017.

Scott Cook seconded the motion.

All approved; no opposition.

UPDATES

Hilda Tunstill reminded the council that it was decided at the last meeting to include Laura Jent, Executive Director of Human Resources, and Terri Bryson, Vice President Marketing and Campus Activities as voting members. Tammy Wiseman, Internal Auditor, was also included as a non-voting member.

Hilda Tunstill welcomed and introduced William Kraus as the newly elected adjunct member.

Lucy Craig, Faculty Council. The council is attempting to purchase some biometrics screening for D2L testing. There is concern that there is not enough security to make sure the student taking the test is the student enrolled in the class.

Hilda Tunstill said when the presidents meet at the next quarterly TBR board meeting, she is going to talk with them to see what resources are available. She will also inquire at the board level to see if an RFP can be done. This is an issue for every institution.

Lucy Craig reported that Faculty Sub-Council had a meeting this summer. THEC is taking over anything to do with articulation agreements. There is also a new law that requires us to give credit to military veterans based on their training. TN Reconnect begins fall 2018, and it is going to require that we give prior learning assessment credit.

Offering a financial incentive for reverse transfer will give us a great deal of leverage. TBR is also developing new forms that will have an “opt-in” statement helping reverse transfers become more automatic. It is not certain yet how Motlow will get those dollars.

TBR is encouraging us to bring back Maymester. Expanded offerings help students graduate in two years, but Maymester must be cash pay. TN Reconnect may help.
Ray Higginbotham, Substitute for Elizabeth Fitch, Administrative Council. An ITV meeting is scheduled for Friday, October 6. The agenda is not set yet. Elizabeth Fitch is the current chair. Ray Higginbotham is chair elect. Carla Logue is secretary. Josh Caldwell is the representative at large.

Andrea Walters, Support Staff Council. Andrea Walters has chaired the council for two years, and she is serving as interim now. The council changed its policy, and they must have a full vote for new chair, vice chair, and secretary. Once council members are known, there will be an online ballot.

Andrea Walters is half call center and half financial aid. She reported that financial aid has been without their front desk clerk since April. She addressed some concerns with the “guarantee your seat date.” The four call center employees were answering 40 to 50 calls each. It kept financial aid processing from getting completed because they were all answering calls.

Perhaps the guarantee your seat date should be the first purge then another purge date could be scheduled a week or two later. The guarantee your seat date should actually guarantee against something happening. It should not just be a “suggestion.” It caused undue stress to students because nothing really happened.

Danny Diaz-McFarland, SGA President, said a lot of students complained that “Nobody is answering the phones at Motlow.” Andrea Walters explained that the phones were being answered, but calls could not get through when they were already on the phone assisting other students.

Hilda Tunstill said the guarantee your seat date was intended to motivate students to do something earlier. Melody Edmonds agreed it may have made a lot of students actually do something positive, though. The intent was for students to take action to prevent classes from being purged. Students do not really look at the academic calendar.

Danny Diaz-McFarland suggested that the academic calendar needed to be marketed differently. It takes too long to search for it. Having three different purge dates was confusing. Two purge dates might make more sense.

Hilda Tunstill suggested that Cheryl Hyland bring this topic back to the President’s Cabinet for a more in-depth discussion in October.

Danny Diaz-McFarland, SGA President. SGA hit the ground running. Their first meeting was well attended. Elections are finished. They are excited. They have an Alzheimer’s Walk on Saturday, September 23, where they will be handing out bottled waters. They have lots of volunteers. Students are wanting to spearhead future events. They currently have a hurricane
relief movement for those affected in Texas. They decided to sell “Texas Strong” stickers for $1 each. This money goes straight to Texas relief.

SGA also has plans to set up food bank requests online.

Terri Bryson will help market SGA and mentioned there are changes being made to the charitable organization policy.

**Enrollment Numbers.** Hilda Tunstill shared the fall 2017 Headcount and FTE report as of September 7th (the 11th day) from TBR. Motlow tied for 2nd with Pellissippi State for FTE. Dual enrollment is a huge driver, and it is up 60%. Even TN E-campus is up. She commended everyone for a job well done. (See attachment 1.)

**REVIEW OF POLICIES**

- **Policy 5:01:00:04 Temporary Employment**

  Brian Stacy reported the only change is to take out the word “not” in Section IV, Part A, meaning that temporary employees are eligible to apply for internal only positions.

  Laura Jent reminded everyone about Section III, Part A. An employee cannot be in a non-exempt and an exempt position at the same time. An employee cannot be support staff and teach.

  Scott Cook moved to approve the policy as amended.

  Laura Jent seconded the motion.

  The motion passed unanimously to approve the policy as amended, no opposition. (See attachment 2.)

- **Policy 6:10:00:33 International Education**

  Lucy Craig pointed out that a further amendment was needed. Section II, Part A-1: The appointment is supposed to be by the Vice President for Academic Affairs, not the Campus Dean.

  Lucy Craig motioned to approve the policy as amended.

  Melody Edmonds seconded the motion.
The motion passed unanimously to approve the policy as amended, no opposition. (See attachment 3.)

- **Policy 1:07:02:00 Institutional Publications**

  Terri Bryson reported the minor changes proposed in order to bring this policy in compliance with clear TBR mandates and unclear TBR mandates. Section III is revised to reflect that control numbers must be approved by the Vice President of Marketing, not Institutional Research.

  Section IV, Part B: Item 12 was added.

  Section IV, Part D: Coordinator of Graphic Arts changed to Marketing.

  Scott Cook moved to approve the policy.

  Laura Jent seconded the motion.

  The motion passed unanimously to approve the policy, no opposition. (See attachment 4.)

- **Policy 5:02:02:30 Faculty Promotion**

  Melody Edmonds reported Section II, Part D-6, adds Associate degree which is required to teach a certificate program. Section III, Part G-4 includes due dates for the first, second, and subsequent evaluations.

  Andrea Walters moved to approve the policy.

  William Kraus seconded the motion.

  The motion passed unanimously to approve the policy, no opposition. (See attachment 5.)

**Scott Cook, CCSSE Result.** The Center for Community College Student Engagement administers the Community College Survey of Student Engagement (CCSSE). The CCSSE analyzes five broad areas. Scott Cook provided copies of the Motlow College (2017 Administration) 2017 Benchmark Scores Report-Main Survey. The assessment measures students’ perception of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. We are compared to our sister institutions in Tennessee. We are also in the medium college bracket. Out of the areas, we are lower than our peers in every category except for support for learners. We all need to be very aware of the CCSSE, and we need to take it very seriously. (See attachment 6.)
We administer the CCSSE in the spring, and we have tried to improve how the survey is conducted by training test administrators and addressing language difference between MSCC and CCSSE terms. Regarding academics, we need to improve the scores without doing anything perceived as violating academic freedom. The CCSSE is important to us for several reasons. We use CCSSE results for SACSCOC accreditation. This data is also a substantial part of our QEP. CCSSE is part of our assessment particularly related to critical thinking. It is tied directly to funding. THEC pulls out certain questions, and our quality assurance funding is based on results.

SENSE is another assessment survey created by the Center for Community College Student Engagement to address freshmen perception during their first semester specifically. The College is also adding a third survey administered by the Center for Community College Student Engagement to collect data regarding online learning. This survey will help us obtain much-needed information about our online courses.

CCSSE does impact funding.

Scott Cook, SACSCOC Update. We have historical issues with institutional effectiveness and problems that go back for several years. The college must report on the following areas: academic, community involvement, administrative services, and student services, as well as college-wide strategic planning and institutional effectiveness processes. If we do not pass in any of these areas, we must prepare another report. We must work harder collectively as a college on institutional effectiveness.

The College must follow its policies. We need to make sure all of our policies are up to date before SACS comes. MSCC’s Policy on Policy Compliance and Publication requires that all of our policies will be reviewed every three years. If you are responsible for a policy, they must be reviewed and documented at least every three years. If it is not a significant change, it does not need to come before the council. Just document that the responsible person has reviewed it. If no changes, record the new date and submit to Brian Stacy.

SACSCOC had requested a report in response to MSCC’s repeated Substantive Change violations. Scott Cook prepared the report and submitted it in advance of the September 8 deadline. Also, MSCC has tendered two prospectuses to offer over 50% of an approved program at the Middle Tennessee Education Center and ten area high schools. The impetus for the prospectuses came from substantive change violations at the Middle Tennessee Education Center (where at one time the college had offered 92% of an approved program but was only authorized for 49.9%) and LaVergne and Coffee County High Schools. Substantive Change percentages follow a 5-year average. SACSCOC has requested additional information about the prospectuses, including a faculty roster for the Middle Tennessee Education Center for fall 2017 and other facilities information for each location.
Brenda Cannon is heading up the hospitality committee for the SACSCOC on-site visit. SACS will be on campus Tuesday, October 2 through Thursday, October 5. Onsite visits will be made to Bridgestone, Fayetteville Campus, McMinnville Campus, and Warren County High School. Wednesday, October 4, is dedicated entirely to the QEP. The exit conference will be on Thursday, October 5.

The Clayton-Glass Library Conference Room 129 will be their workroom. They may leave the workroom to visit specific administrators or offices. We do not know with whom they may wish to speak or reach out to. Please make sure that all of your departments are aware of the visit.

**Terri Bryson, Effective Social Media and Internet Presence.** Terri Bryson provided support material to aid in the discussion. TBR does have these policies, but Motlow does not. TBR is not mandating that we have these policies, but there is a need for these policies. The current institutional publications policy and prospective web publishing, media management, and social media policies were discussed. Terri Bryson asked the council for feedback so she can better determine exactly what these policies need to accomplish for Motlow. (See attachment 7.)

The academic calendars do not meet accessibility standards. Marketing will determine how to improve the document to make it accessible. (See attachment 8.)

Forward calls from journalists to Terri Bryson. Good news is free, but we must own bad news. Professional courtesy goes both ways between departments and marketing.

Facebook cannot honor copyright unless we have a policy. Policy will provide guidance and authorization for marketing to make needed changes.

The President’s Cabinet already looked at TBR policy for web publishing and media management. It was agreed that marketing should mirror those policies.

Hilda Tunstill requested that the council provide feedback to Terri Bryson by the third week of September.

**Future Dates:**

The next Leadership Council meeting will be on October 27.

The Strategic Planning meeting is on November 17; therefore, the November 10 Leadership Council meeting is cancelled.

Leadership Council will meet again on December 8.
Please let Christy Glenn know if you plan to be absent and send a substitute.
The meeting adjourned at 11:45 a.m.

Respectfully submitted,

Michelle S. Cox
### Fall 2017 Headcount and FTE
**As of September 7, 2017**

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I. POLICY

Temporary employees are personnel whose initial period of appointment or expected service is less than one year. This definition does not apply to employees who are designated as probationary employees, who may be regular full-time or part-time employees, and entitled to benefits. If temporary assignments are recurring, then the college must make a decision to create and fund a regular position.

II. UNAUTHORIZED EMPLOYMENT

A. No individual shall be engaged in temporary employment at the college without prior approval of the responsible senior staff member.

B. Any Motlow State Community College employee who contracts, causes, or permits an individual to work without prior approval shall be subject to disciplinary action up to and including termination.

III. MULTIPLE EMPLOYMENT ASSIGNMENTS

A. No individual may be appointed to more than one employment classification during any one pay period (for example, an employee may only be classified as Exempt/Salaried or Non-exempt/Hourly).

B. Non-exempt regular part-time employees may not work a secondary job that would cause their total hours to make them benefit eligible.

IV. ELIGIBILITY FOR PERMANENT EMPLOYMENT

A. Temporary employees are eligible to apply for internal permanent job postings.

B. Temporary employees seeking permanent employment may apply as external applicants for positions posted on the public website.
V. BREAKS IN SERVICE

A. An employee who has worked as a temporary for the maximum time of one calendar year must be completely separated and off the payroll for fourteen calendar days before becoming eligible for re-employment in a temporary position.

B. After one year of employment as a temporary employee, the college shall consider adding a position with benefits if the assignment is needed on a regular basis. The process for filling the position will follow TBR Guideline P-010, Personnel Transactions and Recommended Forms.

VI. BENEFITS

Temporary employees with less than one year assignments are ineligible for employment benefits (retirement, state insurance, annual and sick leave, and holiday pay or longevity credit).
I. PURPOSE

The International Education Committee (IEC) is a standing committee, whose purpose is to oversee all international education initiatives at Motlow State Community College. The Director of International Education serves as Chair of the IEC and retains administrative authority and responsibility for the duties assigned to the IEC, including setting the meeting schedule.

II. APPOINTMENTS

A. The appointments and terms of service of committee members are as follows:
   1. One faculty member from each of the college’s four campuses appointed by the Vice President for Academic Affairs.
   2. The Director of International Education
   3. The International Education Advisor and
   4. One Campus Dean/Assistant Dean appointed by the Vice President for Academic Affairs (ex-officio) for a one-year term.

III. VOTING

A. The following information pertains to issues which require a vote by the IEC Committee:
   1. The Campus Dean serves ex-officio as a non-voting member unless his/her vote is needed to break a tie.
   2. All other members of the IEC have voting privileges and may succeed themselves in appointment.
   3. Any action taken by the IEC must be approved by a majority of the members.
   4. Members not in physical attendance at a meeting may vote by video conference or telephone conference call at the time of the meeting, or by e-mail within a reasonable period of time as set by the Director of International Education.

IV. RESPONSIBILITIES

A. The duties and responsibilities of the IEC include, but are not limited to:
1. Development and periodic review of policies and procedures regarding international education initiatives
2. Assistance and advisement to the Vice President for Academic Affairs regarding international education initiatives
3. Coordination, facilitation, and approval of faculty development activities related to international education initiatives
4. Coordination and facilitation of international education initiatives including study abroad and co-curricular events
5. Review and recommended disbursement of all expenditures related to international education initiatives, including the award of study abroad scholarships
6. The International Education Advisor acts as secretary/recorder for the IEC, with the responsibility of recording, archiving, and disseminating minutes of all IEC meetings

B. The role of the IEC is consultative with and advisory to the Vice President for Academic Affairs. All recommended actions or policies must be duly approved through the college approval process.
I. PURPOSE

Institutional publications should be designed to attract attention, elicit a positive response, and educate the public in ways that will increase awareness, enrollment and support of Motlow State Community College. This policy is to ensure the consistency and integrity of Motlow’s public image in marketing material and to provide general guidelines for creating, updating, and monitoring the college’s publications for professional, audit and historical purposes.

II. DEFINITION

An institutional publication is generally defined as any printed material designed to represent Motlow College in any capacity and of which copies will be distributed on or off-campus to any group or population.

III. APPROVAL

All publications and documents that require control numbers must be approved by the VP of Marketing. Compliance with TBR guidelines, consistency of style, quality, cost effectiveness, reporting requirements, audit reviews, and correct use of logo are the primary purposes of the review process.

IV. REQUIREMENTS

A. Most publications produced by any TBR institution must have a publication number displayed with the TBR and affirmative action statement. State law (Tennessee Code Annotated, Sections 12-7-106-108, and rules of the Higher Education Publications Committee) requires that all public institutions of higher education adhere to specific quality and cost-monitoring procedures for publications printed by state colleges, universities and technical schools. Today, these publications and the expense associated with their production and distribution merit an increasingly high degree of monitoring to ensure accountability and efficiency. Initial legislation was enacted in 1976 that created the Higher Education Publications Committee (HEPC), which establishes the rules and regulations for most publications produced by college/university divisions. All institutions are required to follow the guidelines on their respective campuses.
B. Examples (not exhaustive) of publications that require a publication number
1. Brochures, posters, calendars, pamphlets, flyers, event programs, postcards, handbills
2. Student-recruitment publications
3. Undergraduate and graduate catalogs
4. Admissions applications (unless part of another publication)
5. Financial aid applications
6. Alumni and development solicitation materials
7. Seminar and workshop registration forms, brochures, etc.
8. Campus telephone directories
9. Faculty and student handbooks
10. Employee training manuals
11. Campus, college and departmental newsletters
12. Volume printed forms designed to be filled-out by those other than employees.

C. Types of publications do not require a review and publication number
1. Work-processing forms for internal use
2. Research project reports generally not distributed
3. Research survey instruments and classroom test instruments
4. Instructional material
5. Personnel and fiscal policy manuals
6. Grade reports
7. Tickets for athletic and cultural events
8. Student newspapers
9. Traffic citations

D. To have publication approved and given a publication number, request collateral designed by the Marketing Department, or send a mock-up of the publication to Marketing. Marketing will review the publication request and supply the needed approval or work with the requesting party to identify existing options or new alternatives if needed.

E. TBR guidelines require all public institutions of higher education to archive copies of publications printed for the institution. Two final copies must be submitted to Marketing for permanent archiving and audit reporting. Pertinent information on all publications must also be maintained for submission to TBR at the end of each fiscal year.

F. As specified in state law, the following information must be maintained by the Graphic Arts office for each publication:
1. Name of publication
2. Department requesting publication
3. Purpose and brief description of publication’s content
4. Number of copies authorized for printing
5. General distribution list • Estimated cost of printing and distribution
6. Name and address of printer
7. Publication number
I. INTRODUCTION

A. Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of greater accomplishments and of assuming greater responsibilities. Promotions are awarded with objectivity, equity, and impartiality in recognition of merit and in accordance with these guidelines.

B. The President is responsible for the master-staffing plan of Motlow State Community College. In developing such a plan, the President will consider the fiscal impact of each promotion recommended.

C. For the purposes of this policy, teaching, service/outreach, and scholarship/creative activities/research will be defined in SECTION III. A-C of this document.

II. MINIMUM RANK CRITERIA

A. The following criteria are established institutionally and may, in points, be more rigid than those outlined in the general set of criteria established by the Tennessee Board of Regents; however, all specific criteria listed fall within the parameters of the general criteria provided.

B. The minimum rank qualification must be met in every recommendation regarding appointment to academic rank and for promotion in academic rank. However, exceptions can be requested as outlined in SECTION II. H. of this document. These minimum rank qualifications are to be met as closely as possible in the initial appointment of new faculty members. However, on initial appointments the institution may elect to make an exception to these criteria as outlined in SECTION II.E of this document.

C. This institution will make all judgments regarding the appropriateness of the degree and equivalent work experience credit and will make its own determination on whether or not the teaching or service experience from another institution is to be accepted or discounted.
D. Instructor
1. Potential ability in teaching, service/outreach and scholarship/creative activities/research. (Potential ability indicated by success in areas of formal study and work experience.)
2. Evidence of good character, mature attitude, and professional integrity.
3. Expressed interest in attendance at and/or membership in professional and scholarly meetings and organizations.
4. Expressed understanding and acceptance of the responsibility of developing the instructional program, such as recommending library, laboratory, and instructional equipment and initiating and implementing effective teaching methods.
5. Expressed understanding and acceptance of the mission and goals of the total community college program.
6. As determined to be appropriate for the instructional discipline, either an Associate, Baccalaureate degree or an earned Master’s degree or higher from an accredited institution in the instructional discipline or related area.

E. Assistant Professor
1. Demonstrated and potential ability in teaching, service/outreach, and scholarship/creative activities/research. (Demonstrated ability is to be measured by past evaluations.)
2. Evidence of good character, mature attitude, and professional integrity.
3. Attendance at and/or membership in professional and scholarly meetings and organizations.
4. Assistance in keeping the instructional program and resources at a high level of efficiency, such as recommending additional library, laboratory, instructional equipment and initiating and implementing effective teaching methods.
5. Evidence of positive and cooperative attitude toward the mission and goals of the total college program.
6. As determined to be appropriate for the instructional discipline, either a Baccalaureate degree or an earned Master’s degree or higher from an accredited institution in the instructional discipline or related area.
7. Service for three years as an instructor. Faculty may apply for promotion in the third year of service.

F. Associate Professor
1. Documented ability (as opposed to merely potential) in teaching, service outreach, and scholarship/creative activities/research.
2. Evidence of good character, mature attitude, and professional integrity.
3. Membership in professional and scholarly organizations and attendance at and participation in meetings of these organizations.
4. Good record in research and scholarly or professional attainment.
5. Assistance in keeping the instructional program and resources at a high level of efficiency, such as recommending additional library, laboratory, instructional equipment and initiating and implementing effective teaching methods.
6. Evidence of positive and cooperative attitude toward the mission and goals of the total college program.
7. As determined to be appropriate for the instructional discipline, either a Baccalaureate degree or an earned Master’s degree or higher from an accredited institution in the instructional discipline or related area.
8. Service for three years as an assistant professor. Faculty may apply for promotion in the third year of service.

G. Professor
1. Documented ability (as opposed to merely potential) in teaching, service/outreach, and scholarship/creative activities/research.
2. Evidence of good character, mature attitude, and professional integrity.
3. Membership in professional and scholarly organizations and attendance at and participation in meetings of these organizations.
4. Documented evidence of substantial professional productivity of quality.
5. High degree of academic maturity and responsibility.
6. Acknowledged record of teaching success.
7. Assistance in keeping the instructional program and resources at a high level of efficiency, such as recommending additional library, laboratory, and instructional equipment and initiating and implementing effective teaching methods.
8. Evidence of positive and cooperative attitude toward the mission and goals of the total college program.
9. Service for 5 years as an associate professor. Faculty may apply for promotion in the fifth year of service.
10. A terminal degree from an accredited institution in the instructional discipline or related area and ten years college level instruction.

H. Exceptions to these minimum rank qualifications can be made through the following:
1. Recommendation of the President at Motlow State Community College with supportive data, and
2. Approval by the Tennessee Board of Regents.

I. Terminal Degree Designation
1. The college will use a TBR approved list to determine which degrees are considered “terminal” within each discipline. The college may request blanket exceptions to these standards by classification based upon its mission and hiring practice. The college may also petition the TBR for “equivalent work experience credit” when a candidate has not obtained a terminal degree but has a record of extraordinary achievement in a given field. The equivalent work experience credit may include relevant teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.
2. Degrees considered terminal:
   a. Earned Doctorates
   b. Masters
      i. M.F.A. (Studio Art, Creative Writing)
      ii. M.L.S. or Master’s in Library Science (Library Science)
      iii. M.M. (Certain Specialties in Music)
      iv. Masters in Engineering or Masters with Major in Engineering (Engineering Technology, University or Community College)

III. PROMOTION AND TENURE CRITERIA

All teaching faculty at Motlow State Community College are expected to possess effective teaching skills. However, candidates from the teaching faculty recommended for promotion or tenure will also be judged on the basis of their contributions to the college in service/outreach, and scholarship/creative activities/research.

A. Teaching
1. Teaching applies to any manner in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, development of course materials and courseware, and development of innovative approaches to teaching. (For purposes of promotion and tenure, this component will be weighted at 70%.) The procedure for evaluating the faculty at Motlow State Community College is specified in Section III.D.2.
2. Criteria relevant to assessing the merit of the probationary candidate:
   a. Teaching effectiveness; each of the items listed below must be submitted as evidence of effective teaching and be included in the teaching portfolio.
      i. Evidence of ability to organize and present subject matter in a logical and meaningful way,
      ii. Evidence of ability to motivate and stimulate creativity in students,
      iii. Statement of teaching philosophy,
      iv. Course materials (i.e. course syllabi, handouts, exams/evaluation instruments, instructional materials), and
      v. Results of student evaluations for every course evaluated during the probationary period.
3. Additional types of documentation may also include:
   a. Open-ended or other student input,
b. Student products,
c. Teaching recognitions/awards,
d. Evidence of professional development in teaching,
e. Evidence of disciplinary or interdisciplinary program or curricular development,
f. Alumni surveys,
g. Student exit interviews,
h. Evidence of supervision of student projects and other forms of student mentorships, and
i. Other evidence of excellence in teaching or mentoring, or both.
   i. service to the institution, the community, and the State;
   ii. professional degrees, awards, and achievements;
   iii. professional activities, memberships, and leadership in professional organizations;
   iv. scholarship, research, and public service activities;
   v. participation in organizations and activities of the institution;
   vi. demonstrated potential professional development;
   vii. ability to achieve the objectives of the faculty member, the department, and institution;
   viii. working relationship with colleagues.

B. Service Outreach
Service applies to service within the community as defined by the college’s role and mission; service to
the college, as in student advising and/or mentoring; and service within the bounds of the applicant’s
academic department and budgeted assignment. (For purposes of promotion and tenure, this component
will be weighted in increments of 5 from 5% to 20%.) Evaluation of the service component will be based
on performance in three areas:
1. Public service to the community as defined by role and mission of the institution
2. Service to the institution
3. Service within the bounds of the applicant’s academic discipline and budgeted assignment
4. Evaluation will be based on all three areas, although it is recognized that differences in emphases
   may exist.
5. The institution accepts the responsibility for determining the emphasis as well as the responsibility for
determining specific criteria based on the individual’s aspect of work. These criteria will include:
a. Community service programs
b. Applied research activities
c. Public service consultation
d. Committee and administration responsibilities
e. Active contributions to professional associations
6. In each case, documentation of the evaluation process and criteria will be as complete as possible.

C. Scholarship/Creative Activities/Research
Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and
interdisciplinary bodies of knowledge, scholarship/creative/research may include, but is not limited to,
typical professional growth and development activities, disciplinary and interdisciplinary activities that
focus on the boundaries of knowledge, community-based scholarship, creative activities (e.g.,
performances or other artistic creations), and the development of cutting-edge teaching approaches. (For
purposes of promotion and tenure, this component will be weighted in increments of 5 from 5% to 20%.)
Activities in this area include:
1. Scholarly pursuits in support of the discipline or the teaching profession, which should include typical
   professional development activities such as taking classes.
2. Implementation and use of cutting-edge teaching approaches, such as instructional technologies and
   learning theories.
3. Performances, compositions, and other artistic creations that are evaluated by written reviews and by
   qualified peers, either in person or aided by other forms of reports, or both
4. Professional or scholarly papers presented at international, national, or regional/state meetings.
5. Publication of research or scholarly works such as books, journal articles, and other scholarly papers.

D. For purposes of promotion and tenure the total of the three components of evaluation, to include
teaching, service/outreach, and activities/research must equal 100%.
E. Each faculty member applying for promotion and tenure must submit documentation as evidence of completion for each of the above components. This documentation will be available for review by the appropriate Dean, Promotion and Tenure Committee, and Vice President for Academic Affairs prior to recommendation for promotion and tenure.

F. The Promotion and Tenure Committee is composed of tenured, full-time faculty. Its purpose is to evaluate applications for promotion tenure and make recommendations to the Vice President for Academic Affairs. One member shall be from each academic department (recommended by the Vice President for Academic Affairs, and appointed by the President). In the event only one tenured faculty member is eligible to vote, two others from a related discipline will be recommended by the appropriate Dean. The remaining committee member shall be a full-time tenured faculty member elected by the Faculty Council.

G. Faculty Evaluation
1. The nature and relative importance of the criteria to be considered in assessing faculty merit reflect an institutional commitment to quality instruction provided by a professionally active faculty involved in college and community service.
2. Administration of the comprehensive faculty evaluation system at Motlow State Community College, with annual participation by all full-time faculty, measures individual faculty achievement of the goals represented by the identified criteria; and as a result, the evaluation system plays a significant role in assessing the merit of the probationary candidate.
3. The Comprehensive Faculty Evaluation System has two components:
   a. Evaluation of faculty by students
   b. Evaluation of faculty by the appropriate Dean to which the faculty member is assigned.
4. The first evaluation period for a first-year, full-time faculty member closes on January 31 of the first academic year. Faculty documentation is due to the appropriate Dean on January 31. The second evaluation period is retroactive to November 1 of the first academic year and continues through the following October 31. After these two evaluation periods, the evaluation year for a returning faculty member begins each November 1 and continues through October 31 of the following year. Faculty documentation is due to the appropriate Dean on October 31.
5. The instrument used for the student evaluation component is the Motlow State Community College Student Evaluation of Faculty, and will permit student response to ten descriptive statements using a rating scale of Not Applicable (0), Strongly Agree (5), Agree (4), Neutral (3), Disagree, (2), or Strongly Disagree (1). All full-time faculty whose appointments meet all conditions previously stated in “faculty definition” will select four class sections (excluding topics) per evaluation year with at least one class section per term. Selections of sections to be evaluated will be made no later than one week prior to the beginning of midterm examinations for a given term. Specific section choices should be made in a manner which assures that all regularly taught by the faculty member are evaluated. The faculty member and the respective Dean will cooperate in the selection of specific sections in which the evaluation is to occur (either by concurrence or by direct alternating selection of sections). In the event of extenuating circumstances, a faculty member, in conference with and approval by the appropriate Dean, may request a change in sections to be evaluated.
6. All non-tenured faculty will have a formal evaluation by their appropriate Dean annually. This may include both a written evaluation and an evaluation conference. Tenured faculty will have a formal evaluation once every three years. In the two off years, the Dean will prepare a brief written evaluation to which the faculty member may add comments. Both the appropriate Dean and the faculty member will sign this. If for any reason either the faculty member or the Dean feels the need or desire to have a formal evaluation in the off years, the formal evaluation process will be used.
7. Additionally, the current procedure and frequency of conducting student evaluations will be maintained, and all returning faculty will continue to submit to the appropriate Dean an annual basis “at least two personal professional objectives for the academic year and steps to achieve them.
8. Faculty recommendations concerning evaluation may be expressed through the Faculty Council. Students may voice opinions concerning faculty evaluation practices and make recommendations through the Student Government Association.
9. The President will acknowledge faculty and student concerns as they occur or if changes are to be made in the evaluation system.
IV. GENERAL PROCESS

A. The general process for recommending the promotion or tenure of a faculty member takes the following course:
   1. Vice President for Academic Affairs notifies faculty eligible to apply for promotion or tenure.
   2. Faculty member submits application for promotion or tenure with documentary evidence attached to the Vice President for Academic Affairs Office.
   3. Consideration and vote by tenured faculty within the academic department; the results will be submitted to appropriate Dean. In the event only one tenured faculty member is eligible to vote, two others from a related discipline will be recommended by the appropriate Dean.
   4. Evaluation Recommendation of faculty member by appropriate Dean.
   5. Evaluation by Promotion and Tenure Committee.
   6. Recommendation to the Vice President for Academic Affairs.
   7. Recommendation to the President of Motlow State Community College.
   8. Recommendation to the Chancellor of Tennessee Board of Regents.
   9. Recommendation to the committee on Personnel.
   10. Recommendation to Tennessee Board of Regents.

B. The specific process at Motlow State Community College is described in the following items:
   1. Vice President for Academic Affairs notifies faculty eligible to apply for promotion or tenure.
   2. The appropriate Dean conducts annual evaluations of faculty and will advise them as to whether or not he/she will be recommended for promotion or tenure. Deficiencies will be explained.
   3. The tenured faculty within the academic department consider and vote for faculty eligible for promotion and/or tenure within the department and submit the results to the appropriate Dean. In the event only one tenured faculty member is eligible to vote, two others from a related discipline will be recommended by the appropriate Dean.
   4. The appropriate Dean will submit recommendations to the Vice President for Academic Affairs accompanied by complete and careful documentation of the candidate’s teaching performance and public service contributions.
   5. After full consideration, including the recommendations of the Promotion and Tenure Committee, the appropriate Dean and the Vice President for Academic Affairs make a formal recommendation to the President accompanied by documented facts supporting the recommendation.
   6. If the President approves the recommendations, he/she will submit them to the Chancellor of the Tennessee Board of Regents for final action as outlined below in the "General Process at the Board Level." Only those recommendations approved by the President are submitted to the Chancellor.
   7. Upon submission of the recommendations to the Chancellor, the President shall inform each faculty member of his/her recommendations. Once recommendations are acted upon by the Chancellor and the TBR, the President shall inform each faculty member concerning the results of the recommendations.

C. The specific process at the Tennessee Board of Regents level is as follows:
   1. A letter of recommendation from the President of Motlow State Community College with the promotion and tenure recommendations will be forwarded to the Chancellor for his/her review.
   2. The Chancellor’s recommendation will be forwarded to the Committee on Personnel and their recommendation forwarded to the Board.

V. REVIEW AND COMMITTEE PROCESS

A. By November 1 of each academic year, the Vice President for Academic Affairs shall notify probationary faculty who meet minimum eligibility requirements for promotion and tenure in writing, of the minimum eligibility requirements, the criteria, and the procedures for applying for tenure.

B. Faculty members meeting minimum eligibility requirements seeking promotion and tenure shall make formal application, in memorandum, by December 1. This memorandum, directed to the appropriate
Dean, shall include documentation from the applicant which addresses minimum eligibility requirements and criteria to be considered in tenure recommendations, in SECTION II of this policy.

C. The appropriate Dean will summarize annual evaluation results for each candidate for tenure. The summary will include results for each component of the evaluation system for each year of the probationary period of the applicant. This summary will include results of student evaluations completed annually. By February 1, the appropriate Dean will forward to the Vice President for Academic Affairs:
   1. all applications with documentation,
   2. summaries of annual evaluation results, and,
   3. the appropriate Dean’s recommendation concerning the tenure request for each applicant.

D. The Promotion and Tenure Committee shall hold its organizational meeting by February 15. During this meeting, the following shall be accomplished:
   1. election of a chair;
   2. election of a recorder;
   3. identification of all applications for tenure to be received from the Vice President for Academic Affairs;
   4. identification of documents necessary to make recommendations (e.g., applicant documentation, results of faculty evaluation, and other information related to criteria to be considered); and
   5. determination of committee procedures.

E. The committee will notify the Vice President for Academic Affairs, in writing, of its recommendation on each application by March 15.

F. The Vice President for Academic Affairs shall formulate his/her recommendation using the recommendations of the appropriate Dean and the committee, applicant documentation, results of the faculty evaluation system, and other information related to criteria to be considered in tenure recommendations. He/she shall forward the recommendation on each applicant for tenure and promotion with the recommendations of the appropriate Dean and the committee, and other relevant information to the President by April 1 for consideration.

G. After receipt of the materials from the Vice President for Academic Affairs, the President shall notify in writing each applicant of his/her intention to recommend or not recommend the individual for promotion.

H. Should the applicant wish to appeal the President's intention, the procedures contained in Motlow State Community College Policy 5:02:03:25, Appeal Process for Tenure or Promotion Denial should be followed.
### Comparison Group: Medium Colleges in the 2017 Cohort

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Your College</th>
<th>Medium Colleges</th>
<th>2017 Cohort</th>
<th>Difference</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>45.6</td>
<td>49.5</td>
<td>50.0</td>
<td>-3.7</td>
<td>-4.2</td>
</tr>
<tr>
<td>Student Effort</td>
<td>46.9</td>
<td>49.2</td>
<td>50.0</td>
<td>-0.3</td>
<td>-1.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>47.1</td>
<td>49.8</td>
<td>50.0</td>
<td>-2.5</td>
<td>-2.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>47.2</td>
<td>50.0</td>
<td>50.0</td>
<td>-2.8</td>
<td>-2.8</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>48.5</td>
<td>49.2</td>
<td>50.0</td>
<td>-0.5</td>
<td>-1.5</td>
</tr>
</tbody>
</table>

*The comparison group and cohort columns on this page INCLUDE your college.*
Policy Discussion Support Material Supplied by Marketing Upon Request

Policies Under Discussion:

1. Existing Policy: INSTITUTIONAL PUBLICATIONS – 1:07:02:00
   a. Updates were proposed and submitted. Those were distributed via email.
   b. They are intended to address interpretation issues related to TBR policy obligations.
   c. Leadership Council is asked to redirect or vote to support/approve.

2. Prospective Policy: Web Publishing
   a. There is no current policy in place to guide web publishing and this a large aspect of our operations and is central to copyright, content integrity, and accessibility issues.
   b. Discussion at President's Cabinet led to suggestion to mirror the TBR policy. It is attached.
   c. Marketing supports mirroring the TBR guidelines/policy and anticipates no issues in implementation.

3. Prospective Policy: Media Management
   a. There is no current policy in place to guide media interactions.
   b. Marketing receives a regular calls from employees asking about this. Most employees refer calls from journalists to Marketing. Those who do not are usually Deans or Directors. There have been media problems.
   c. TBR has no policy to mirror, but no one at TBR is allowed to speak on behalf of TBR except designated staff.
   d. 10 TBR community colleges have their media policies posted online. All manage their institution's public voice by funneling requests for official comment through their Communications or Marketing divisions.
   e. Motlow needs staff willing to speak to media. Rigid measures are counterproductive. However, some basic parameters are wise. We need to understand what the media is seeking, why, assess risks and opportunities, and respond prudently.
   f. What would work for Motlow?

4. Prospective Policy: Social Media
   a. There is no current policy in place to guide web publishing and this an increasingly critical part of the college’s outward bound messaging.
   b. Discussion at President's Cabinet led to suggestion to mirror the TBR guidelines/policy.
   c. Marketing is open to this, but desires discussion prior to action.
TBR: Web Publishing Policy

Purpose

The Tennessee Board of Regents (TBR) websites exist as the Board's most important communication tool. Therefore, websites should maintain and build upon the projected image of TBR through the highest level of excellence in education, policy, research, and workforce development by concerning the administration with the digital image projected. This policy should facilitate usability and consistency and promote a cohesive online brand throughout all TBR websites that correlates directly with other TBR methods of communication and visual representation.

Policy/Guideline

I. Goals
   A. Identify a consistent brand for the TBR system and all of its programs and services.
   B. Effectively serve students, faculty, staff, legislators, and other people of interest with useful and easily accessible information.
   C. Provide easy to use information and services on as many devices as possible.
   D. Promote a positive impression of TBR, its staff, and its institutions with a unified and compelling image.
   E. Promote ease of use with intuitive web standards.
   F. Present TBR and its activities as a seamless entity.

II. Scope
   A. Any Web document that represents the TBR, its units and their activities, its initiatives, its programs and collaborations, and its contractors and partners, while having its own purpose and agenda, is also part of the whole and, therefore, needs to be clearly identified with the TBR brand and is expected to follow this policy. This policy does not apply to member institutions.

III. Manager
   A. Within the Chancellor's Office, the Web Systems & Digital Media Manager (hereafter 'web manager') maintains and enforces this policy, including any granted exceptions, and has primary responsibility for the content, format and appearance of all web pages and systems.
   B. Under the direction of the Chief Information Officer and guidance from the web manager, the Office of Information Technology will maintain the TBR web infrastructure.

IV. Content Managers
   A. Content managers must be classified as permanent TBR staff or an approved third-party vendor who works under the direct supervision of the web manager.
   B. Request for access must be submitted for each unit. The web manager and the unit's leader must approve each access request.
   C. Management of web content, including web pages, media and data, and ensuring that pages within their unit are up to date, meaningful and appropriate, and follow the official TBR Electronic Publishing and Web Style Guide, is the sole responsibility of the corresponding department and their designated content manager(s).
   D. Web content ownership and responsibility will be directed to the Vice Chancellors who are ultimately responsible for all units and their activities.

V. Guidelines
   A. Use
      1. TBR websites may only be used for official board, administrative and educational activities.
      2. Websites must comply with all IT policies regarding the use of TBR resources.
B. Organization
   1. All websites should strive to be a part of the overall web structure of the TBR. No unit may go outside the TBR web structure and represent itself or activities unless an exception is granted by the web manager.
   2. The TBR web structure is as follows:
      a. Administrative Offices, Policies, & the Board
      b. Community College System
      c. University System
      d. Colleges of Applied Technology System
      e. Regents Online Campus Collaborative
      f. Internal Use Applications

C. Web Projects
   1. All website projects must be submitted in writing to the web manager for a feasibility evaluation.
   2. All websites, when feasible, should be developed in-house and within the available systems.
   3. If the web manager determines a project cannot be completed in-house, the web manager must serve on the selection committee and as project manager or co-project manager with the contracted agency and has final approval before a project is launched.
   4. All websites associated with the TBR and its affiliate groups must follow the current approved TBR web template maintained by the web manager

D. Layout and Design Elements
   1. All TBR websites should follow the official TBR Electronic Publishing and Web Style Guide.
   2. When possible, all sites should be developed device agnostic.
   3. Visible credits such as "Site powered by..." or "Site created by..." are prohibited.
   4. Federal law and guidance letters regarding nondiscrimination policies require that the nondiscrimination statement be available. The official statement will be provided in the Electronic Publishing and Web Style Guide.

E. Accessibility
   1. All TBR websites are subject to the same accessible web standards as state and federal agencies. Section 508 of the Federal Register establishes requirements for federal electronic and information technology, and the federal Access Board has issued the standards to meet those requirements.
   2. Websites should be accessible for those using assistive methods and/or alternative methods to access the Web.
   3. All TBR websites should have a link to the TBR’s top-level "Web Accessibility" page.

F. Domains and Sub-domains
   1. All domains and related product purchases (secure certificates, etc.) must be made through the Office of Information Technology.
   2. The approved domain names for all TBR web systems are:
      a. tbr.edu;
      b. rodp.org.
   3. The web manager may make an exception for promotional URLs or collaboratives with other systems/partners, (eg. Intransferpathways.org). Unless noted in the exception, all promotional domains must forward to a TBR.edu page or sub-domain.

G. Content Validity
   1. Content must be kept up-to-date and relevant.
2. Any website or page deemed as outdated or incorrect may be changed or removed by the web manager.

H. Disclaimer of Endorsements

1. The TBR does not endorse or recommend any commercial products, processes, or services. Therefore, mention of commercial products, processes, or services on TBR websites must be written in a way as they may not be construed as an endorsement or recommendation.

2. When users select a link to an external website, users must be made aware they are subject to the privacy and security policies of the owners/sponsors of the external site. Official language will be provided in the Electronic Publishing and Web Style Guide.

I. Redundancy

1. Redundant information, especially different published versions of content, can be confusing and may result in severe consequences if incorrect or outdated information is posted. Only publish the latest version of content.

2. Repeating static information maintained elsewhere should not be copied but rather linked or be displayed by the use of a data feed such as RSS, XML, or database API.

J. Copyright

1. All material used on TBR websites must comply with federal and state copyright laws, including respecting proper licensing rights for purchased reports, data, images, video, and text.

K. Exceptions and Exemptions

1. The web manager may exempt certain web applications that are technically limited in their ability to meet the necessary guidelines from those guidelines.

2. Exemptions noted in this document should be requested in writing to the web manager.
TBR: Use of Social Media

Purpose
The objectives of this guideline include:
- to provide guidance to ensure that social media tools are used properly,
- to address potential risks, and
- to ensure consistency across the Tennessee Board of Regents System Office operations.

Definitions
Social media – includes Facebook, Twitter, YouTube, flickr, LinkedIn, Instagram and related systems.

Policy/Guideline

I. Professional Social Media Accounts
   A. All official social media accounts representing the Tennessee Board of Regents or its System Office units/departments/functions must be established and maintained by the TBR System Office communications and marketing staff and belong solely to the TBR.
      1. Access to and passwords for the accounts are limited to designated communications/marketing staff members and others only as authorized by the chancellor and/or communications director.
      2. Any accounts created to imply representation of the Tennessee Board of Regents must be approved and authorized by the communications director.
         a. Password access to management of the social media account must be provided to the communications director, even if responsibility for the account resides elsewhere.
      3. Content created for and distributed through TBR social media accounts is the sole property of the TBR and not the employee managing the account. All followers, friends and connections associated with the account belong to the TBR.
         a. TBR social media account managers must relinquish all rights and access to the accounts upon termination of their employment for any reason.

II. Personal Social Media Accounts
   A. While this policy is not intended to dissuade employees from using personal social media accounts or any other forms of communication protected by local, state or federal law, TBR System Office employees must abide by the following guidelines when using any form of external electronic social networking, communications systems, web logs (blogs), etc. This applies to both TBR resources and all other electronic resources, as well as any personal social media/networking/communications accounts.
      1. Do not imply to represent the TBR in any unauthorized way or identify yourself as a TBR employee or representative when conducting any of the following activities (the following list is intended to be illustrative and not exhaustive).
         a. Posting, sending or displaying any inappropriate materials or messages (especially and including – but not limited to – those identified in TBR Guideline G-054 IT Acceptable Uses http://policies.tbr.edu/guidelines/it-acceptable-uses.
         b. Communicating in a way that could negatively impact the reputation of TBR or interfere with its mission or performance of its employees.
         c. Sharing, accessing or discussing any proprietary or confidential information, especially and including, but not limited to those identified in TBR policies and those governed by copyright law.
         d. Engaging in political activities, private commercial transactions or private business activities.
         e. Violating any federal, state or local law or policy.
      2. TBR employees may be honest about their identities and employment; however, they should make very clear when sharing their personal views that they do not represent the views of the TBR System. A disclaimer should be included on employees’ personal profiles if the TBR is listed as the employer. (Example: “The views/posts/comments/opinions expressed on this site are my own and do not necessarily reflect the views of the Tennessee Board of Regents.”) Employees may not use the TBR seal/logo on any unauthorized or personal postings.
      3. Employees’ social media accounts may be subject to monitoring without notice or consent if these sites are accessed using TBR property or resources.
      4. Violation of these policies/guidelines may result in disciplinary action, up to and including termination.
Details Regarding Social Media

13 reasons why you should have one Facebook page in higher education

Motlow is one of the few TBR colleges without a social media policy. ANYONE CAN CREATE AN ACCOUNT without regard for security, governance or branding.

How many social media accounts does Motlow have? 38! This is our best guess.
Motlow has no official social media registry or standardized account creation process.

And YET! Our main Facebook page reached over 60,000 people from May 5-8.
THAT'S MORE THAN THE POPULATION OF COFFEE & MOORE COUNTIES COMBINED

Most initiatives would benefit more from a hashtag and collaborative promotion on main accounts rather than having their own account.

By moving from isolated separate accounts to a few central accounts, we can share strategies, technologies, and processes for social media success among the numerous stakeholders that contribute to the student experience.

This is CRITICAL because of limited Advertising $$
We need reliable, affordable advertising tools. By using our main accounts, we can help you create effective posts and ad campaigns that will reach your targeted audience — even on mobile.
Students expect a seamless customer experience on social media. Decentralized social media makes this difficult.

Motlow is the ONLY TBR COLLEGE to have Facebook Pages for every campus or to have multiple campus accounts on Facebook, Twitter and Instagram.
# Fall 2018 Full Term Academic Calendar

**August 27 – December 15**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preregistration for Fall 2018; MyMotlow available. Register early to ensure class availability.</td>
<td>April 2 - August 13</td>
</tr>
<tr>
<td><strong>Financial Aid Processing Deadline:</strong> If your financial aid is not complete, you must be prepared to pay by the payment deadline of August 13 to maintain your class schedule</td>
<td>June 1</td>
</tr>
<tr>
<td>Preregistration begins for students using TBR/UT or State Fee Waivers</td>
<td>July 30</td>
</tr>
<tr>
<td>Guarantee Your Seat – By Full Payment, Payment Plan, or Authorized Financial Aid</td>
<td>August 6</td>
</tr>
<tr>
<td>Deadline to confirm or pay fees for pre-registration. Unpaid class schedules will be deleted at 10:00 PM</td>
<td>August 13</td>
</tr>
<tr>
<td><strong>REGISTRATION WILL REOPEN AT 8:00 AM</strong></td>
<td>August 14</td>
</tr>
<tr>
<td>Last day to submit admission application for Fall 2018</td>
<td>August 20</td>
</tr>
<tr>
<td>Deadline to confirm or pay fees for registration occurring August 14 – August 20. Unpaid class schedules will be deleted at 10:00 PM</td>
<td>August 20</td>
</tr>
<tr>
<td><strong>REGISTRATION WILL REOPEN AT 8:00 AM</strong></td>
<td>August 21</td>
</tr>
<tr>
<td>Individuals registering or adding classes must pay for classes each day prior to 10:00 PM or classes will be deleted</td>
<td>August 21 - August 26</td>
</tr>
<tr>
<td><strong>FALL ASSEMBLY for Faculty and Staff</strong> <em>(Some campus offices may be closed during specific times. Please check <a href="http://www.msc.edu">www.msc.edu</a> for more information)</em></td>
<td>Thursday, August 23</td>
</tr>
<tr>
<td>Last day to receive new student orientation</td>
<td>August 24</td>
</tr>
<tr>
<td>Last day for 100% refund</td>
<td>August 26</td>
</tr>
<tr>
<td>Last day to register or add classes; Class schedules will be deleted for students who still owe fees as of this date; MyMotlow available for drops and withdrawals only through the last day to drop classes with a “W”</td>
<td>August 26</td>
</tr>
<tr>
<td>Last day to submit Fee Waivers and Fee Discount Forms</td>
<td>August 27</td>
</tr>
<tr>
<td><strong>CLASSES BEGIN</strong></td>
<td>August 27</td>
</tr>
<tr>
<td><strong>LABOR DAY HOLIDAY (campus closed)</strong></td>
<td>September 3</td>
</tr>
<tr>
<td>Last day for a 75% refund</td>
<td>September 9</td>
</tr>
<tr>
<td>Last day to drop classes without record</td>
<td>September 9</td>
</tr>
<tr>
<td>Last day for 25% refund</td>
<td>September 23</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>October 5 – 11</td>
</tr>
<tr>
<td>Last day to submit completed work to the instructor to remove an “I” for Spring and Summer 2018</td>
<td>October 11</td>
</tr>
<tr>
<td><strong>FALL BREAK</strong></td>
<td>October 12 – 16</td>
</tr>
<tr>
<td>Last day to pay for Dual Enrollment Students</td>
<td>October 14</td>
</tr>
<tr>
<td>Intent-to-Graduate forms due to Admissions and Records Office</td>
<td>November 2</td>
</tr>
<tr>
<td>Last day to drop with a “W”</td>
<td>November 3</td>
</tr>
<tr>
<td><strong>LAST DAY OF CLASSES</strong></td>
<td>December 8</td>
</tr>
<tr>
<td><strong>FINAL EXAMS</strong></td>
<td>December 9-15</td>
</tr>
</tbody>
</table>

**GRADES DUE DECEMBER 17, 2018**

04/27/2017

This calendar is subject to change at any time prior to or during an academic term due to circumstances beyond the reasonable control of the institution - DRAFT