Faculty Senate Minutes
Southwest Tennessee Community College
Tuesday, September 9 2025, 3:00 PM
Union Ave. Campus, UNS 308 (Nursing Building)

1. Call to order and roll

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

Joyce Johnson (24-26) **President**

Division Senators, Humanities, Social Sciences, and Mathematics

Doug Branch (25-27) **Secretary**
David Huffman (25-27)
Thomas King (25-27) **Vice-President**
Lake Newton (24-26)
Annie Sultana (24-26) **Treasurer**

Division Senators, Business and Technologies

Gary Holder (24-26) Absent
Salahuddin Mohammad Masum (25-27)

Division Senators, Health and Natural Sciences

Carl Chiong (25-27) Absent due to not having yet been elected
Carolyn Jensen (24-26) Absent
Gerren Herndon (24-26) Absent

Department Senators
Lindsey Shaidnagle (24-26) Allied Health Absent
Arnetria Taylor (25-27) Business and Legal Studies
Tad Lauritzen Wright (25-27) Communications, Graphic and Fine Arts
Shelley Trigg (24-26) EMS
Melanie Jones (24-26) Computer Information Technology
Baxter Buck (25-27) Languages and Literature
Gayathri Kaushik (24-26) Natural Sciences
Kristi Griffin (24-26) Nursing Absent
Khalil Rassy (24-26) Mathematics Absent
LaPetria Rhoe (25-27) Social and Behavioral Sciences

2. Reading and Approval of the Minutes

   The body approved the minutes from the April 2025 faculty senate meeting.

3. Special Guest
   Dr. Carol Ash, VPAA

   The senate invited Dr. Ash to the meeting not necessarily to present an agenda but to avail herself to questions and concerns from the faculty.

   One senator was concerned about the directive that faculty normally receive to convert to online instruction when, for instance, buildings have no power. In some areas, like EMS, online instruction is impractical or impossible. The complaint was that often the academic building at Macon, for instance, does have power even if other buildings on campus do not. Dr. Ash responded that HVAC is often a problem in the academic building even if the building does have power, but that she would investigate how the problem might be averted in the future.

   Another senator asked why we do not do student evaluations of instruction in the summer. Dr. Ash responded that she would like to make this happen in the future.

   A general discussion transpired involving difficulties with late enrollments for dual enrollment students. Dr. Ash acknowledged serious problems this semester getting students enrolled on time, but assured the senate that enrollments would be finalized and rosters accurate by Monday the 15th. Dr. Ash believes that this process will be smoother by next year and also implored faculty members to extend grace to late enrolled dual enrollment students whose lateness was not their fault.

   One senator asked for clarity about both the process for filling out paperwork to obtain faculty development funds and about just what sorts of uses of these funds are acceptable. The same senator noted that some administrative assistants seem to know how to fill out the paperwork and be willing to do so while others did not. Dr. Ash noted that there were handouts about the funding process on faculty development day but that faculty would also soon be receiving a step-by-step guide. She stressed that administrative assistants should be willing and able to do the requisite paperwork.

   Dr. Ash also promised that she would be holding open office hours and encouraging faculty with questions and concerns to share them with her.

4. Reports from senate officers and senate committees

A. Thomas King: Report on regular SEC meeting with VPAA Carol Ash

   The SEC reported to Dr. Ash general consternation about the dates on the new contracts faculty are to be to signing. The contracts will have the begin date as August 1, even though the faculty has never been expected to work until August 15. Dr. Ash explained that this was a technicality but that nothing would change in terms of sick days or retirement and that faculty would definitely not be expected to work before August 15. Faculty members have not signed yearly contracts in many years, but the college has learned that this is a TBR requirement.

   Dr. Ash explained that we will not be doing LDA's for the next upcoming round for dual enrollment classes designated D, meaning full dual enrollment classes.

   Dr. Ash also reported that there will be money for repairs of equipment and that faculty members in need of equipment repair should speak to their chairs.

Dr. Ash noted that CTLE is going to have money for new course development, which has been a problem in the past. We are also hoping that Spring Symposium becomes a regular event, and March 27, 9:00 – 2:00 is a tentative date. She hopes there will be faculty volunteers to organize the event, and she especially hopes to see some faculty members who do not normally take part in such leadership roles to actively help with the planning. She hopes as well for faculty to have more input into Faculty Development Day and would prefer for that to happen through the faculty senate.

B. Thomas King: Elections Committee

Tekay noted that Health and Natural Sciences still needed to elect one new senator. (That election has since happened, and Carl Chiong will begin a new term.)

C. Joyce Johnson: Faculty Subcouncil Report

Joyce asked that notes from the July 2025 Faculty Subcouncil be appended to the minutes. Those notes are appended as Appendix A.

D. Joyce Johnson: President's Cabinet Meeting Report

Among items Joyce wished to emphasize from that meeting was a new policy update requiring that reimbursement payments from the college would be done only by direct deposit. She noted, too, a new TBR policy that with any policies having to do with transfer or promotions, any references having to do with affirmative action would be removed. Also, background checks for new hires would be nationwide in scope rather than just statewide.

Other items involved the unveiling of a new Southwest mascot on October 25 and new FERPA training being required soon of all faculty members.

Although not having to do with the cabinet meeting per se, Joyce also emphasized the importance of department senators sending summaries of senate meetings, especially important dates, to their faculty.

5. Old Business

6. New Business

A. Joyce Johnson: Election of SEC

Four new SEC members were elected: Thomas King, Vice-President; Annie Sultana, Treasurer; Doug Branch, Secretary; Lake Newton, Parliamentarian

B. Joyce also announced her intention to hold an election concerning eliminating the faculty advising committee from the constitution and adding a new duel enrollment committee. She plans to send out a call for volunteers for committees that need new members.

7. Adjournment

Joyce Johnson adjourned the meeting at 5:20 PM.

Respectfully Submitted,

Doug Branch
Faculty Senate Secretary

Appendix A

Programmatic Summaries for July 2025 Sub-councils

LPN and RN Apprenticeships

21 colleges have expressed interest in designing and piloting LPN and RN apprenticeships. Academic affairs has begun coordinating with TN Dept of Labor, ACEN, COE, and the TN Board of Nursing to ensure that we are meeting both regulatory and accreditation requirements for these new apprenticeships. TBR has secured $177,000 for the 25-26 school year to support training costs associated with nursing apprenticeships.

THEC Rural Healthcare Pathways Expansion Grants

15 colleges were awarded on average $2,000,000 to support the expansion of healthcare workforce training and academic programs in their service areas. Academic Affairs will coordinate this group through the life of the grant. Learn more about the colleges that were awarded funding here: https://www.tn.gov/thec/news/2025/5/21/rural-health-care-grant-recipients.html

The Core

- The 2025 TBR Core will go live August 1, 2025. (see enclosed framework)
- The TBR website is being completely redesigned to reflect the new Core.
- The Core Committee decided not to move forward with a system-wide digital Core Competency credentialing initiative after initial exploration and discussion. However, institutions may want to explore individually.
- On Being Human

  TBR and MTSU were awarded a $75,000 planning grant from the Teagle Foundation to develop a 15-credit Cornerstone Humanities track through the general education curriculum of the Tennessee Board of Regents (TBR) community colleges and the public baccalaureate institutions of Tennessee.

  Faculty co-PIs are Eric Niemi, Ed.D., Professor of English & Speech, Chattanooga State Community College and Ryan Thompson, Ph.D., Dean, Arts, Humanities, Social Sciences, and Education and Professor of History, Cleveland State Community College. These professors will be recruiting a few colleagues on their campuses to be a part of the design team for the spring pilot launch.

  We are now working on an implementation grant application for $500,000.00+ to scale the project statewide. This grant proposal will be submitted to the Teagle Foun- dation Board in December 2025.

Open Educational Resources (OER)

- Scaling OER and Navigating AI: Tennessee Leadership Convenings

Southwest TN Community College	July 29
Chattanooga State Community College	July 30
Walters State Community College	July 31

  Higher education leaders from across Tennessee for 3 regional, half-day summits dedicated to reimagining instruction through Open Educational Resources (OER) and generative AI. Building on insights from a recent webinar series, this interactive convening offers expert perspectives, direct engagement with Tennessee state leaders, and opportunities to share your experiences, challenges, and successes. Through hands-on breakout sessions and peer discussions, participants will explore concrete strategies to scale OER initiatives while effectively integrating AI in the classroom, together shaping an open, innovative future for Tennessee education.

- The 14 Cycle 4 OER Grant project leaders have submitted final reports and funds have been/will soon be transferred to colleges to close out final payment. Grant Pro- jects are listed below.

Integrating Open Educational Resources for Computer Networks course	Tennessee Technological University
Development of Robotics and Control Engineering Interactive Textbook	Middle Tennessee State University
Re-Envisioning Music Theory in the Classroom: OER in Core Music Theory for All Tennessee Tech Music Majors	Tennessee Technological University
OER Textbook and Materials Development for ESOL 0184 (Writing 4) at Nashville State	Nashville State Community College
ENGL 2860 Introduction to Film OER	Motlow State Community College
Introductory Statistics Using GeoGebra!	Columbia State Community College Vol State Community College
ESL OER Partnership for Columbia State Community College, Motlow State Community College, and Northeast State Community College	Columbia State Community College Northeast State Community College
Peay-pare to Write: An Introduction to Composition and Rhetoric for ENGL 1010	Austin Peay State University
Promoting Access and Cultural Competency in Composition 2: An OER Globalized Literature-Based Curriculum	Pellissippi State Community College
Small Unmanned Aircraft Systems Knowledge Test Study Guide	Middle Tennessee State University
Development of OER for Engineering Capstone to Enhance Quality and Accessibility of Materials	Middle Tennessee State University East Tennessee State University
Redesigning Math 2120-Differential Equations Course with OER	Chattanooga State Community College
OER for Computer Engineering Graphics and Analysis	Tennessee State University
OER textbook for Reading Support (READ 0815)	Nashville State Community College

Faculty Externships

Externships offer leading and local employers the chance to create short-term, paid intern- ship-style experiences that tap into faculty expertise while exposing faculty to current indus- try needs. Through these partnerships, faculty and companies exchange knowledge, address shared challenges, and align curriculum and instruction to better prepare the future work- force and strengthen talent pipelines.

The development group is planning for a spring launch as the Center for Workforce Devel- opment actively recruits companies to participate. (see enclosed recruitment flyer)

Faculty Emeritus

The following faculty members were designated as Faculty Emeritus/a by the Board of Re- gents during their quarterly meeting on June 13, 2025.

Professor	**Rank/Discipline**	**Service Dates**	**College**
Richard Coppings	Professor of Biology	2004 - 2018	Jackson State
Betty Frost	Associate Professor of Mathematics	1975 - 2012	Jackson State
Lisa Lessenberry Smith	Professor of Art	1995 - 2020	Jackson State
Rita Sowell	Professor of Mathematics	1989 - 2025	Volunteer State
Ann Cunningham	Professor of Computer Information Systems	1996 - 2023	Cleveland State
Debbie Felton	Instructor for Reading	1988 - 2023	Cleveland State
Nancy Thomas	Associate Professor of Nursing	2000 - 2021	Cleveland State

TN Accelerate

Five TCAT/CC coalitions responded to the Request for Innovation issued for the TN Acceler- ate planning grant. This funding is designed to support colleges in designing a customized, TCAT/CC concurrent enrollment program to accelerate credential attainment while maxim- izing access to high-wage, high-demand jobs. TN Accelerate students will complete their A.A.S. Core while working toward their TCAT diploma. TN Accelerate is built upon the ex- isting articulation agreements between Tennessee Colleges of Applied Technology (TCATs) and community colleges, ensuring that students can seamlessly and more quickly progress from a technical diploma to an associate's degree and even to a bachelor's degree.

The three coalitions selected to receive the $25,000.00 planning grant will be announced publicly after they have been notified directly. (Information not available at the time of this writing.)

SAILS

SAILS Statistics Completion Update:
The SAILS Statistics course saw a completion rate of **76%** this year—up from **73%** last year. This **3%** increase reflects ongoing efforts to strengthen student support and course design.

SAILS MRDM Pilot Completion Update:

The SAILS Mathematical Reasoning for Decision Making (MRDM) pilot concluded the year with a **35%** completion rate, based on the number of students earning the learning support waiver. The waiver—approved by TCAT in December 2024—is granted to students who score 70% or higher on each proctored assessment.

While only 35% of students earned the waiver, the pilot included **2,395** students across the state. With this strong initial participation and key learnings from the pilot, the program is set to expand in the upcoming year.

Fall 2025 Enrollment Update:

The SAILS program has received higher-than-usual seat requests for Fall 2025. Thanks to our recent transition to D2L, we are pleased to report that we are able to award **100%** of the seats requested.

Current enrollment requests:

- SAILS Statistics: **5,784** seats
- SAILS MRDM: **6,870** seats
- Total Enrollment Request: **12,654** seats

This strong demand reflects continued growth and interest in both pathways, and we are ex- cited to support all participating schools in meeting student needs.

Ready for Industry MRDM Integration:

Following a successful spring trial with five high schools across the state, the SAILS team is now working to incorporate the Ready for Industry™ (RFI) curriculum into the Fall 2025 MRDM course.

Through this online curriculum, Tennessee high school students will gain early exposure to the state's top five industries. This integration supports our broader mission of guiding stu- dents and adults toward high-demand, high-impact career pathways.

EPSOs

Statewide Dual Credit (SDC)

- Statewide Dual Credit has served as a widely available EPSO over the last decade. However, student outcomes have consistently fallen short in comparison to more popular alternatives such as Dual Enrollment (DE) and Advanced Placement (AP). As a result, the SDC program will be phased out to allow districts time to transition to other EPSOs that more effectively support student success and align with postsecond- ary and workforce goals. The timeline is such:

Phase 1: 2025-26 Academic Year

Beginning in the 2025-26 school year, incoming freshmen will no longer be able to enroll in SDC courses at any point during their high school tenure. This restriction will apply to all subsequent freshman cohorts. Beginning in April 2025 and continu- ing through Phase 2, the Tennessee Department of Education will provide guidance materials, early postsecondary opportunity (EPSO) crosswalks, individualized plans, and technical assistance to support districts in transitioning from SDC to more im- pactful EPSOs.

Phase 2: 2026-27 Academic Year

Beginning in the 2026-27 school year, juniors and seniors will have access to the fol- lowing SDC courses:

- Psychology (G04BH5)
- Pre-Calculus (G02H74)
- Introductory Statistics (G02H75)
- American History (G04HB3)
- World History (G04HB4)

The following SDC courses will be retired beginning in the 2026-27 school year:

- Introduction to Business (C12H44)
- Speech and Communication (G01H71)
- Introduction to Agriculture Business (C18H10)
- Introduction to Education (C32H28)
- Principles of Marketing (C31H27)
- Introduction to Plant Science (C18H09)
- Criminal Justice (C30H11)

Phase 3: 2027-28 Academic Year

By the beginning of the 2027-28 school year, the SDC program courses will be fully discontinued, and no SDC courses will be available.

- The SME's hired to support the FY24-25 SDC Optimization Plan have successfully implemented the SDC PLC and hosted a total of 6 monthly course-specific seminars with varying degrees of engagement.
- Preliminary annual SDC data shows that 32,729 exams were taken this year, with an overall tentative pass rate of 6.4%. This would be an increase over last year's 4.6%

overall pass rate, with a slight decrease in participation, down from 35,717 exams.

Dual Enrollment (DE)

- The EPSO team is developing strategic plans to support the expansion of dual enrollment through system office advising, first line of support (including on-ground aid), and policy and documentation efforts.
- The EPSO team is working with the TBR Research & Policy team and members of the High School Programs Advisory Group (HSPAG) to provide robust Middle College data for dashboards.
- The EPSO team has joined the Dual Enrollment Strategy Team, partnering with THEC to develop a statewide dual enrollment strategic plan.

Local Dual Credit (LDC)

- With the sunset of SDC, the EPSO team is working with TDOE to reassess and streamline LDC's policies, develop data collection strategies, and increase its resources, awareness, training, and support.

Advanced Placement (AP)

- The EPSO team is facilitating a systemwide articulation and equivalency policy for College Board Career Kickstart's Networking Fundamentals and Cybersecurity Fundamentals courses. Articulation will be determined for both TBR CC credit and TCAT seat hours.

Cambridge International

- The EPSO team is exploring a systemwide articulation and equivalency policy for the top 10 Cambridge courses.

Industry Credential (IC)

- The EPSO team is working with TDOE on updating the language for ICs to reflect its distinction between other EPSOs and the associated requirements for Ready Grad, creating clear and informative statewide IC communications, and also preparing for increased enrollment due to the SDC sunset.

Correctional Education Initiative (CEI)

Program Onboarding

The Correctional Education Initiative continues to grow across Tennessee, with several new academic and technical programs launching in correctional facilities during the 2025–2026 academic year. Recent onboarding efforts have included expanded partnerships with TBR institutions to offer career-aligned programming in high-demand fields. These efforts support our long-term vision to ensure equitable access to postsecondary opportunities for incarcer- ated learners throughout the state.

Jail-Based Program Expansion

TBR is actively exploring opportunities to expand support into local jails. While CEI funds are limited to state correctional facilities, we are currently seeking supplemental grant fund- ing that would allow us to pilot education and workforce training programs in select county jail settings.

These pilots will test models for delivering instruction and credentialing that align with regional labor market needs and reentry pathways.

Re-entry Support and Community Transitions

CEI is increasing its focus on supporting individuals as they transition from incarceration back into the community. This includes strengthened partnerships with the Office of Reentry, Tennessee Department of Correction, and local American Job Centers to align aca- demic, career, and social support services. New efforts are underway to establish warm handoffs for students exiting correctional education programs—ensuring continuity of care, education, and employment support upon reentry. Several working groups are currently identifying best practices for reentry support and developing tools to improve data sharing and tracking outcomes across agencies.

Systemwide Articulation Renewals

On March 18, the Office of Academic Affairs hosted a virtual meeting to relaunch our sys- temwide efforts to renew articulation agreements set to expire in summer or fall 2025. Each program discipline has identified champions and co-champions to facilitate this process, as well as an assigned support person from the Office of Academic Affairs. Please refer to the slides to review the program disciplines and their corresponding OAA support person.

TBR Policy 2.01.02.00 Technical College Program Review and Approval

Effective June 2025, the TCAT program review and approval process will transition from a quarterly to a monthly submission schedule. The policy is being revised to align to this new procedure and practice.

AI LearningCollaborative

AI Learning Collaborative – The Tennessee Board of Regents' AI Learning Collaborative continues to drive innovation and engagement across the system. As artificial intelligence reshapes teaching, learning, and workforce preparation, the Collaborative offers a centralized hub for resources, training, and collaboration.

The newly updated AI Resource Hub, Bridging Minds and Machines, provides curated tools, instructional materials, and examples of AI integration in higher education. Faculty and staff can explore real-world applications, discover AI teaching tools, and access guidance for integrating AI into their discipline. The platform also hosts the TBR AI Exchange, a searchable database of AI projects submitted by campuses across the system. This new feature enables users to share innovations and learn from peer institutions.

In support of deeper engagement, the Collaborative launched the TBR AI Communities of Practice (CoP). These communities bring together faculty and staff interested in advancing AI in their teaching, program design, and campus initiatives. Applications to join are now available on the AI Resource Hub site.

Customizable, on-demand AI training is also available to colleges, departments, and disciplines. These sessions are tailored to local needs, helping teams build comfort with AI technologies and explore discipline-specific use cases.

In addition, the Collaborative has launched several engagement opportunities. The Small Business AI Training Series recently concluded a pilot at Roane State's Fentress County campus in May 2025, with additional counties requesting future sessions. Tech Talk Tuesdays, a monthly virtual forum held on the second Tuesday of each month, continues to offer space for learning and discussion. (Note: there will be no meeting in August.)

TBR's Competency-Based Education (CBE) initiatives continue to grow, offering flexible, skills-driven learning pathways that align with workforce needs. The system has seen strong outcomes with over **500 learners enrolled**, more than **300 completions**, and **100+ currently active** participants in programs designed for working adults, including those in the **Employment and Community First** initiative and new collaborations with the **WET Center and Tennessee Department of Labor**. A targeted effort to expand durable skills training for carceral learners is also underway, integrating 10 essential competencies into educational tracks.

In addition, the **CBE Core Course Pilot Project** is now in Phase II, with two partner colleges piloting general education courses in a CBE format. Feedback from this pilot will inform broader system implementation and help define quality indicators. Recent engagement includes national presentations at the April 2025 CBE Summit and the June 2025 John A. Logan College event, with plans to present at **CBExchange 2025** in November. These efforts position TBR as a leader in CBE innovation, particularly as strategies evolve to meet the demands of the GenAI era.

Thank you to all faculty who participated in the most recent TTP review cycle, with special appreciation to those who completed the Health Sciences pathways. Your time, expertise, and commitment continue to ensure the quality and transferability of academic programs across the state.

As part of our ongoing improvements, the **TTP review cycle is moving from a five-year to a three-year cycle.** This shift allows for more frequent updates and alignment with curriculum changes, institutional needs, and workforce trends.

Looking ahead, 23 Tennessee Transfer Pathways are scheduled for review in Spring 2026, including programs in STEM, **Agriculture, and Business disciplines**.

Academic Audits & Program Review

TBR recently completed **32 Academic Audits**, with **75 faculty members** participating as peer reviewers across the system. Thank you to all who contributed their time and expertise to ensure a high-quality review process. The Academic Audit remains a valuable faculty-led model focused on improving teaching and learning through self-reflection, peer engagement, and evidence-based practices.

Looking ahead, **THEC is initiating a transition toward a unified Program Review model** that will apply to both 2-year and 4-year public institutions. This shift will replace the traditional Academic Audit for most programs, using a **common Program Review rubric** designed to evaluate academic quality, student outcomes, and workforce alignment in a more comprehensive and data-informed manner.

During this transitional period, **THEC will place the Quality Assurance Funding (QAF) process on hold for one year**. While QAF outcomes will not be formally scored, **THEC will determine a formula to distribute QAF funds during this interim year**. This provides campuses time to plan and adjust to the new expectations without financial disruption.

Programs that are **not included in QAF** will have flexibility during the transition period and may choose to continue with the Academic Audit or begin using the new Program Review process. While both models support continuous improvement, they differ in focus and approach. The Academic Audit centers on teaching and learning processes and is driven by faculty self-study and peer feedback. The Program Review model incorporates those elements but adds a broader analysis of program demand, enrollment, outcomes, and strategic alignment.

Additional details and planning guidance will be shared as THEC finalizes the Program Review rubric and funding framework.

Credentials of Value Report

Thank you to all campuses for updating the **Credentials of Value** list. This marks the first systemwide update since 2019. The updated information will now be used by the **Tennessee Department of Education** to align high school offerings with postsecondary pathways, helping students across the state prepare for in-demand careers.

Academic Affairs - Deadlines

Submission C	Deadline Name	Description	Responsible Party	Notes	Staff
April	TCATProgram and Curriculum Revisions	Submit program and curriculum revisions for fall implementation	Tachaka Hollins		Hollins
April-June	TCAT Dual Enrollment	Submit DEofferings in April and DEMOUs due by June 30	Tachaka Hollins		Hollins
August	Faculty Emeritus nominations	Faculty Emeritus nominations from Presidents are due 30 days prior to each Board meeting	President		Denn
December	Academic Audit Peer Review Completed	External peerreview foracademicaudit	TBRAcademic Affairs	From Auditor or Campus Coordinator	Pimentel
December	Learning Support Survey	Deadline for Survey submission	TBR Academic Affairs	First week of December	Pimentel
December	Learning Support Survey	Summary of responsesis provided for review to Academic Affairs	Amy Moreland	Second weekof December	Pimentel
February	FacultyEmeritusnominations	Faculty Emeritus nominations from Presidents are due 30 days prior to each Board meeting	President		Denn
February	Rural Healthcare Stipend Submissions for Surgical Tech & Nursing Faculty	Submit eligible faculty, their teaching and clinical placement locations, and number of eligible credit or clock hours	Zachary Adams	Fall and spring terms for community college faculty and fall, spring, and summer trimesters for technical college faculty.	Adams
February	THEC RuralHealthcare Pathways Expansion Grant Systemwide Group	Convening of the colleges who were awarded THEC grants to expand rural healthcare pathways	Zachary Adams		Adams
January	Program Termination Report	Sent to legislators and External Affairs	Tachaka Hollins, Tom Sewell	Rebecca Loftis keeping a running list of program terminations	Hollins, Sewell
July	Rural Healthcare Stipend Submissions for Surgical Tech & Nursing Faculty	Submit eligible faculty, their teaching and clinical placement locations, and number of eligible credit or clock hours	Zachary Adams	Fall and spring terms for community college faculty and fall, spring, and summer trimesters for technical college faculty.	Adams
July	THEC Rural Healthcare Pathways Expansion Grant Systemwide Group	Convening of the colleges who were awarded THEC grants to expand rural healthcare pathways	Zachary Adams		Adams
May	Promotion & Tenure Candidate Submission	Campus submission of promotion & tenure files	HR/CAO	Campus review complete	Lopez
May	TCATPromotion & Tenure Recommendations	Campus submission of promotion & tenure recommendation via Curriculog	Tachaka Hollins	Campus submission due first week in May	Hollins
May	Faculty Emeritus nominations	Faculty Emeritus nominations from Presidents are due 30 days prior to each Board meeting	President		Denn
May	Digital Materials Contract	Faculty/Administrators opportunity to give feedback on quality of content/service provided by publishers of digital courseware/texts/instructional materials	CC Faculty	semi-annual	Denn
May	Accreditation and QA Report	Instructions sent to colleges end of March, submission for presentation to the Board at June meeting	Tachaka Hollins, Tom Sewell	Due second week of May	Hollins, Sewell
November	Faculty Emeritus nominations	Faculty Emeritus nominations from Presidents are due 30 days prior to each Board meeting	President		Denn
November	Digital Materials Contract	Faculty/Administrators opportunity to give feedback on quality of content/service provided by publishers of digital courseware/texts/instructional materials	CC Faculty	semi-annual	Denn
November	Learning Support Survey	Send survey invitation to CAOs	TBRAcademic Affairs	Survey is sent by Amy Morelands office	Pimentel
November	Learning Support Survey	Send Suvey reminder to CAOs	TBR Academic Affairs	Send End of November	Pimentel
October	Faculty Roster for TTPs	Submission of faculty credentials for TTP course assignments	CAO / Registrar		Lopez
October	ALAN Project Review	Review of licensure disclosures and program alignment	Academic Affairs Compliance Officer	Annual update required for federal compliance	Lopez
October	Core Course proposals	College submit proposals for new courses to be included in their Core -Approved by Systemwide Core Committee	CAOs	annual cycle	Denn
October	Learning Support Survey	Announce LS Survey during October joint AA/SA meeting	TBR Academic Affairs		Pimentel
On-going	IDEAL Model - Request for Partnerships		TBR Academic Affairs		Reed
Quarterly	Joint AA/SA Meeting-In-person Only	Joint meeting for Academic Affairs and Student Affairs.	TBRAcademic Affairs	Please submitt agenda items, supporting doucments, project reportout, and slides by Tuesday, June 24, 2025.	Miller
Quarterly	Academic Affairs Business Meeting-In- person Only	Business meeting for Academic Affairs.	TBRAcademic Affairs	Please submitt agenda items, supporting doucments, project reportout, and slides by Tuesday, June 24, 2025.	Miller
September	Academic Audit Self-Study Submission	Self-study materials submitted for Fall audits	Campus Academic Audit Coordinator	Peer review scheduled for October	Lopez
September	TNeCampus Oversight Committee Agenda Items	Standing agenda item for oversight and coordination of TNeCampus operations, academic policies, enrollment management, and system-wide online initiatives.	TBRAcademic Affairs		Lopez
September	Rural Healthcare Stipend Submissions for Surgical Tech & Nursing Faculty	Submit eligible faculty, their teaching and clinical placement locations, and number of eligible credit or clock hours	Zachary Adams	Fall and spring terms for community college faculty and fall, spring, and summer trimesters for technical college faculty.	Adams
September	THEC Rural Healthcare Pathways Expansion Grant Systemwide Group	Convening of the colleges who were awarded THEC grants to expand rural healthcare pathways	Zachary Adams		Adams
Varied	Program Review and Approval	Both TCATs and CCs are on a monthly submission schedule	Tachaka Hollins, Tom Sewell	Campus submission due 15th of every month, except December	Hollins, Sewell
	()F MO!Js				

Healthcare Workload Workgroup

The workgroup is pausing follow up action until the fall. We have reached the point where not all colleges have the programs being reviewed, so we will develop a schedule and only include those colleges with the reviewed programs in meetings. This will begin again in September.

THEC

THEC now has delegated authority for approval of center codes. However, the data required to complete the THEC applications has increased. Please be aware that the requested information is not optional, and failure to provide the required information in the submission process will result in delays in approvals.

Center and Site Code Process Update

THEC now has delegated authority to provide center codes in the same manner as they provide site codes. This reduces the time required to obtain center codes. However, when placing a request for either a site or center code into Curriculog, please be sure to provide answers to all questions – THEC has been returning those submissions that have blank spaces and that will delay your response. If you have any questions, please contact me or Rebecca Loftis.

30 Day Review Process Changes

We are now submitting both community college and TCAT program approvals on the same document. This means we will not be able to be as flexible on submission dates as we have in the past. The end of day on the 15th of each month will be the hard deadline for inclusion of a program request in the next 30 day cycle, so please prepare your submissions with this in mind. Also, we will need timely responses to any questions we may have in the 2 week window prior to submission to the Board. If we cannot obtain needed information, the submission will be moved to the next month's submission; this is important for any time- sensitive submissions you may have.