



ACADEMIC & STUDENT AFFAIRS COMMITTEE

June 25, 2026

Roaden University Center, Room 282

AGENDA

- I. Call to Order
- II. Approval of Minutes
- III. Enrollment Update
- IV. Provost's Report
- V. New Academic Program Proposal (NAPP) for the Bachelor of Architecture
- VI. TTU Policy 205 (Faculty Tenure)
- VII. TTU Policy 207 (Tenured Faculty)
- VIII. TTU Policy 216 (Student Academic Integrity)
- IX. TTU Policy 282 (Graduate Faculty Appointment and Responsibilities Policy)
- X. TTU Policy 283 (General Graduate Transfer Credit Requirements)
- XI. Athletics Update
- XII. Other Business
- XIII. Adjournment



ACADEMIC & STUDENT AFFAIRS COMMITTEE

March 12, 2026

Roaden University Center, Room 282

MINUTES

Meeting was streamed live via link found on this web page:

<https://www.tntech.edu/board/board-and-board-committee-meetings.php>

AGENDA ITEM 1 – CALL TO ORDER

The Tennessee Tech Board of Trustees Academic & Student Affairs Committee met on March 12, 2026, in Roaden University Center, Room 282. Chair Camron Rudd called the meeting to order at 8:40 a.m.

Chair Rudd asked Mr. Lee Wray, Secretary, to call the roll. The following members were present:

- Michael Allen
- Teresa Chasteen-Dunn
- Allen Foster
- Garry McNabb
- Camron Rudd
- Braxton Westbrook

Other board members also in attendance were Trudy Harper, Thomas Lynn, Fred Lowery, Rhedona Rose, and Barry Wilmore. A quorum was met. Tennessee Tech faculty and staff and members of the public were also in attendance.

AGENDA ITEM 2 – APPROVAL OF MINUTES

Chair Rudd asked for approval of the minutes of the December 4, 2025 Academic & Student Affairs Committee meeting. Trustee Allen moved to approve the December 4, 2025 Academic & Student Affairs Committee minutes. Trustee McNabb seconded the motion. Chair Rudd called for a roll call vote. The motion carried unanimously.

AGENDA ITEM 3 – Enrollment Update

Karen Lykins, Vice President for Enrollment and Communication, began her presentation by sharing Spring 2026 enrollment details, including enrolled student numbers and retention rates that led to a 10-year high in spring enrollment.

Next, Mrs. Lykins discussed the recent spring showcase events and upcoming SOAR events, noting the influence these events have on fall enrollment numbers. She reviewed domestic new freshman application numbers for Fall 2026 at various points in the cycle and compared those numbers with the same dates for Fall 2023 through Fall 2025. She provided an update on the Presidential Scholars Program, including award details for Fall 2026 in comparison to previous years, and shared domestic freshman admission numbers for Fall 2026 alongside recent historical data.

Mrs. Lykins concluded by presenting the academic profile of newly admitted freshmen, including college and major selections, average GPA, average ACT score, and the number of National Merit semifinalists. She also answered several questions from Board members on many topics including financial aid, scholarships, reasons students choose other universities, and recruitment efforts.

AGENDA ITEM 4 – Provost’s Report

Interim Provost John Liu began his presentation by giving a brief update on Academic Affairs, explaining that currently Academic Affairs is involved heavily in program reviews, faculty interviews, and student success initiatives. He explained that the institution is also heavily focused on accreditation reaffirmation efforts, which involves extensive preparations across many compliance areas. He updated the Board on the accreditation review on-site visit schedule and indicated that the university appears to be in a positive position heading into the process.

Provost Liu then introduced Dean Daren Snider from the College of Arts & Sciences to give a focused update on the college. Dean Snider began his presentation by showcasing current enrollments for the college in comparison to other colleges and schools across the university. He also shared 10-year enrollment trends, pointing out that the trends generally mirror overall university trends. Next, Dean Snider shared overall enrollment and enrollment growth across the departments in his college and student credit hours per FTE faculty for Fall 2025.

Next, Dean Snider shared information regarding new facilities in place and in progress, as well as new programs for the College of Arts & Sciences. He concluded his presentation by sharing several examples of student experiences and engagement, as well as several faculty recognitions. He also highlighted research funding and scholarly output from the college for the last several years before answering several questions from Board members.

AGENDA ITEM 5 – New Academic Program Proposal (NAPP) for the Ph.D. in Integrative Biology

Interim Provost John Liu began by informing Board members that the New Academic Program Proposal (NAPP) for the Ph.D. in Integrative Biology requires Board approval. He then explained the need for a Ph.D. program in Integrative Biology, citing several examples ranging from research opportunities to the uniqueness of the program.

Next, Provost Liu went over the enrollment and revenue projections for the first seven years, including estimated enrollment, graduates, expenses, and revenues. He then focused more closely on how the addition of this program would enhance the research mission at Tennessee Tech and gave examples of how increased Ph.D. programs help strengthen research.

Provost Liu concluded his presentation by explaining the return on investment through Ph.D. education. Dr. Brad Cohen, Associate Professor in Biology, joined Provost Liu at the podium and they both answered questions about the proposed program from Board members.

Chair Rudd asked for a motion and a second to move the New Academic Program Proposal (NAPP) for the Ph.D. in Integrative Biology to the Board’s regular agenda. Trustee Allen moved to send the NAPP for the Ph.D. in Integrative Biology to the Board for approval and to place it on the Board’s regular agenda. Trustee Foster seconded the motion. Chair Rudd asked for a roll call vote. The motion carried unanimously.

AGENDA ITEM 6 – OTHER BUSINESS

There was no other business.

AGENDA ITEM 7 – ADJOURNMENT

There being no further business, the Academic & Student Affairs Committee adjourned at 9:58 a.m.

Approved,

Lee Wray, Secretary



Agenda Item Summary

Date: June 25, 2026

Agenda Item: Enrollment Update

Review

Action

No action required

PRESENTER(S): Vice President of Enrollment and Communication, Karen Lykins

PURPOSE & KEY POINTS: Vice President of Enrollment and Communication, Karen Lykins, will give an update on fall enrollment indicators.



Agenda Item Summary

Date: June 25, 2026

Agenda Item: Provost's Report

Review

Action

No action required

PRESENTER(S): Interim Provost John Liu

PURPOSE & KEY POINTS:

Dr. John Liu will give an update on academic affairs, including an update on the university's SACSCOC Accreditation on-site visit.

Provost Liu will share updates on academic programs, including program additions, major revisions, and deletions that were completed and approved during the 2025-26 academic year.

Provost Liu will include an updated Academic Program Inventory in Diligent, which is shared on an annual basis. The Academic Program Inventory is a list of all academic programs at Tennessee Tech officially recognized by the Tennessee Higher Education Commission (THEC).

Explanation of Codes in THEC Academic Program Inventory Table

CIP: The Classification of Instructional Programs (CIP) is a taxonomy of academic programs developed by the US Department of Education. Colleges and universities across the country assign CIP codes to their academic programs. CIP codes are also often assigned to courses, certificates, and degrees.

Award: Degree/Certificate Award

In the column "Award", 2.x represents undergraduate degree/certificate and 4.x represents graduate degree/certificate. More specifically:

- 2.1 – Undergraduate Certificate (less than 24 credit hours)
- 2.5 – Bachelor's (BA, BS)
- 4.1 – Graduate Certificate (less than 24 credit hours)

4.2 – Master's (MA, MS)

4.3 – Education Specialist (EdS)

4.4 – Doctoral (PhD, DNP)

Provost Liu will conclude his presentation by including examples of how academic excellence is on the rise at Tennessee Tech.

Academic Programs Developed/Approved/Terminated in 2025-26 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Agriculture and Human Ecology	Human Ecology	Child Life, B.S.	Concentration	Termination	Undergraduate
College of Engineering	Computer Science	Artificial Intelligence, B.S.	Degree	New	Undergraduate
College of Arts and Sciences	Biology	Integrative Biology, Ph.D.	Degree	New	Graduate
College of Arts and Sciences	Sociology & Political Science	Master of Social Work	Degree	New	Graduate
College of Engineering	General & Industrial Engineering	Industrial and Systems Engineering, M.S.	Degree	New	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Consumer and Family Science, EdS	Concentration	Termination	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Consumer and Family Science, MA	Concentration	Termination	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Music, MA	Concentration	Termination	Graduate
College of Business	Decision Sciences & Management	Business AI and Analytics	Degree	New	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Multidisciplinary Studies, Middle School English	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Multidisciplinary Studies, Middle School Social Studies	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, Earth and Space Science	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, Economics	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, French	Concentration	Termination	Undergraduate

Academic Programs Developed/Approved/Terminated in 2025-26 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, German	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, Geography	Concentration	Termination	Undergraduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, Political Science	Concentration	Termination	Undergraduate
College of Arts and Sciences	Chemistry	Applied Chemistry, B.S.	Degree	New	Undergraduate
College of Arts and Sciences	Foreign Languages	International Commerce and Cultures	Concentration	Revision	Undergraduate
College of Emerging and Integrative Studies	Communication and Media	Film	Minor	New	Undergraduate
College of Arts and Sciences	Chemistry	Biochemistry	Degree	New	Undergraduate
College of Agriculture and Human Ecology	Agriculture	AgriBusiness Management	Concentration	Revision	Undergraduate
Whitson-Hester School of Nursing	Nursing	Nursing Education, MSN	Concentration	Revision	Graduate
Whitson-Hester School of Nursing	Nursing	Adult Gerontology Acute Care Nurse Practitioner, DNP	Concentration	Revision	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Elementary Education, MA	Degree	New	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Secondary Education, MA	Degree	New	Graduate
College of Education and Human Sciences	Counseling & Psychology	Counseling and Supervision, PhD	Program	Revision	Graduate
College of Engineering	Civil and Environmental Engineering	Construction Management	Minor	New	Undergraduate

Academic Programs Developed/Approved/Terminated in 2025-26 Academic Year

College	Department	Title	Category	Action	Graduate or Undergraduate
College of Engineering	General & Industrial Engineering	Engineering Project Management	Certificate	New	Graduate
College of Education and Human Sciences	Curriculum & Instruction	Applied Behavior Analysis, MA	Degree	New	Graduate



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP Code	Major Name	Award	Credit or Clock Hours
01.01.0000.00	AGRICULTURE	2.5 BSAG	120
01.01.0102.11	AGRIBUSINESS	4.1 C4	12
01.01.0308.00	AGRISCIENCE TECHNOLOGY	4.2 MS	30-33
01.01.0901.00	ANIMAL SCIENCE	2.5 BS	120
01.03.0103.00	ENVIRONMENTAL AND SUSTAINABILITY STUDIES	2.5 BS	120
01.03.0103.00	ENVIRONMENTAL SCIENCES	4.4 PhD	61
01.03.0104.11	MANAGERIAL ENVIRONMENTAL INFORMATICS	4.1 C4	15
01.03.0104.12	TECHNICAL ENVIRONMENTAL INFORMATICS	4.1 C4	12
01.03.0601.00	WILDLIFE AND FISHERIES SCIENCE	2.5 BS	120
05.09.9999.00	COMMUNICATION	2.5 BS	120
06.11.0104.00	INTERDISCIPLINARY COMPUTING	2.5 BS	120
06.11.0701.00	COMPUTER SCIENCE	2.5 BS	120
06.11.0701.00	COMPUTER SCIENCE	4.2 MS	30
06.11.0701.00	COMPUTER SCIENCE	4.4 PhD	48-72
08.13.0301.00	CURRICULUM AND INSTRUCTION	4.2 MA	33
08.13.0301.00	CURRICULUM AND INSTRUCTION	4.3 EdS	30
08.13.0301.00	EXCEPTIONAL LEARNING	4.4 PhD	78
08.13.0301.11	INSTRUCTIONAL DESIGN	4.1 C4	12
08.13.0301.12	COMPUTER SCIENCE EDUCATION	4.1 C4	12
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.2 MA	30
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.3 EdS	30
08.13.0406.00	HIGHER EDUCATION	4.4 PhD	67
08.13.0501.00	LEARNING DESIGN AND TECHNOLOGY	4.2 MA	33
08.13.1001.00	SPECIAL EDUCATION	2.5 BS	120
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.2 MA	30
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.3 EdS	30
08.13.1101.00	COUNSELING AND SUPERVISION	4.4 PhD	60
08.13.1202.00	ELEMENTARY EDUCATION	2.5 BS	120
08.13.1203.00	MULTIDISCIPLINARY STUDIES	2.5 BS	120
08.13.1205.00	SECONDARY EDUCATION	2.5 BSEd	120
08.13.1210.00	EARLY CHILDHOOD EDUCATION	2.5 BS	120
08.13.1401.11	TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)	4.1 C4	12
09.14.0101.00	ENGINEERING (JOINT W/ ETSU)	2.5 BSE	128



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP Code	Major Name	Award	Credit or Clock Hours
09.14.0101.00	ENGINEERING	4.4 PhD	48
09.14.0701.00	CHEMICAL ENGINEERING	2.5 BSCHE	129
09.14.0701.00	CHEMICAL ENGINEERING	4.2 MS	34
09.14.0801.00	CIVIL ENGINEERING	2.5 BSCE	128
09.14.0801.00	CIVIL ENGINEERING	4.2 MS	31
09.14.0901.00	COMPUTER ENGINEERING	2.5 BSCMPE	128
09.14.1001.00	ELECTRICAL ENGINEERING	2.5 BSEE	128
09.14.1001.00	ELECTRICAL AND COMPUTER ENGINEERING	4.2 MS	30
09.14.1901.00	MECHANICAL ENGINEERING	2.5 BSME	128
09.14.1901.00	MECHANICAL ENGINEERING	4.2 MS	30
09.14.2301.00	NUCLEAR ENGINEERING	2.5 BSNE	128
09.15.0000.00	ENGINEERING TECHNOLOGY	2.5 BSET	123
09.15.1501.00	ENGINEERING MANAGEMENT	4.2 MS	33
10.16.0101.00	FOREIGN LANGUAGES	2.5 BA	120
10.16.0101.10	French for the Workplace	2.1 C3	18
12.19.0101.00	SUBSTANCE MISUSE PREVENTION SPECIALIST	2.1 C3	18
12.19.0101.00	HUMAN ECOLOGY	2.5 BSHE	120
12.19.0101.01	PRE-CHILD LIFE	2.1 C3	18
12.19.0707.00	CHILD AND FAMILY TRAUMA INFORMED CARE	2.1 C3	18
15.23.0101.00	ENGLISH	2.5 BA	120
15.23.0101.00	ENGLISH	4.2 MA	30
15.23.1303.00	TECHNICAL WRITING AND COMMUNICATION	2.1 C3	18
15.23.1303.01	EDITING AND PUBLISHING	2.1 C3	18
16.24.0102.01	PROFESSIONAL STUDIES	2.5 BS	120
16.24.0102.01	PROFESSIONAL STUDIES	4.2 MPS	30
16.24.0102.11	PROJECT MANAGEMENT FOR THE PROFESSIONAL	4.1 C4	12
18.26.0101.00	BIOLOGY	2.5 BS	120
18.26.0101.00	BIOLOGY	4.2 MS	30
19.27.0101.00	MATHEMATICS	2.5 BS	120
19.27.0101.00	MATHEMATICS	4.2 MS	30
21.30.0000.00	INTERDISCIPLINARY STUDIES	2.5 BS	120
21.30.0000.00	INTERDISCIPLINARY TRAINING AT THE FOOD-ENERGY-WATER NEXUS	4.1 C4	13
21.30.1501.00	PROFESSIONAL SCIENCE	4.2 PSM	30



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP Code	Major Name	Award	Credit or Clock Hours
21.30.7101.00	HUMAN BEHAVIOR DATA ANALYTICS	2.1 C3	16
21.30.9999.02	INTERNATIONAL COMMERCE AND CULTURES	2.5 BS	120
21.30.9999.06	SERVICE	2.1 C3	18
21.30.9999.12	SERVICE	4.1 C4	12
22.31.0501.00	EXERCISE SCIENCE	2.5 BS	120
22.31.0501.00	EXERCISE SCIENCE	4.2 MA	30-33
25.40.0501.00	CHEMISTRY	2.5 BS	120
25.40.0501.00	CHEMISTRY	4.2 MS	30
25.40.0601.00	GEOSCIENCES	2.5 BS	120
25.40.0801.00	PHYSICS	2.5 BS	120
26.42.0101.00	PSYCHOLOGY	2.5 BS	120
27.43.0302.11	PUBLIC SAFETY	4.1 C4	12
28.45.0603.00	ECONOMICS	2.5 BS	120
28.45.1001.00	POLITICAL SCIENCE	2.5 BS	120
28.45.1101.00	SOCIOLOGY	2.5 BS	120
28.54.0101.00	HISTORY	2.5 BA	120
28.54.0101.00	HISTORY	2.5 BS	120
30.50.0499.00	DESIGN STUDIES	2.5 BS	120
30.50.0702.00	FINE ARTS	2.5 BFA	120
30.50.0702.00	STUDIO ARTS	2.5 BS	120
30.50.0901.00	MUSIC	2.5 BM	120
30.50.0901.00	MUSIC	2.5 BS	120
31.51.2706.11	HEALTHCARE INFORMATICS	4.1 C4	12
31.51.3101.00	COMMUNITY HEALTH AND NUTRITION	4.2 MS	30-42
31.51.3203.00	NURSING EDUCATION	4.1 C4	16
31.51.3801.00	NURSING	2.5 BSN	120
31.51.3801.00	NURSING	4.2 MSN	36-46
31.51.3802.11	NURSING ADMINISTRATION	4.1 C4	19
31.51.3805.11	FAMILY NURSE PRACTITIONER	4.1 C4	21
31.51.3809.00	PEDIATRIC NURSE PRACTITIONER (ONLINE)	4.1 C4	23
31.51.3810.11	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER	4.1 C4	23
31.51.3818.01	TN JOINT DOCTOR OF NURSING PRACTICE	4.4 DNP	32-92
31.51.3821.00	ADULT GERIATRIC ACUTE NP (ONLINE)	4.1 C4	22



Tennessee Higher Education Commission

ACADEMIC PROGRAM INVENTORY

Active Programs

Tennessee Technological University

2020 CIP Code	Major Name	Award	Credit or Clock Hours
31.51.3822.00	WOMEN'S HEALTH NP (ONLINE)	4.1 C4	23
31.51.3899.12	NURSING INFORMATICS	4.1 C4	23
32.52.0201.00	BUSINESS ADMINISTRATION	4.2 MBA	33
32.52.0201.01	BUSINESS MANAGEMENT	2.5 BSBA	120
32.52.0213.00	uLEAD CERTIFICATE PROGRAM	2.1 C3	18
32.52.0213.11	STRATEGIC LEADERSHIP	4.1 C4	12
32.52.0301.00	ACCOUNTING	2.5 BSBA	120
32.52.0301.00	ACCOUNTANCY	4.2 MACC	30
32.52.0701.00	INNOVATION AND ENTREPRENEURSHIP	2.1 C3	18
32.52.0801.00	FINANCE	2.5 BSBA	120
32.52.0803.00	BANKING	2.1 C3	18
32.52.0803.11	BANKING AND FINANCIAL SERVICES	4.1 C4	12
32.52.1001.11	HUMAN RESOURCES LEADERSHIP	4.1 C4	12
32.52.1005.11	TRAINING AND DEVELOPMENT	4.1 C4	12
32.52.1201.00	BUSINESS INFORMATION AND TECHNOLOGY	2.5 BSBA	120
32.52.1299.11	CYBER MANAGEMENT AND ANALYTICS	4.1 C4	12
32.52.1401.00	MARKETING	2.5 BSBA	120



Agenda Item Summary

Date: June 25, 2026

Agenda Item: New Academic Program Proposal (NAPP) for the Bachelor of Architecture

Review

Action

No action required

PRESENTERS: Interim Provost John Liu

PURPOSE & KEY POINTS:

The new degree program for which approval is sought is a Bachelor of Architecture. A faculty member in the Design Studies program within the School of Human Ecology, along with an Associate Provost and professor of Civil Engineering, are leading this proposal.

The University proposes a new Bachelor of Architecture program in response to the growing demand for a skilled architecture workforce in Tennessee. Architecture is a growing field in Tennessee, driven by population growth and increased business investment. Labor market data indicate a significant and sustained demand for architecture-related professionals across the state. The program's primary purpose is to prepare competent, licensed, and community-driven professionals equipped to meet the state's architectural and design needs. The proposed degree will be a five-year program and will seek accreditation from the National Architectural Accrediting Board (NAAB).

The program requires 154 credit hours, including general education, the architectural education core, and electives. It emphasizes studio-based instruction and covers architectural systems, materials and methods, digital technologies, and construction and design documentation. The target audience primarily includes traditional high school graduates from Tennessee and current Tennessee Tech students pursuing other majors. It is also expected to attract transfer students from community colleges and adult learners seeking careers in architecture. The program will be delivered through a traditional, on-ground format.

New Academic Program Proposal

Bachelor of Architecture

Tennessee Tech University

April 2026

Tennessee Technological University

New Academic Program Proposal (NAPP) for the Bachelor of Architecture

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Letter of Notification for the Bachelor of Architecture

Section I: Overview

Program Information:

Institution Name: Tennessee Technological University

Academic Program Title: Architecture

Degree Designation: Bachelor of Architecture

Proposed CIP Code: 04.0201

CIP code title and definition: Architecture

A program that prepares individuals for the independent professional practice of architecture and to conduct research in various aspects of the field. Includes instruction in architectural design, history, and theory; building structures and environmental systems; project and site planning; construction; professional responsibilities and standards; and related cultural, social, economic, and environmental issues.

Corresponding SOC codes and SOC definitions applicable for graduates of the program:

CIP Code	CIP Title	SOC Codes	SOC Titles
04.0201	Architecture	11-9041	Architectural and Engineering Managers
		17-1011	Architects, Except Landscape and Naval
		25-1031	Architecture Teachers, Postsecondary

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Proposed Implementation Date: 08/01/2027

Delegation Criteria Alignment: A separate document provides evidence of alignment with all required criteria.

Section II: Background

Purpose and Nature of Academic Program

Background for the Academic Program Development

Tennessee Technological University (Tennessee Tech) proposes to establish a Bachelor of Architecture (BARCH) program in response to the growing demand for a skilled architecture workforce in Tennessee. Tennessee Tech has a strong track record of producing career-ready graduates across a broad range of disciplines. Consistent with its mission, the university is committed to offering high-quality academic programs, providing students with a wide selection of degree options, and delivering enduring, student-centered education.

Labor market data indicate a significant and sustained demand for architecture-related professionals in Tennessee. O*NET Online, a comprehensive occupational information database sponsored by the U.S. Department of Labor, projects continued annual demand in three key occupational areas: Architects, Architectural and Engineering Managers, and Postsecondary Architecture Teachers. In total, approximately 380 positions annually are projected to be needed in architecture-related fields in Tennessee. However, a review of architecture degree production over the past five years among Tennessee universities shows that the average number of graduates per year is only 138, with the highest number occurring in 2024–2025 at 174 graduates. As a result, the supply of recent graduates meets only about 40% of the annual demand for architecture professionals in the state, indicating a substantial unmet labor market need. This unmet demand is particularly concentrated in geographic areas surrounding Tennessee Tech, including Northern Middle Tennessee, the Upper Cumberland region, and East Tennessee. These regions account for 172 of the 210 annual openings (82% of statewide demand) for Architectural and Engineering Managers in Tennessee. Establishing an academic program in Architecture at Tennessee Tech University would help address this labor market gap by preparing graduates to meet the state's rising demand for architects, architectural managers, and related professionals.

Purpose and Nature of the Academic Program

The new BARCH at Tennessee Tech is designed to equip students with the skills, tools, and knowledge necessary to pursue a professional career in architecture and related disciplines with particular relevance to Tennessee and the Upper Cumberland region. This specific region of Tennessee is experiencing steady population growth, which means an increase in both residential and commercial environments. This will require professionals to meet these demands of growth. This program aims to create a specific type of architect that understands the social, environmental, economic, and geographic opportunities in this area. This type of thinking could also be translated and emulated to other regions around the United States. This program aligns with Tennessee Tech University's mission and vision. Architecture as a discipline is deeply rooted in STEM, contributes to meaningful economic impact, and provides avenues for research and collaborative service.

The primary purpose of this program is to produce competent, professionally licensed, and

community-minded architects. Graduates will contribute to strengthening infrastructure, enhancing the built environment, and supporting economic growth across the region, the state, and the nation. The program will emphasize practical, career-focused outcomes, fostering system-level thinking, adaptability to a dynamic future, and a cross-disciplinary approach to professional architectural practice.

Architecture remains one of the oldest professional careers. This program balances traditional professional expectations with the skills needed for flexibility and innovation. It focuses on human-centered, community-embedded design and technical rigor, and trains students in multi-disciplinary systems thinking and technology-enabled approaches. As human experience evolves with technology and artificial intelligence, the program prepares graduates to be adaptable, meet professional competencies, and build long-term career resilience.

Program Description

The proposed BARCH at Tennessee Tech is a professional undergraduate program designed to prepare students for dynamic careers in architecture through applied, community-embedded learning, technical rigor, and a commitment to serving the built environment of Tennessee and beyond. It will serve as a pathway for students to attain careers in architecture and related career fields.

The program requires a minimum of 150 credit hours, including 41 credit hours of general education, 109 credit hours of architectural instruction through studio, lecture courses, design electives, and other electives. It emphasizes studio-based instruction, covering architectural systems, materials and methods, digital technologies, and construction and design documentation. Through project-based learning and direct faculty mentorship, students will develop the creative and technical proficiency necessary for both traditional and contemporary architectural practice.

Target Audience

The target audience for this program primarily includes traditional high school students from Tennessee and current Tennessee Tech students pursuing other majors. It is also expected to attract transfer students from community colleges and adult learners seeking careers in architecture. Additionally, the program will appeal to students interested in building construction, project management, construction administration, or teaching design at high schools, technical schools, or community colleges within STEM, design, and Career and Technical Education programs. Tennessee Technological University will follow policy 258 – *Prior Learning Assessment* for all transfer students and/or returning students.

Delivery Method

This program provides a 100% on-ground/traditional delivery mode. This will be carried out on Tennessee Tech's campus in Cookeville, Tennessee. This method of delivery will allow for one-on-one design critiques and feedback, full use of university resources, and access to lab, studio, infrastructure, and technology. These elements are critical components of a comprehensive,

traditional education in architecture and design.

Alignment with State Master Plan & Institutional Mission

State Master Plan

Tennessee's 2025-2035 Strategic Higher Education Master Plan lays out a framework for higher education to become more aligned, achievable, and agile for individual lifelong success and a stronger Tennessee.

Aligned

The proposed Bachelor of Architecture program at Tennessee Tech supports the "Aligned" principle by providing a continuous and impactful learning experience that prepares students for successful professional career in architecture and related fields. The program emphasizes lifelong learning through a curriculum that integrates foundational architectural principles, advanced technical skills, and exposure to emerging technologies. Students engage in real-world, applied experiences through design studios, collaborative projects with engineering and construction disciplines, and community-based initiatives. These experiences connect classroom learning directly to professional practice. By incorporating industry-standard tools, interdisciplinary collaboration, and project-based learning, the program will ensure that graduates develop the skills, adaptability, and critical thinking needed to meet evolving workforce demands throughout their careers.

Achievable

The proposed Bachelor of Architecture program at Tennessee Tech is designed to make student success achievable. The University is committed to developing a comprehensive, well-resourced, and high-quality BARCH program that is accessible, affordable, and supportive. The curriculum will incorporate student-centered strategies, including clear degree maps, academic advising, and structured progression through studio and technical courses, guiding students from enrollment to graduation. Additional support services, such as tutoring, mentorship, career guidance, and professional development opportunities, provide the resources students need to persist and succeed. By combining transparent academic requirements with real-world learning experiences, the program prepares students to reach their academic and professional goals efficiently while minimizing barriers to completion.

Agile

The proposed Bachelor of Architecture program at Tennessee Tech will demonstrate agility and adaptability in responding to labor market needs. Architecture is a growing field in Tennessee, driven by population growth and increasing business investment, and labor market data indicate a significant and sustained demand for architecture-related professionals. The program will integrate design studios, technical courses, industry-specialized software, and collaborative interdisciplinary projects, providing students with hands-on experience and exposure to professional practices. Curriculum development, advising, and experiential learning will follow accreditation standards and workforce trends in architecture, construction, building science, and

related industries. Through this applied learning approach, the program will prepare graduates for both current and emerging workforce demands.

Tennessee Tech's Institutional Mission

Mission of Tennessee Tech University: *Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service.*

The proposed Bachelor of Architecture program is fully aligned with the mission and strategic priorities of Tennessee Tech, which is committed to providing high-quality education, fostering workforce development, and serving the needs of the state of Tennessee. The program prepares career-ready graduates through student-centered education that blends academic excellence with real-world application. At the same time, it advances the university's strategic goals in workforce development. Alignment with Tennessee Tech's mission is evident from the following points:

- The BARCH program is rooted in a STEM-oriented, multidisciplinary approach that integrates architecture with engineering, mathematics, physics, building science, and emerging technologies in the built environment.
- Students and faculty will engage in meaningful research and applied projects addressing building performance, sustainability, rural development, and innovative design solutions.
- Students engage in hands-on, collaborative learning that extends beyond architecture, including construction, environmental systems, professional practice, and industry-standard digital tools, preparing them for real-world challenges and professional licensure.
- The BARCH program supports workforce development in Tennessee by preparing graduates with technical expertise, leadership skills, professional readiness, and interdisciplinary collaboration to meet industry and community needs.

In addition, the proposed program advances the university's strategic goals to create knowledge for students to be competent and help them apply this knowledge to improving the quality of life for individuals, families, and communities. With respect to Tennessee Tech University Strategic Plan, *Tech Tomorrow*, the program will have the following impact.

Goal 1: Education for life. *Tennessee Tech provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. Tech also provides education opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.*

This program will incorporate experiential learning and industry partnerships into the program at multiple levels to create education/work connections. The program will also ensure a pathway to accreditation that allows graduates to obtain professional licensure and certifications.

Goal 2: Innovation in all we do. *Tennessee Tech innovates in all we do, embracing and*

deploying our technological foundation in our education, research, service, and stewardship.

One of the goals of this program is to actively involve students with real-world, community-embedded, and experiential learning. This gives students the opportunity to be involved in shaping their communities with new ideas, approaches, and involved architectural strategies.

This program will open new opportunities for research in architecture and architecture adjacent areas. It will also allow for strong collaboration with cross-discipline research with other cognate areas in the university's academic portfolio. The program will also explore the utilization of new hardware and software.

Goal 3: Exceptional stewardship. *Tennessee Tech is committed to optimizing resources and continuously improving effectiveness, efficiency, and return on investment for students.*

Combining the existing infrastructure and resources of the Design Studies program will allow for more effective use and deployment of finances and people. Tennessee Tech offers an affordable education while maintaining a high standard of education. This program will allow students to achieve a professional degree in architecture while remaining a low-cost option when compared to other universities in the state. This program also considers the long-term effect that competent licensed professionals can have on resource usage, energy usage, and long-term sustainable solutions at a state and national level.

Goal 4: Engagement for impact. *Tennessee Tech fosters partnerships with government, business, and non-profit organizations to advance economic and workforce development, create and disseminate knowledge, serve the public good, and generate culture impact.*

This program will provide collaborative opportunities with various government, business, and non-profit organizations in our area. It will provide real-world experiential learning opportunities that take place with organizations outside our university. One of the main focuses of this program is to create licensed professionals that have an impact on the needed relevant workforce, culture, the built environment, and the infrastructure to create more economic opportunities for the state.

Overall, the proposed Bachelor of Architecture degree is well aligned with Tennessee Tech University's mission, strategic goals, and commitment to workforce development, innovation, and community engagement.

Institutional Capacity to Deliver the Proposed Academic Program

The new Bachelor of Architecture will utilize existing and new campus resources to develop, launch, and support the program.

Tennessee Tech's Architecture and Interior Design concentration within the BS in Design Studies program already possesses many of the resources essential to the proposed program. Many existing courses in the Architecture and Interior Design curriculum are relevant and can also support the new BARCH program. Existing studio spaces with drafting equipment, along with relevant software and hardware, are comparable to the needs of the proposed program. Students in the new program will also have access to existing computer labs, printers, plotters,

and a large-format scanner currently available to Architecture and Interior Design students.

Additional spaces currently used by the BS in Design Studies program, such as classrooms, a conference room, and a gallery for exhibitions, can serve as shared resources for the BARCH program. Current faculty members with appropriate qualifications for the proposed program may contribute to program planning, development, and initial implementation. Existing office space will be allocated to new faculty hired to develop and maintain the program. Overall, the proposed BARCH program will utilize many of these existing spaces, facilities, and technologies.

Tennessee Tech plans to establish a new School of Architecture with its own administration office, operating budget, and dedicated staff. The University is committed to developing a comprehensive, well-resourced, and high-quality BARCH program. The new School of Architecture will be supported financially and administratively, particularly in faculty, facilities, fabrication infrastructure, and emerging technologies to prepare graduates for architectural licensure pathways and evolving professional demands.

- New faculty will be hired to meet projected enrollment demand. During the first year of implementation (2027–2028), two positions will be added, including the Director of the proposed program and one full-time faculty member. Additional faculty will be hired over the subsequent two years to support program development and delivery and to maintain appropriate faculty-to-student ratios in design studios and across the overall program, consistent with architecture programs accredited by the National Architectural Accrediting Board (NAAB).
- The University plans to dedicate approximately 9,000 square feet to studio and lab space for the proposed program. Studio space will be expanded to meet program needs, as the design studio serves as the pedagogical core of architectural education, supporting iterative design, pin-ups, critiques, and collaborative learning. In Fall 2027, four design studios will be established, each providing workstations of approximately 60 square feet per student with the necessary furnishings and accessories. The number of studios will gradually increase as enrollment grows. The expansion of studio space will follow NAAB guidelines.
- Tennessee Tech provides strong technology support and access to a wide range of software. To support the proposed program, relevant cutting-edge technologies and specialized software will be added or expanded to meet program needs.

The proposed program will utilize existing resources within the Volpe Library and Center for Innovation in Teaching and Learning (CITL). The Angelo and Jennette Volpe Library offers extensive resources to support students in the proposed program. The library provides robust interlibrary loan services, online research guides, and dedicated support staff. Moreover, the CITL provides comprehensive instructional design services, faculty development workshops, and one-on-one consultations to ensure that courses meet the highest standards of accessibility, engagement, and pedagogical effectiveness.

Tennessee Tech’s Office of Enrollment Management and Communications and Marketing will support recruitment and marketing efforts with data-informed campaign strategies. Dedicated recruitment staff will work closely with program faculty and advisors to ensure timely, personalized engagement with applicants.

It is not anticipated that the proposed BARCH program will reduce enrollment in other majors or programs at Tennessee Tech. However, several programs may be strengthened through its implementation, including the Design Studies program through access to specialized technologies and additional course offerings, and the College of Engineering through cross-collaboration and multidisciplinary projects. These programs may also share certain physical and digital resources through a mutually beneficial partnership.

Existing Programs Offered at Public & Private Tennessee Institutions

Currently, two public universities and one private institution in Tennessee offer a BARCH degree. Among these programs, the University of Tennessee, Knoxville’s BARCH program is accredited by the National Architectural Accrediting Board (NAAB). The architecture program at the University of Memphis is a four-year Bachelor of Fine Arts (BFA) and is not accredited by NAAB; however, its five-year Master of Architecture program is NAAB-accredited. Belmont University began offering a BARCH in 2020. The program currently holds NAAB candidacy status and graduated its first class of 22 architecture students in Spring 2025. The following table lists all academic programs with the same or similar CIP codes offered at public and private higher education institutions in Tennessee, along with the degrees awarded over the last three years.

Table 1. Bachelor of Architecture (BARCH) and Closely Related Programs at Tennessee Public and Private Universities

Institution	Public or Private	Degree	Program	CIP Code	Degrees Awarded		
					2022-23	2023-24	2024-25
University of Memphis	Public	BFA	Architecture	04.0401	20	14	25
University of Tennessee, Knoxville	Public	BARCH	Architecture	04.0902	72	48	87
Belmont University	Private	BARCH	Architecture	04.0202	0	0	22
University of Memphis	Public	MARCH	Architecture	04.0902	5	8	7
University of Tennessee, Knoxville	Public	MARCH	Architecture	04.0902	18	17	18

Program Distinction

Architecture programs by nature are restrictive and structurally limited in the number of students that can enroll each year. Most architecture schools establish a capacity for these programs and cohorts. Unfortunately, this results in numerous qualified students being turned away from these programs due to these limits and restrictions. These types of programs require more physical space for studios, lower faculty-to-student ratios, and are typically designed to be smaller in size.

Not all institutions can scale these types of programs easily. For these reasons, there is an opportunity for Tennessee Tech to create a program that serves students who are in search of a specific type of architectural education and geographic location.

The new BARCH program at Tennessee Tech is not intended to be in direct competition or diminish the existing similar programs in the state. Rather, it is intended to expand access to an architectural education while being a unique program specific to Tennessee Tech and the surrounding region. Typically, students who attend Tennessee Tech are often from underserved or rural regions. This program would focus on creating a workforce for smaller communities, building strong community partnerships, and has a unique curriculum that reflects the strengths of Tennessee Tech. Its scale, cohort structuring, and regional and community emphasis mark it as an additional pathway for students in the state who are interested in studying architecture.

With respect to the existing Bachelor of Science in Design Studies at Tennessee Tech, the proposed Bachelor of Architecture program will serve as a distinct professional degree program seeking NAAB accreditation. Because architecture programs typically operate with limited cohort capacities and specialized curricular requirements, the existing Design Studies program will continue to provide an important alternative for students seeking a broader, more general design education rather than a professionally accredited architecture degree. The Design Studies program also offers flexibility for students who may not enter the limited-capacity architecture program.

While the Design Studies program supports a broad-based education in design and may provide a work-based pathway toward licensure, it is not a NAAB-accredited architecture program. As a result, the two programs are expected to complement one another by serving different student interests and educational goals. Little to no negative impact on either program is anticipated; instead, the relationship between the two programs is expected to be mutually beneficial and strengthening.

Accreditation

Tennessee Tech University will seek accreditation from the National Architectural Accrediting Board (NAAB) for the proposed BARCH program.

Following approval of the new program by THEC in 2026, Tennessee Tech will prepare and submit an Eligibility Application to NAAB during the 2026-2027 academic year, prior to implementation of the program in August 2027. The following is the accreditation timeline:

- 2026-2027: Prepare and submit Eligibility Application to NAAB.
- 2027-2028: NAAB eligibility decision and preparation of the Architecture Program Report – Candidacy (APR-C).
- 2028-2029: Initial Candidacy Visit and granting of Initial Candidacy status.
- Spring 2032: First cohort graduates.
- 2032-2033: Initial Accreditation Visit by NAAB and granting of Initial Accreditation.

Tennessee Tech is fully committed to dedicating the institutional resources, faculty expertise, and administrative infrastructure necessary to achieve and sustain full NAAB accreditation. As the leading public university in the state, Tennessee Tech is well-positioned to develop a high-quality BARCH program that meets national accreditation standards while addressing local and statewide workforce needs.

Section III: Feasibility Study

Local and Regional Workforce Need

The Tennessee Department of Labor & Workforce Development, in its most recent report available to the public titled Tennessee's Economy 2024-2025 – Section 2: Regional Economic Analysis, describes the Middle Tennessee Region as growing the most substantially in the state between 2022-2032. The Middle Tennessee Region includes the Northern Middle, Southern Middle, and Upper Cumberland Local Workforce Development Areas (LWDAs). The Architecture and Engineering Occupations, which would include SOC code 17-1011, are projected to grow 27.2% during this projection period in the Northern Middle LWDA. The Upper Cumberland LWDA lists the largest projected occupation through 2032 as “management occupations” (at 17,439), which includes SOC code 11-9041, based on the 2022 Bureau of Labor Statistics – Occupational Employment and Wage Statistics (OEWS) occupational groupings.

While hard growth data projections are more readily found for the Tennessee metropolitan areas, indicators provided for growth in the non-metropolitan areas of central Tennessee can be found in reports, such as the U.S. Census Bureau's “Growth in Metro Areas Outpaced Nation” report from March 13, 2025. This report shares top growth in Micropolitan Statistical Areas: naming Cookeville, TN as #9 in top U.S. numeric growth from 2023-2024, and McMinnville, TN as #10 in top U.S. percent growth for the same period. Additional housing and infrastructure, requiring some level of architectural services, will be necessary should this level of growth continue. Another source, the 2025 report from the Upper Cumberland Development District (UCDD), shares downtown revitalization investment initiatives across the district, many funded through grants. In addition, this UCDD report shares concerns by local industries for lack of sufficient levels of affordable housing and other resources requiring construction for their current employees. While no concrete projection numbers are provided, these anecdotal items suggest continuing growth for this nonmetropolitan region, including a need for architectural services as part of the process.

Statewide and National Employment Opportunities

Architecture is a growing field in the state of Tennessee, particularly as the state is experiencing an increase in population and business investment. An academic program at Tennessee Tech University in Architecture would support the increasing demand for architects, architectural managers, and related architecture employees. According to the THEC Supply and Demand Report, architectural and engineering managers are in high demand in the Northern Middle, Upper Cumberland, and East regions of Tennessee.

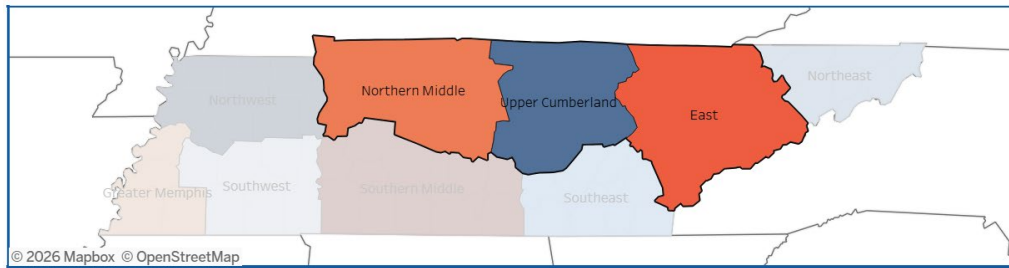


Figure 1. Focus Regions with High Priority in Architecture

Architectural and Engineering Managers are also identified as in-demand occupations key to TNECD Target Industry clusters. In fact, architectural and engineering managers are important to seven of the nine TNECD clusters including Healthcare & Life Sciences; Rubber, Ceramics, & Glass; Automotive; Electrical Equipment & Appliances; Headquarters, Finance, & Tech; Aerospace & Defense; and Chemicals. In particular the Northern Middle region, which includes Davidson and surrounding counties, has a concentration of architectural and engineering managers that is 52% of the national concentration indicating that the job demand is exceeding the supply of employees. This is also true for the Upper Cumberland region with 33% of the national concentration and the East region with 70% of the national concentration. Located in the Upper Cumberland region, Tennessee Tech University is uniquely situated to support the surrounding regions of Northern Middle and East Tennessee with demand for Architecture employees.

O*NET OnLine provides positive 10-year projected growth rates (2022-2032) at the state level for all three associated SOC codes, indicating increasing demand for architecture-related occupations in Tennessee. For SOC 17-1011 (Architects), the projected growth rate is 7.7%, with an anticipated average of 160 annual job openings. SOC 11-9041 (Architectural and Engineering Managers) is expected to grow by 11.4%, with approximately 210 average annual job openings. Although SOC 25-1031 (Architecture Teachers, Postsecondary) shows a smaller number of openings, with 10 average annual openings from 2022-2032, the projected growth rate in Tennessee is 20%, the highest among the three occupations. Overall, projected growth for each employment area exceeds 5%, ranging from 7.7% for Architects to 20% for Architecture Teachers, Postsecondary.

For all three SOC codes aligned with CIP 04.0201, the projected growth rate in Tennessee exceeds the 4.23% national projected growth rate for the same SOC codes reported by O*NET OnLine. It also surpasses the 4% national average projected growth rate for “Architects” as a broad occupational category over the next ten years, according to the national job outlook published in the Occupational Outlook Handbook.

Table 2 presents the projected annual demand in Tennessee for the three employment areas associated with Architecture: Architects, Architectural and Engineering Managers, and Architecture Teachers.

Table 2. Architecture Employment Trend for Tennessee (O*NET) – CIP Code: 04.0201

SOC Code	SOC Title	TN Employment 2022	TN Employment 2032 (Projected)	TN Growth (Projected)	TN Annual Job Openings (Projected)
17-1011	Architects, Except Landscape and Naval	2210	2380	7.7	160
11-9041	Architectural and Engineering Managers	2710	3020	11.4	210
25-1031	Architecture Teachers, Postsecondary	100	120	20	10

As shown in Table 2, a total of 380 employees annually is projected to be needed in the Architecture field to fulfill demand in the state of Tennessee. When reviewing Architecture degrees production over the last five years by Tennessee universities, the average number of yearly graduates is only 138 with the highest year being 2024-25 with 174 graduates. The supply of recent graduates in Tennessee only accounts for 46-57% of the annual demand for Architecture graduates; thus, leading to a projected unmet labor market need in Tennessee for employees with education in Architecture. The projected unmet labor market need is concentrated in the geographic areas around Tennessee Tech, including Northern Middle, Upper Cumberland, and East. These regions account for 172 of the 210 annual openings (82% of demand) for Architectural and Engineering Managers in Tennessee.

The national job outlook from the Bureau of Labor Statistics' Occupational Outlook Handbook (OOH) for "Architects" as a broad category for the next ten-year period is 4%, which is considered average. This projected increase represents an increase of 4,800 jobs by 2034, adding to the 123,600 OOH reported jobs nationwide in 2024. Entry into the field requires a bachelor's degree and no previous work experience, providing in-practice internships and residency opportunities for on-the-job training and experience. Median pay for 2024 was \$96,690.

New Academic Program Proposal (NAPP) for the Bachelor of Architecture

Section IV: Implementation Timeline

- The proposed program is comprised of less than 50% new content in the curriculum, therefore, SACSCOC approval is not required.
- Accreditation considerations and timeline for professional disciplinary accreditation organizations.
 - 2026–2027: Prepare and submit Eligibility Application to NAAB.
 - 2027–2028: NAAB eligibility decision and preparation of the Architecture Program Report – Candidacy (APR-C).
 - 2028–2029: Initial Candidacy Visit and granting of Initial Candidacy status.
 - Spring 2032: First cohort graduates.
 - 2032–2033: Initial Accreditation Visit by NAAB and granting of Initial Accreditation.
- Estimated date of external review site visit: July 2026
- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit): August 2026
- Estimated date of institution’s response to external review: September 2026
- Estimated date of institutional board approval: June 25, 2026
- Proposed date of the THEC meeting for the academic program to be considered for Commission approval (if applicable): A delegation request has been approved.
- Implementation date (MM/DD/YYYY): 08/01/2027

Section V: Student Interest and Community Partnerships

Student Interest

The Design Studies BS program includes an Architect and Interior Design concentration that has grown from 49 enrolled students in 2022 to 127 enrolled students in 2026 (growth over 259%). The first-time freshman enrollment grew from 14 to 29 in the same period, a growth of 107%.

The demand for architects continues to grow in Tennessee, with jobs for architects projected to grow by 18% from 2020 to 2030, which is significantly higher than the national average, making it a high-demand, high-growth occupation. Nationally, the demand for architects is projected to experience steady growth over the next decade, with employment expected to grow by roughly 3-5% from 2024-2034.

Student Survey

A survey was distributed to N=127 students (with an 83% return, 105 responses) asking the following questions with a 5-point Likert Scale ranging from Extremely Unlikely to Extremely Likely for two questions and Definitely Not to Definitely Yes for one question:

1. If Architecture had been available as a major when you started Tennessee Tech, how likely is it you would have considered it as a major?
2. If Architecture was available as a major now, how likely is it that you would consider it for a major?
3. Is a Bachelor of Architecture degree better aligned with your future endeavors than currently offered degree programs?

An overwhelming majority of students (90.5% of students) reported that they would have been likely (*Extremely Likely* or *Somewhat Likely*) to consider Architecture as a major if it was available when they started at Tennessee Tech.

The responses for the survey are shown in the following tables. Table 3 displays respondent data for Question 1. As noted previously, 90.5% of respondents reported they would have been likely to consider Architecture as a major if it had been available when starting Tennessee Tech with 79.1% responding *Extremely Likely* and 11.4% responding *Somewhat Likely*.

Table 3. Question 1: Architecture Selection when Starting Tennessee Tech

Q1. If Architecture had been available as a major when you started Tennessee Tech, how likely is it you would have considered it as a major?		
Response	Count	Percentage
Extremely Unlikely	2	1.9%
Somewhat Unlikely	3	2.9%
Neither Likely Nor Unlikely	5	4.8%
Somewhat Likely	12	11.4%
Extremely Likely	83	79.1%

Table 4 displays respondent data for Question 2. Most students (89.5% of students) reported that they were likely to consider Architecture as a major if it was available now with 75.2% responding *Extremely Likely* and 14.3% responding *Somewhat Likely*.

Table 4. Question 2: Architecture Selection if Available Now

Q2. If Architecture was available as a major now, how likely is it you would consider it for a major?		
Response	Count	Percentage
Extremely Unlikely	3	2.9%
Somewhat Unlikely	4	3.8%
Neither Likely Nor Unlikely	4	3.8%
Somewhat Likely	15	14.3%
Extremely Likely	79	75.2%

Table 5 shows the respondent data for Question 3. Results from Question 3 show a total of 88.5% of students reported that they felt a Bachelor of Architecture degree is probably or definitely better aligned with their future endeavors than currently offered programs. Only 5.7% of students report that a Bachelor of Architecture degree did not align with future goals.

Table 5. Question 3: Architecture Selection if Available Now

Q3. Is a Bachelor of Architecture degree better aligned with your future endeavors than currently offered degree programs?		
Response	Count	Percentage
Extremely Unlikely	4	3.8%
Somewhat Unlikely	2	1.9%
Neither Likely Nor Unlikely	6	5.7%
Somewhat Likely	23	21.9%
Extremely Likely	70	66.7%

Students were also asked to provide other comments. The majority of the comments provided discuss the importance of an accredited architecture program at Tennessee Tech. Many comments stated that the BARCH degree was more in line with their career goals, and a couple of comments note the lack of architecture programs currently offered in the state of Tennessee. One student points out the current difficulty in finding internships as many firms only accept students in accredited architecture programs. Others commented that the new program would provide additional assignments to help develop drawing skills and build a strong portfolio. And lastly, one particularly positive comment noted the potential of the architecture program to foster a stronger design community for students with more opportunities for collaboration, leadership, and mentorship.

Enrollment and Graduation Projections

Students in the proposed BARCH program will be admitted based on a cohort basis. Each cohort

will have 30 students, mainly based on the availability of studio spaces. The first-year retention rate is estimated at 86%, and the projected attrition for the first year is 4 students. The typical second-year retention rate for BARCH is around 85-98%. We estimated 89% for the proposed program with an attrition of 2 students. From year 3 and forward, we expect the retention rates to stay around 96% that is consistent with the many other similar programs.

Table 6. Projected Enrollments and Graduates

Projected Enrollments and Graduates				
Year	Academic Year	Projected Total Fall Enrollment	Projected Attrition	Projected Graduates
1	2027-2028	30	4	--
2	2028-2029	26+30=56	6	--
3	2029-2030	50+30=80	7	--
4	2030-2031	73+30=103	7	--
5	2031-2032	96+30=126	7	23

Admission Standards

At Tennessee Tech, admission requirements for new students vary based on whether the new student is a freshman, transfer, or international student. The following sections describe the requirements for each category for the BARCH program.

Admission Requirements for Freshmen Students

Freshmen students under the age of 21 are evaluated using the following criteria for the BARCH program:

- 3.0 high school GPA and
- 20 ACT Composite¹ and
- ≥22 ACT Math sub-score² and
- completion of a college-preparatory high school curriculum and
- one essay, and
- 8-piece digital portfolio (6 creative or artistic pieces to demonstrate aptitude, potential, and spatial comprehension, and 2 drawings (1 in pencil and 1 in a permanent medium of your choice - to communicate textures, materials, surface qualities, and detail)) independently generated or produced for a formal class submission, and

¹ The 20 ACT Composite is equivalent to an SAT score of 1040.

² Exception to this sub-score requirement may be allowed for students scoring sufficiently on the ACCUPLACER exam.

- recommendation letters – 1 from school counselor and 1 from teacher (additional recommendation letters can be provided if another has personal knowledge of student’s talents or accomplishments)

Admission Requirements for Transfer Students

In addition to meeting the requirements for admission to the University, transfer students seeking admission to the BARCH. program must meet the requirements below. These requirements also apply to current Tennessee Tech students who wish to change their major from a non-architecture program, such as the Design Studies program with a concentration in Architecture and Interior Design, to a major in the School of Architecture.

- a cumulative higher education quality point average of at least 2.75 (excluding credit for remedial and developmental courses), and
- a grade of “C” or higher in a pre-calculus mathematics course that includes a study of the trigonometric identities, and
- evaluation of transcripts to determine any gaps in student achievement, per NAAB accreditation criteria, and a notation of a remediation plan for any gaps (prior to admission or within degree program) -Transfer credit policy (for the architecture courses) as well as general education (NAAB 4.3.1, 4.3.2, 4.3.3)
- one essay, and
- 8-piece digital portfolio (6 creative or artistic pieces to demonstrate aptitude, potential, and spatial comprehension, and 2 drawings (1 in pencil and 1 in a permanent medium of your choice - to communicate textures, materials, surface qualities, and detail)) independently generated or produced for a formal class submission, and
- recommendation letters – one from an academic advisor stating that the applicant was in good academic standing, and one from a college-level instructor or professor.

Admission Requirements for International Students

International students must demonstrate English proficiency by achieving a specified minimum score on standardized language exams. Admission to the BARCH. program requires international applicants to have a minimum GPA of 3.0 on a 4.0 scale. The admission requirements for international students are as follows.

- Students who can provide an ACT/SAT score follow the admission process and admission standards for domestic students.
- International undergraduate applicants who have graduated from a secondary school must show proof of such with diploma and support documentation showing all years of high school course work. World Education Services provides information on these courses.
- In addition, all international students whose native language is not English must have an official Test of English as a Foreign Language (TOEFL) score or its equivalent (whether

another English based test or Certificate from an accredited Intensive English language Program). The minimum score on the TOEFL is 490 for the paper-based test, 163 for the computer-based test, or 57 for the internet-based test.

- One essay, and
- 8-piece digital portfolio (6 creative or artistic pieces to demonstrate aptitude, potential, and spatial comprehension, and 2 drawings (1 in pencil and 1 in a permanent medium of your choice - to communicate textures, materials, surface qualities, and detail)) independently generated or produced for a formal class submission, and
- Recommendation letters – 1 from school counselor or headmaster and 1 from teacher (additional recommendation letters can be provided if another has personal knowledge of student's talents or accomplishments)

Admission Process

Applicants graduating from high school must have completed 22 credits of college preparatory courses that include, among other requirements, four credits of English, four credits of mathematics, and three units of science including laboratory science. Applicants for admission to freshman standing who have been enrolled at another college or university must submit official transcripts from each institution attended. A transfer student who has completed less than twenty-four transferable semester hours of degree credit (college-level courses) is evaluated using a combination of the admission requirements for freshmen and transfer applicants.

Admission decisions are based on the following procedures.

- If GPA, ACT/SAT, and TOEFL scores meet the required minimum, as well as the curriculum requirements are met, the application package will be forwarded to the School of Architecture to allow additional items (portfolio, essay, and recommendation letters) to be evaluated. The freshman cohort is limited to 30 students.
- An applicant requesting a major in the BARCH who does not meet the admission requirements, but who meets the Tennessee Tech general admission requirements, is admitted into the Design Studies program with architecture and interior design concentration.

Administrative Structure

The proposed Bachelor of Architecture program will be housed in a new academic unit, the School of Architecture, and the Director of the School will report directly to the Provost or his/her designee. The administrative structure is presented in the figure below. Upon approval of the BARCH program, the University will initiate the process to establish the School of Architecture in accordance with institutional approval procedures and the Tennessee Higher Education Commission (THEC) Academic Policy A1.3, New Academic Units.

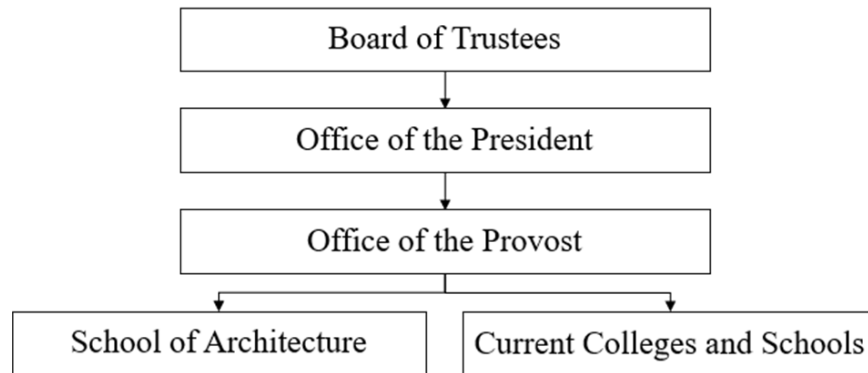


Figure 2. Administrative structure for the Bachelor of Architecture program

Community and Industry Partnerships

As stated in the Letter of Notification, the proposed program will equip students with the skills, tools, and knowledge necessary to pursue professional careers in architecture and related disciplines, careers of particular relevance to Tennessee and the Upper Cumberland region. Architecture is a practice-based field, and Tennessee Tech maintains close relationships with many regional architecture firms and local industry partners. These community and industry connections provide students with opportunities for internships, co-ops, and potential employment. Engagement with local firms and organizations also gives students valuable real-world experience, helping them become job-ready upon graduation. The University will continue to expand its industry partnerships within the Upper Cumberland region and across the state. Below is a list of current community and industry partnerships, along with prospective partners who have expressed interest or are expected to engage.

- Established industry partnership
 - Upland Desing Group
 - AEI Architects & Planners
 - Habitat for Humanity
 - J&S Construction
 - George Amour Ewert
 - Agape Design Studio
 - Homestead Timber Frames
 - Davis Stokes Collaborative
 - DKLevy
 - WBA Architecture
 - JGroves Design Company
 - Nunley Drafting
- Prospective partnership
 - House of KnA
 - Zurich Homes
 - Farmer Morgan
 - Hastings Architecture
 - J&S Construction
 - Gresham Smith

Three local partners have also provided strong letters of support for the proposed program.

- Upland Design Group – Architecture Firm - Crossville
- AEI - Architecture firm – Cookeville
- Habitat for Humanity – Upper Cumberland Chapter

Section VI: Curriculum

Description of Program Curriculum

The proposed BARCH program is a five-year professional undergraduate program. The program requires 154 credit hours, including general education, Architectural Education Core, Electives. The following curriculum aligns with NAAB guidelines and student learning criteria.

Proposed Architecture Program Requirements

The BARCH will have the following components:

General Education Core: In determining the general education requirements, two primary considerations were taken into account:

1. Architecture and Engineering are often regarded as related and complementary professions; and
2. Both architecture and engineering undergraduate programs require substantially more credit hours within their respective curricula than many other undergraduate degree programs.

Therefore, it is appropriate and justified for the BARCH program to adopt the same general education requirements currently used across the engineering programs at Tennessee Tech, as listed below.

Category	Credit Hours
• Quantitative Reasoning and Analysis	3
• Humanities and Cultural Expression	6
• Social and Behavioral Sciences	6
• Communication	9
• Scientific Reasoning	8
• Financial or Digital Literacy	3
• (Historical Foundations)	(6) Exempt

Regarding the Historical Foundations category, the BARCH program will follow the requirements in Policy 260, Requirements for a Baccalaureate Degree and Graduation, Article III.G.2. Students pursuing the BARCH degree will not be required to complete six semester hours of American History if they have successfully completed a high school course in American History. However, students who have not completed one unit of American History in high school

will be required to complete six semester hours of American History. This requirement is also consistent with Tennessee Code Annotated § 49-7-110.

Table 7. Flight Foundation/General Education Requirements

Communication (9 credits)	Credit Hours
ENGL 1010 English Composition I	3
ENGL 1020 English Composition II	3
Oral Communication Course Set	3
Humanities and Cultural Expression (6 credits)	
Literature ENGL 2130 Topics in American Literature OR ENGL 2235 Topics in British Literature OR ENGL 2330 Topics in World Literature	3
Humanities Course Set	3
Scientific Reasoning (8 credits)	
PHYS 2010 Algebra-based Physics I OR PHYS 2110 Calculus-based Physics I w/ Lab	4
PHYS 2020 Algebra-based Physics II OR PHYS 2120 Calculus-based Physics II w/ Lab OR GEOG 2100 Weather and Climate Systems OR GEOL 1040 Physical Geology	4
Social and Behavioral Sciences (6 credits)	
Social and Behavioral Sciences Course Set	3
Social and Behavioral Sciences Course Set	3
Quantitative Reasoning and Analysis (3 credits)	
MATH 1730 Pre-Calculus	5
OR MATH 1910 Calculus I	4
OR MATH 1904 Extended Calculus IA	3
Financial Literacy or Digital Literacy (3 credits)	
HEC 3011 Consumer Economics	3
Total	36-37

Architectural Education Core: The architectural education core will correspond to the NAAB guidelines and student learning criteria. The core will prepare students for a professional career in architecture or architecture adjacent field. The primary credits in this core will be studio related courses that give students opportunities to explore various architectural prompts and problems. These design studio classes will have six credits each and have a studio class designation. The other lecture-based courses will supplement necessary education requirements that are needed to be a proficient architect or employed in an architecture adjacent field. Students

in the BARCH program will be required to take ARCH 2110 History and Theory of Architecture I and ARCH 3110 History and Theory of Architecture II.

Table 8. Architecture Program Requirements

Architecture Program Courses	Credit Hours	Required	Elective
ARCH 1000 Connections in Architecture	1	1	
ARCH 1010 Introduction to Architecture	3	3	
ARCH 1125 Design Visualization Techniques	3	3	
ARCH 2010 Design Studio I	6	6	
ARCH 2020 Design Studio II	6	6	
ARCH 2030 Architectural Representation and Communication	3	3	
ARCH 2040 Digital Design Tools I	3	3	
ARCH 2110 History and Theory of Architecture I	3	3	
ARCH 2210 Environmental Systems and Sustainable Design I	3	3	
ARCH 3010 Design Studio III	6	6	
ARCH 3020 Design Studio IV	6	6	
ARCH 3040 Digital Design Tools II	3	3	
ARCH 3060 Building Codes and Life Safety	2	2	
ARCH 3110 History and Theory of Architecture II	3	3	
ARCH 3210 Environmental Systems and Sustainable Design II	3	3	
ARCH 3220 Architectural Lighting and Acoustics	3	3	
ARCH 3320 Materials and Methods of Construction I	3	3	
CEE 3340 Introduction to Structures	3	3	
ARCH 4010 Design Studio V	6	6	
ARCH 4020 Design Studio VI	6	6	
ARCH 4320 Materials and Methods of Construction II	3	3	
CEE 4340 Residential and Light Commercial Design	3	3	
ARCH 4410 Portfolio Design	3	3	
ARCH 4500 Professional Practice	3	3	
ARCH 4910 Design Studio VII	6	6	
ARCH 4920 Design Studio VIII	6	6	
OR ARCH 4990 Internship			
ARCH 4950 Thesis Research	3	3	
ARCH Guided Elective			15
Total		102	15

Elective Credit: These courses will primarily be composed of classes that supplement the architectural education core while providing some flexibility in areas that each student wants to focus on. These classes will be related to the profession of architecture or architecture adjacent field. These classes will strengthen the students' understanding of various professions they will interact with depending on the scope and breadth of their practice.

Goals and Outcomes

The proposed BARCH is designed to align with the accreditation standards of the National Architectural Accrediting Board (NAAB). Students in the program will receive instruction in established and emerging methods and technologies, the environmental impact of buildings across scale, professional ethics and business practices, and current laws and regulations applied in the United States. The program curriculum and associated experiences provide students with the necessary knowledge and skills to prepare for an architectural internship required for licensure in the State of Tennessee.

Program Outcomes

There are eight program outcomes identified by NAAB that outline programmatic priorities related to architecture education and professional preparation.

1. Career Paths - The program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.
2. Design - The program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
3. Ecological Knowledge and Responsibility - The program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.
4. History and Theory - The program ensures that students understand the histories and theories of architecture and urbanism, framed by local, national, and global social, cultural, economic, and political contexts impacting our profession and society.
5. Research and Innovation - The program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.
6. Leadership and Collaboration - The program ensures that students understand approaches to leadership in multidisciplinary teams, the broad range of stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

7. Learning and Teaching Culture - The program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.
8. Cultural and Social Contexts - The program furthers and deepens students' understanding of the broad range of cultural and social contexts and helps them apply that understanding in creating built environments that support and include people and users of different backgrounds, resources, and abilities.

Student Criteria

There are six student learning outcomes identified by NAAB that describe the knowledge, skills, and experiences needed for a successful career in architecture.

1. Health, Safety, and Welfare in the Built Environment - Students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.
2. Professional Practice - Students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
3. Regulatory Context - Students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.
4. Technical Knowledge - Students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.
5. Design Synthesis - Students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.
6. Building Integration - Students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Annual Assessment Process

Student learning in the BARCH program is regularly assessed through course level assignments, grades, and student surveys. A curriculum map aligning each course with the NAAB student learning outcome can be found in Appendix F. Student artifacts from those courses will be reviewed annually and compared to established success criteria to determine student progress.

1. The Director of the BARCH program, along with program faculty, will collect and review assessment data on an annual basis and assess whether success criteria are being met. Any areas where criteria are not being met will be referred to the curriculum committee.
2. The curriculum committee will review assessment findings and make recommendations for changes to the curriculum. The Director of the BARCH program will be responsible for ensuring continuous improvement actions are implemented.
3. Assessment teams will be established for the Design Synthesis and Building Integration learning outcomes. These assessment teams will evaluate student work related to those outcomes to ensure the reliability and validity of student scores and course grades. NAAB requires that student work related to the Design Synthesis and Building Integration learning outcomes be submitted to a visiting team for review.
4. The University also requires an annual institutional effectiveness report for all academic programs. These reports require programs to evaluate progress towards 3-5 students learning outcomes and document any continuous improvement efforts as part of SACSCOC Standard 8.2a compliance. Academic programs are also required to annually administer a major field assessment as part of THEC Quality Assurance Funding.

Major Field Assessment

Students graduating with a BARCH will complete a culminating design project in ARCH 4910: Design Studio VII – Comprehensive Design Studio that demonstrates student application of all six student learning outcomes outlined above. The capstone experience is guided by a faculty mentor and asks students to apply design concepts and make design decisions within the constraints of structural systems and while accounting for multiple factors, such as environmental, regulatory, and ethical impacts. The project is scored by a faculty committee using a specially designed rubric that evaluates student application of all six student learning outcomes. Appendix G contains an initial concept of the rubric. After carefully reviewing the course learning outcomes, content, and syllabus details, ARCH 4910 is considered an effective tool for major field assessment. The assessment will be piloted with the first cohort of Architecture students who are anticipated to progress to ARCH 4910 in Spring 2032 and necessary changes to the capstone project or scoring rubric will be made in Summer 2032. Once the major field assessment has been piloted and reviewed, a second cohort of Architecture students will complete ARCH 4910 in Spring 2033 with their results serving as the baseline for the following reporting year in Spring 2034.

Existing and New Courses

Existing Courses

Adapted courses based on existing course content: A new ARCH course prefix has been created to distinguish the proposed architecture courses from other offerings. To align with accreditation guidelines set by the NAAB, the following ARCH courses have been adapted by enhancing the

content of selected existing HEC courses. These modifications include changes to credit hours, course numbers and titles, and student learning outcomes. Many courses in the proposed program are based on these revisions with some newly added content, strengthening the curriculum and providing students with a more in-depth architectural education. Appendix H presents details of the justification from existing courses to the adapted courses.

Table 9. Adapted Courses Based on Existing Course Content

Course Number	Course Title	Credit Hours
ARCH 1000	Connections to Architecture	1
ARCH 2010	Design Studio I- Design Thinking and Place	6
ARCH 2020	Design Studio II -Materiality, Form, and Assembly	6
ARCH 3010	Design Studio III - Environmental and Responsive Design	6
ARCH 3020	Design Studio IV - Residential Design and Human Environment	6
ARCH 2040	Digital Design Tools I	3
ARCH 3040	Digital Design Tools II	3
ARCH 3060	Building Codes and Life Safety	2
ARCH 4010	Design Studio V – Rural Dev and Community Design	6
ARCH 4020	Integrated Commercial Building Design	6
ARCH 2210	Environmental Systems and Sustainable Design I	3
ARCH 3320	Materials and Methods of Construction I	3
ARCH 2030	Architectural Representation and Communication	3
ARCH 1125	Design Visualization Techniques	3
ARCH 4410	Portfolio Design	3
ARCH 4900	Special Topics in Architecture	3-9
ARCH 4990	Internship	6

Other Existing Courses: The courses listed in the following table are currently offered by different departments on campus and can be used as required or electives for the proposed architecture programs.

Table 10. Existing Courses Offered by Other Departments

Engineering Courses		
Course Number	Course Title	Credit Hours
CEE 3340	Introduction to Structures	3
CEE 4340	Residential and Light Commercial Design	3

Environmental and Site Electives		
Course Number	Course Title	Credits
AGHT 3400	Landscape Horticulture	3
AGHT 2400	Interior Plantscaping	3
AGHT 3470	Landscape Plant Materials	3
AGRN 3600	Unmanned Aircraft Operations	3
GEOG 1130	Geography of Natural Hazards	3
GEOG 2100	Weather and Climate Systems	3
GEOG 3200	Water Resources	3
GEOG 4510	Theory of GIS	3

Visual Arts and Representation Electives		
Course Number	Course Title	Credits
ART 1045	Drawing I	3
ART 1050	Drawing II	3
ART 2040	Printmaking Relief	3
ART 2410	Painting I	3
ART 3410	Painting II	3

Material and Fabrication Studies Electives		
Course Number	Course Title	Credits
ART 2510	Introduction to Handbuilding	3
ART 2710	Introduction to Glass	3
ART 2810	Introduction to Metals	3
ART 2910	Introduction to Wood	3

Professional Electives		
Course Number	Course Title	Credits
HEC 2445	Furniture, Finishes, and Lighting Design	3
HEC 3310	Concepts of Textile Production	3

New Courses

The following table list the new courses that will be created for the proposed program.

Table 11. New Courses

Course Number	Course Title	Credit Hour
ARCH 1010	Introduction to Architecture	3
ARCH 2110	History and Theory of Architecture I	3
ARCH 2220	Environmental Systems and Sustainable Design II	3
ARCH 3110	History and Theory of Architecture II	3
ARCH 3210	Architectural Lighting and Acoustics	3
ARCH 4320	Materials and Methods of Construction II	3
ARCH 4500	Professional Practice	3
ARCH 4810	Design Studio VII – Comp. Design and Thesis Studio	6

Program of Study

The proposed architecture program of study is structured for full-time students admitted on a cohort basis. It presents a semester-by-semester course sequence spanning the five-year program.

Table 12. Program of Study – Bachelor of Architecture

FIRST YEAR		
First Semester		
Course Name	Credit Hours	Gen Ed
ENGL 1010 – English Composition I	3	COMM
MATH 1730 – Pre-Calculus Math (5 credits)	5	MATH
OR MATH 1910 – Calculus I (4 credits)	4	
OR MATH 1904 – Extended Calculus IA	3	
ARCH 1000 – Connections in Architecture	1	
ARCH 1125 – Design Visualization Techniques	3	
ARCH 1010 – Introduction to Architecture	3	
Total: 13 - 15		
Second Semester		
Course Name	Credit Hour	Gen Ed
ENGL 1020 – English Composition II	3	COMM
PHYS 2010 – Algebra-based Physics I	4	SR
OR PHYS 2110 – Calculus-based Physics I w/ Lab		
ARCH 2030 – Architectural Representation and Communication	3	
Social and Behavioral Sciences (Course Set)	3	SOC
Humanities and Cultural Expression	3	HU
Total: 16		

SECOND YEAR		
First Semester		
Course Name	Credit Hours	Gen Ed
ARCH 2010 – Design Studio I	6	
ARCH 2040 – Digital Design Tools I	3	
ARCH 2110 – History and Theory of Architecture I	3	
PHYS 2020 – Algebra-based Physics II, OR PHYS 2120 – Calculus-based Physics II w/ Lab OR GEOG 2100 – Weather and Climate Systems, OR GEOL 1040 – Physical Geology	4	SR
Total: 16		
Second Semester		
Course Name	Credit Hours	Gen Ed
ARCH 2020 – Design Studio II	6	
ARCH 3040 – Digital Design Tools II	3	
ARCH 3110 – History and Theory of Architecture II	3	
Communication (Course Set)	3	COMM
Total: 15		
THIRD YEAR		
First Semester		
Course Name	Credit Hours	Gen Ed
ARCH 3010 – Design Studio III	6	
ARCH 2210 – Environmental Systems and Sustainable Design I	3	
CEE 3340 – Introduction to Structures	3	
ARCH 3320 – Materials and Methods of Construction I	3	
Total: 15		
Second Semester		
Course Name	Credit Hours	Gen Ed
ARCH 3020 – Design Studio IV	6	
ARCH 3210 – Environmental Systems and Sustainable Design II	3	
CEE 4340 – Residential and Light Commercial Design	3	
ARCH 4320 – Materials and Methods of Construction II	3	
Total: 15		

FOURTH YEAR		
First Semester		
Course Name	Credit Hours	Gen Ed
ARCH 4010 – Design Studio V	6	
ARCH Guided Elective	6	
ARCH 3060 – Building Codes and Life Safety	2	
ENGL 2130 – Topics in American Literature OR ENGL 2235 – Topics in British Literature OR ENGL 2330 – Topics in World Literature	3	HU
Total: 17		
Second Semester		
Course Name	Credit Hours	Gen Ed
ARCH 4020 – Design Studio VI	6	
ARCH 4410 – Portfolio Design	3	
ARCH Guided Elective	3	
Social and Behavioral Sciences (Course Set)	3	SOC
Total: 15		
FIFTH YEAR		
First Semester		
Course Name	Credit Hours	Gen Ed
ARCH 4910 – Design Studio VII	6	
ARCH 4950 – Thesis Research	3	
ARCH 3220 – Architectural Lighting and Acoustics	3	
HEC 3011 – Consumer Economics	3	LIT
Total: 15		
Second Semester		
Course Name	Credit Hours	Gen Ed
ARCH 4920 – Design Studio VIII OR ARCH 4990 – Internship	6	
ARCH Guided Elective	6	
ARCH 4500 – Professional Practice	3	
Total: 15		

Targeted Transfer Students, including Potential TTPs

Students transferring from Tennessee Tech, other universities, and community colleges will be evaluated for admission according to the established transfer admission criteria. Course evaluations will be conducted by faculty members with relevant expertise. Currently, there is no Tennessee Transfer Pathway (TTP) for the Bachelor of Architecture program. Since the proposed program is a five-year NAAB-accredited degree with sequential studio courses,

developing a Tennessee Transfer Pathway (TTP) for the BARCH program would present challenges and require extensive discussions with other NAAB-accredited BARCH programs in the state.

Section VII: Projected Costs and Revenues for the Proposed Program

Student Costs

Student costs for attending the proposed program are determined based on Tennessee Tech’s undergraduate tuition and fee schedule, architecture program fees, and the average cost of books and supplies. Detailed cost information is provided in the following table: 2026–2027 Student Costs for Undergraduate (In-State) and 2026–2027 Student Costs for Undergraduate (Out-of-State).

Table 13. 2026-2027 Student Costs for Undergraduate (In-State and Out-of-State)

Item	Expense for an In-State Student	Expense for an Out-of-State Student
Tuition/Fees	\$12,685	\$17,551
Program Fees	\$1,500	\$1,500
Books/Supplies	\$1,280	\$1,280
Total	\$15,465	\$20,331

Program Costs

The THEC Financial Projections Form includes two sections of expenditures: (1) Projected One-Time Expenditures and (2) Projected Recurring Expenditures

Projected One-Time Expenditures

Faculty & Instructional Staff: During the planning year and Year 1, \$40,000 will be allocated to support a faculty member’s time and effort dedicated to developing the proposed architecture program.

Consultants: \$7,000 is allocated to cover the costs of two consultants who conducted exploratory studies for establishing an architecture program at Tennessee Tech, as well as an external reviewer who conducted an on-site visit for the new program, as required by THEC under Policy A.1.0, New Academic Program: Approval Process.

Equipment: Projected costs will cover equipment for the woodshop and fabrication lab, information technology needs, and faculty computing resources.

Marketing: \$10,000 is budgeted for marketing the new program.

Facilities: The projected facilities cost of \$600,000 in the planning year will support the renovation of existing space for program studios. Additional projected costs of \$150,000 annually for Years 1 through 4 are associated with the construction of 9,000 square feet of studio space. A total of eight studios are planned, accommodating approximately 130 workstations (each about 60 square feet). Each workstation will include a desk (typically 3’ × 5’), chair, monitor, and storage. Studios serve as the pedagogical core of the program, supporting iterative

design, pin-ups, critiques, and collaborative learning.

Travel: \$4,000 is budgeted for travel to support Tennessee Tech faculty visits to selected architecture programs to learn best practices.

Table 14. Projected One-Time Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$25,000	\$15,000				
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants	\$7,000					
Equipment		\$18,000	\$6,000	\$4,000	\$4,000	
Information Technology		\$5,000	\$8,000	\$4,000	\$4,000	
Library resources						
Marketing	\$10,000					
Facilities	\$600,000	\$150,000	\$150,000	\$150,000	\$150,000	
Travel	\$4,000					
Other						
Total One-Time Expenditures	\$646,000	\$188,000	\$164,000	\$158,000	\$158,000	\$0

Projected Recurring Expenditures

Faculty & Instructional Staff: Projected costs are based on the information provided in Table 18, Anticipated Faculty and Instructional Staff, which outlines positions/ranks, expected salaries, and start dates.

Non-Instructional Staff: Projected costs are based on the information provided in Table 19, Anticipated Non-Instructional Staff, which outlines staff positions, expected salaries, and start dates.

Accreditation: Costs associated with National Architectural Accrediting Board (NAAB) accreditation are included in the planning year, Year 1, Year 2, and Year 5.

Equipment: Projected costs will support the acquisition and maintenance of digital fabrication equipment, including large-bed laser cutters and engravers, large-format 3D printers, a CNC router, a vinyl cutter, and handheld 3D scanners. These funds will also support technology for the computer lab, including high-performance computers with advanced graphics processing capabilities.

Information Technology: Projected funds will be used to acquire or subscribe to industry-standard software.

Table 15. Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff		\$333,700	\$702,900	\$930,100	\$1,157,300	\$1,157,300
Non-Instructional Staff		\$56,800	\$142,000	\$142,000	\$142,000	\$142,000
Graduate Assistants						
Accreditation	\$700	\$3,500	\$5,000			\$5,000
Consultants						
Equipment		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Information Technology		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Library		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Marketing		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Facilities		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Travel		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Other						
<i>Total Recurring Expenditures</i>	<i>\$700</i>	<i>\$425,000</i>	<i>\$880,900</i>	<i>\$1,103,100</i>	<i>\$1,330,300</i>	<i>\$1,335,300</i>
Grand Total (One-Time and Recurring)	\$646,700	\$615,000	\$1,046,900	\$1,263,100	\$1,490,300	\$1,337,300

Library: Projected costs will support systems for storing current and past student work (including materials for accreditation portfolios and exhibitions), as well as construction documents used in teaching and learning.

Marketing: The proposed program will be marketed continuously through print, online, and in-person methods. Projected expenditures will support these efforts.

Facilities: Recurring expenditures will support the updating and maintenance of studio spaces.

Travel: Travel funds will support faculty professional development and attendance at conferences.

Tuition Revenue

In projecting revenues, the tuition component includes both tuition and mandatory fees. Estimates are based on projected enrollments and graduates outlined in Table 6, assuming in-state undergraduate tuition and fees. Full-time students are assumed to enroll in at least 12 credit hours in each fall and spring semester. For Years 2 through 5, a 3% annual increase in tuition is projected. Please refer to the Financial Projections Form for total revenues by year.

For example, in Year 1, the annual in-state tuition and fees for a full-time student are \$12,685. With an anticipated enrollment of 30 students, total revenue for Year 1 is calculated as follows:

$$\$12,685 \times 30 = \$380,550.$$

Grants

It is not estimated that any grant funding will be used.

Other

The proposed program will require program fees of \$1,500 per student per year. The projected revenue from program fees is based on the anticipated enrollments and graduates outlined in Table 16.

Table 16. Projected Revenue

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition		\$380,550	\$731,671	\$1,076,601	\$1,427,708	\$1,798,912
Grants						
Other (Program Fees)		\$45,000	\$84,000	\$120,000	\$154,500	\$189,000
Total Revenues		\$425,550	\$815,671	\$1,196,601	\$1,582,208	\$1,987,912

The proposed program is expected to become profitable in Year 4, as projected revenues will exceed projected expenditures. It is also anticipated that the University will provide funds to offset one-time expenditures during the planning year and first three years.

Section VIII: Institutional Resources

Faculty Resources

Current Faculty

Currently, one faculty member in the School of Human Ecology specializes in architecture and meets SACSCOC requirements for faculty qualifications. He will be able to devote 50% of his teaching load to the proposed program.

Table 17. Current Faculty

Current Faculty Roster					
Faculty Name	Highest Degree	Rank	Primary Department	Full-time or Part-time	% of Time Devoted to Program
Aeric Gunnels	MARCH	Lecturer	Human Ecology	FT	50%

Anticipated New Faculty and Instructional Staff

We anticipate that nine new faculty members will join Tennessee Tech for the proposed program. The following list outlines their positions/ranks, anticipated salaries, and expected start dates. Together, current and anticipated faculty will provide a sufficient number of faculty for the proposed program.

Table 18. Anticipated Faculty and Instructional Staff

Faculty Rank or Job Title	Full- or Part-time	Anticipated Salary	Anticipated Start Date	Comments
Director of Architecture Program (Open Rank)	FT	\$150,000	August 2027	Nationwide search for a founding director of Architecture will be conducted during 2026-2027 academic year.
Assistant Professor	FT	\$85,000	August 2027	Nationwide search will be conducted during 2026-2027 academic year.
Assistant/Associate Professor	FT	\$100,000	August 2028	Nationwide search will be conducted during 2027-2028 academic year.
Assistant Professor	FT	\$85,000	August 2028	Nationwide search will be conducted during 2027-2028 academic year.
Lecturer	FT	\$75,000	August 2028	Nationwide will be conducted during 2027-2028 academic year.
Assistant Professor	FT	\$85,000	August 2029	Nationwide search will be conducted during 2028-2029 academic year.
Lecturer	FT	\$75,000	August 2029	Nationwide search will be conducted during 2028-2029 academic year.
Assistant Professor	FT	\$85,000	August 2030	Nationwide search will be conducted during 2029-2030 academic year.
Lecturer	FT	\$75,000	August 2030	Nationwide search will be conducted during 2029-2030 academic year.

Non-Instructional Staff

To support the new architecture program, a full-time Administrative Associate and a Lab Coordinator/IT Specialist will be added. The Administrative Associate will manage office and budget operations, while the Lab Coordinator/IT Specialist will support faculty and students with studio facilities, fabrication labs, and IT needs.

Table 19. Anticipated Non-Instructional Staff

Job Title	Full-time or Part-time	Anticipated Salary	Anticipated Start Date	Comments
Administrative Associate	FT	\$40,000	August 2027	Local search will be conducted during 2026-2027 academic year.
Lab Coordinator/IT Specialist	FT	\$60,000	August 2028	Nationwide search will be conducted during 2027-2028 academic year.

Student Support Services

The proposed BARCH program will utilize student support services provided by the University, while the program director and faculty will offer specialized academic support to students.

Student advising is a very important priority to the University for student success. Evidence of this commitment can be seen in the University’s new "Launchpad," which sets out the institution’s priorities and actions for the next few years. The Launchpad Student Success Center is the one-stop-shop for freshman and undeclared student advising, transition assistance, and academic and personal support at Tennessee Tech. The team is dedicated to helping new students adjust to college life, navigate their first year on campus, and supporting their transition into their academic program of study.

After the freshman year, students in the architecture program will be advised by faculty advisors, who will serve as mentors to help them plan their semester schedules, ensuring that intensive studio courses are properly balanced with history, technology, and elective requirements. Faculty advisors will also assist students with professional career goals or graduate study planning.

Trained peer tutors, present in the Testing and Learning Center in the Volpe Library, assist students in improving academic achievement by meeting with them on a regular basis to clarify learning problems, work on study skills through coaching, and assist the student in becoming a successful, independent learner. Other assistance might include reviewing class material, discussing the text, predicting test questions, formulating ideas for papers, or working on solutions to problems.

The Center for Career Development is the university’s centralized career planning and development and student recruitment center. The center connects students and alumni with employers by offering Career Readiness Certificates, hosting workshops, conducting on-campus interviews, and annual career fairs. The center hosts a variety of programs to help students with career readiness. The workshops, career fairs, and employer engagement events conducted by the center provide students the opportunity to develop skills needed for an internship, part-time job, and first employment after graduation.

Tennessee Tech is committed to a supportive environment for all students, staff and faculty. As

stated in the university's strategic plan, "Tech Tomorrow," we are dedicated to providing a welcoming community, as well as a campus size and atmosphere that fosters personal attention and fit. Students in the proposed architecture program will have access to all the resources, including over 200 student organizations.

Equipment

Classrooms, Computer Labs, and Design Studios

This section serves as a list of primary spaces and resources needed for the architecture program to deliver a specific style of education. The program needs certain furniture, classroom space, design studios, and labs to accommodate workflows and to support teaching methods and modalities that are unique to architectural education.

There are several classrooms and labs across Tennessee Tech's campus that are already being utilized by the current program, but additional classroom space, studio space, and labs will need to be allocated over time to accommodate the targeted increase in student enrollment.

A main component of any NAAB accredited architecture program will specifically utilize the space of design studios. These design studios will consist of the following: drafting tables with computer mounts for each student, adjustable chairs for each desk, separate pin-up and presentation spaces, and a gallery space in a common area to host curated student work and studios. These labs would need a key/pin code access and be available 24/7 to allow for optimal accessibility and utilization.

The technology aspect would need to include instructor teaching stations for each room, large format displays and projection systems, touch screen computers for annotation and demonstrations, as well as a documentation camera for view duplication of worksheets, sketches, and examples.

Tennessee Tech already has infrastructure in place to support most of this section with the addition of a few design studios and presentation spaces. It is estimated that around 9,000 square feet of additional space will need to be allocated for this program. Tennessee Tech has an abundance of flex space that can be utilized for this program.

Woodshop and Fabrication Lab

In addition to classroom and studio spaces, a high-quality architecture program would need space for the creation of physical models and diagrams. A woodshop and fabrication lab would allow students to explore architectural forms in a physical and traditional sense. These spaces would need to be accompanied by a lab manager to maintain safety standards and student wellbeing.

A standard woodshop that could accommodate this program would include the following: table saws, band saws, drill presses, miter saws, planers, routers, belt and disc sanders, and scroll saws. It would also need to include hand tool set items such as chisels, clamps, squares, hammers, power tools, rulers, tape measurers, gauges, compasses, and levels. There would also need to be work surfaces for physical model manipulation and malleability. These would include workbenches, tables, and vices.

Any wood shop would need to be equipped with standard safety and personal protective equipment for each student utilizing the space. This would include safety glasses, hearing protection, masks, safety signage, instructional posters, eye washing stations, dust collection systems, air filtration systems, and class A fire extinguishers.

Digital Fabrication

Besides physical models, the students will also be expected to produce digital models to supplement their design education. This is a necessity if the program is aimed at creating industry-ready professionals. The items needed would include large bed laser cutters and engravers, additional large bed 3D printers, a CNC router, a vinyl cutter, and 3D handheld scanners.

Tennessee Tech has several of these components available to students to utilize already, but additional technology may be needed to accommodate this program with primary accessibility for the architecture students.

Computer Lab

In the current age of technology, students will be expected to produce a large portion of their work through digital and technological means. This section is to address the computational needs and industry standard software requirements to produce industry-ready professional graduates. These computer labs will need to be maintained by the IT department and may be required to have a lab manager.

These computer labs will need to be accessible throughout the day for students needing to work on their projects and may require new lab spaces for instruction and designated classroom time. The computers in these labs will need to be high-quality due to the nature and requirements of the computation power needed. They would need to have strong graphics processing units with at least 12 GB of VRAM to handle large renderings and models, a minimum of 32GB of RAM, and potentially dual monitors for each station to optimize workflow. Each station would of course need USB or USB-C ports, a keyboard, and mouse.

In addition to computers, each station will need industry standard software and digital manipulation tools to allow for the education of competent graduates. The current range of industry standard software includes the following: AutoCAD, Revit, Revit addons and plugins that include environmental analysis and energy modeling, Rhino with the Grasshopper plugin, the Adobe Creative Cloud Suite, Enscape, D5 Render, Lumion , Twinmotion, Blender, Sketchup, Artificial Intelligence design tools, Rayon, and ArcGIS or QGIS to be used for site selection and manipulation. Most of these are subscription based and would need to be allocated in the yearly budget.

Tennessee Tech already has a recurring subscription to the following: AutoCAD, Revit, Adobe Creative Cloud Suite, Enscape, D5 Render, Lumion, Twinmotion, and QGIS. The university also has several labs and computers on campus that are accessible for students to use. There would need to be additional computers, labs, and software subscriptions to accommodate the expansion

of this program.

Printing and Output

Due to the nature of traditional architecture education, printing is a primary source of displaying work. Several classes in the curriculum would require printing of items such as construction documents, presentation boards, design projections, and curated works. These works would be displayed during pin-ups and coordinated galleries. It would also allow the students to print, physically manipulate their work through various media, and even curate a physical duplication of their portfolios.

While Tennessee Tech has several printers, a large format plotter, and a large format scanner, additional printing and output technology will be needed. The following additions of technology and items will support the viability of the program: additional large format plotters, additional laser printers that print in color and black and white, an additional large format flatbed scanner, lockers or shelves for paper, printer/plotter maintenance items, and ink storage. It would also need to include cutting and scoring stations that include tables, precision cutting tools, and cutting mats to protect tables and desks.

Materials Lab and Library

The current Design Studies program has a small materials library with sample and finish material that is used in projects and classroom demonstrations. However, the needs of this program would require an expansion and reorganization of the existing materials library. New samples, materials, and storage solutions would be needed to support educational growth and demonstration purposes.

Most of these items can be obtained for free from local manufacturers and product representatives. However, with the addition of new materials and samples, display racks and shelves would be needed to house these items. These items would include materials such as wood, metals, concrete samples, masonry, roofing, insulation, interior finishes, and glazing systems.

There would also need to be a storage system in place for current student work, previous student work for accreditation portfolios and galleries, and construction documents that are used for teaching and learning experiences. There would need to be a small bit of space allocated to house these materials and works for utilization across the program.

Virtual Reality and Visualization Lab

A growing trend in the industry is the usage of virtual and augmented reality. Many firms and industries are adopting the heavy usage of these systems, and the program intends to prepare students for this change in technology standards. This would include the utilization of several virtual reality headsets, computers to run the rendering programs outside of a typical lab setting, and a projector with a screen for alternate viewing and walkthroughs. With a few flex type spaces, a typical pin-up room or similar could accommodate the square footage needed for a virtual reality and visualization lab. It could also be utilized for class demonstrations, virtual

walkthroughs, and supplemental virtual reality learning experiences.

Photography and Documentation Equipment

As required by any graduate school or professional job application, the students will be required to curate a portfolio of their work. This demonstrates to these types of companies and institutions their creative ability and technical competencies. The program would need several digital DSLR cameras for documenting various types of physical projects. These cameras would need to have tripods, lighting kits with mobile and adjustable lights, adjustable backdrops with frames, and space to allow students to utilize this equipment. Flex space could be used for these types of documentation, such as pin-up space or empty classrooms.

Field and Construction Equipment

A high-quality architecture program will include site visits, external educational trips, and learned competencies of various construction field verification equipment. These types of items would include measuring tapes, laser measuring devices, and 3D handheld scanners. It would also include personal protective equipment needed for safety during certain types of educational experiences. These would include hard hats, safety vests, safety glasses, and hearing protection.

Faculty and Support Infrastructure

Due to the nature of any architectural program, additional faculty will be needed to maintain a low student-to-faculty ratio. These new faculty members will require computers like the ones found in computer labs with the same software. These computers would require a high-quality graphics processing unit with 12 GB of VRAM and 32 GB of RAM to effectively run the software and computational power needed. There may also need to be space allocated for a conference or meeting room with appropriate furniture.

Specialty and Supplementary

Outside of the typical equipment listed in the previous sections, the program will consider adding additional supplemental and specialty items such as drones, robotic arms, environmental analysis tools and systems, and building performance testing kits. These types of items will allow for research, grant work, educational experiences, and certain types of support for achieving student learning criteria. It will also give the students opportunities to gain competencies in technology adopted by specific industries.

Information Technology

The university's ITS provides and supports traditional desktop laboratories, but also a range of other opportunities for accessing software and storage space, along with technology assistance, as follows:

- TechAnywhere virtual desktops provide on- and off-campus access to a computer environment similar to those found in campus computer labs. This environment is divided in desktop pools. In addition to the Anywhere Computer Lab pool, a student's class enrollment may grant access to additional pools with specialized software.

- Tennessee Tech’s secure wireless network for students, faculty, and staff is known as EagleNet. During the past six years, network access has been significantly enhanced in both bandwidth and reliability.
- LabDrive is a file storage space available for faculty, staff, and students using any computer lab on campus. This storage provides up to 5GB of space, and is available from any desktop, laptop, or virtual (VDI) lab computer. It provides temporary storage only.
- TECHcheck on the main floor of the Volpe Library offers a technology checkout service for currently-enrolled Tennessee Tech students. Laptops, projectors, and other technologies are available for checkout at TECHcheck and may be used for the purposes of study, work, and research.
- The myTECH HelpDesk offers first-level (Tier 1) IT services to the Tennessee Tech community. These services include password resets for Banner SSB (Eagle Online), Banner INB, and e-mail accounts; network connectivity troubleshooting; general technology knowledge base; student PC Service, i.e., general assistance with computer-related issues for students currently enrolled at Tech; Scantron exam grading; and Tier 1 support for Tech-owned faculty and staff devices. Access is available by e-mail and telephone. A chat service is available during normal business hours.
- Lab Patrol is part of the Tier 1 services of ITS. Student Lab Patrol workers are tasked with maintaining the cleanliness and presentability of the university’s computer labs. They monitor lab supplies such as printer toner, paper, and other consumables, as well as clean desks, sanitize computer peripherals, straighten chairs, and perform similar tasks.
- Tech provides a High-Performance Computing cluster and a staff member to support it. The staff member assists faculty and students on the use of the cluster, especially with ensuring that the cluster is used both efficiently and equitably across units that wish to use this resource. The staff member also provides short courses and other informal learning opportunities that assist with optimal use of the cluster.
- LinkedIn Learning is an online learning portal offering video courses in multiple fields. It is available for free to all Tennessee Tech faculty, staff, and students.
- Students can download a free copy of Microsoft Office as well as Windows 10. Faculty, staff, and students can also install Office 365 to work from home. Other software and hardware can be purchased at a discount.

Library Resources

University Library – Volpe Library

Volpe Library Organization

The main (second) floor of the library is the Learning Commons area, which has a cafe, computers, group study rooms, open study space, current periodicals, printing, scanning, classroom space, research help, circulation, and the ITS myTech Helpdesk. The first floor of the

library houses Tech's Archives and Special Collections, additional classroom space, more group study rooms, and the TLC (Testing and Learning Center).

The third floor houses the majority of the library's print collection, and the electronic collection is available online from anywhere. Also available on the third floor is the Learning Support Program, which offers classroom support for students who need assistance in developing their skills in math, reading, and writing. Students who require learning support in two or more classes also take a Learning Strategies course to assist in facilitating student success.

As mentioned above, the Volpe Library provides group study rooms. Currently, there are 15 rooms for student use, all of which can be reserved through Dibs, the online reservation system. Twelve are small rooms on the main floor that seat up to six people. All study rooms have whiteboards, and seven have monitors mounted on the wall that allow a laptop hookup. Three additional study rooms, two on the first floor and one on the third floor, offer tables, chairs, and whiteboards. One of these study rooms on the first floor is the size of a regular classroom, and the other is the size of a 15-seat conference room. The third-floor study room is the size of a 20-seat conference room.

Library Collections and Related Services

The Volpe Library offers access to approximately 276,000 physical books and 294,000 electronic book titles. The library also has over 88,000 print and electronic magazines, journals, and newspaper titles. As a selective depository for U.S. government publications, the library receives materials from various government agencies. There are over 35,000 bound volumes of government publications and approximately 4,000 maps. An increasing number of online databases offer on-campus and off-campus access to magazines, journals, and e-books, many containing full text. Students needing help finding resources, print or electronic, can make appointments online to meet with a librarian.

Like most university libraries, the Volpe Library has transitioned from a focus on providing onsite resources to access to online resources. Numerous online databases, along with e-journals, and government publications, are available from the library's website. (Please see <https://www.tntech.edu/library/databases.php>.)

EagleSearch is the Volpe Library's primary discovery tool and search engine for resources. Available from the library's homepage, it searches most of the Volpe Library databases for journal articles, books, and conference proceedings. Every Tech student has an account that allows searches and results to be saved, and the search capability is integrated with inter-library loan and RefWorks.

Interlibrary loan is a free service for the Tech community to find and access full-text resources. Resources requested are delivered within two to three days, if digital, to the requestor's account and provide PDF file access. Through the inter-library loan program, students and faculty have easy access to the holdings of most of the libraries in the United States and Canada, as well as a few libraries in other countries.

RefWorks is an online citation management software system provided to Tennessee Tech students and faculty. These systems allow access to the library's holdings and electronic resources from on- and off-campus locations.

Tennessee Tech has partnered with several libraries that augment the library resources on campus. Students and faculty have access to the libraries of the University of Tennessee at Knoxville, and faculty have access to a reciprocal borrowing program with Vanderbilt University, located in Nashville. Tech's faculty build most of the library's collection by making purchase requests to the library tailored to fit their instruction and research needs. Faculty may submit requests directly to the library online, or through their departmental liaison. Final decisions on purchases are made by the Volpe Library staff. The funds available for this purpose are sufficient to cover all faculty requests of this type.

Testing and Learning Center (TLC)

The TLC area on the first floor of the Volpe Library is for examinees to take class exams, make-up exams, standardized tests, exit exams, major field tests, placement tests, and other proctored exams. Students schedule exams online, and all types of exams may be administered simultaneously. The testing area facilitates both paper and computer-based exams.

The TLC also runs the university's tutoring program, which offers free, peer tutoring both in person and online. Tutors are hired each semester to support courses that are historically difficult for students (with high DFW rates) and by requests from departments or advisors, to flexibly respond to changing academic needs. Tutors help students understand course material, answer questions, and offer suggestions for studying and learning. Students can schedule tutoring appointments online for select subjects, writing help, resumes, test preparation, and study skills. The library's tutoring program is College Reading and Learning Association (CRLA) Level 1 and 2 certified.

Center for Innovation in Teaching and Learning (CITL)

The Volpe Library is also the home of the Center for Innovation in Teaching and Learning, which offers comprehensive support for course design and evaluation. The CITL helps in three specific ways which may support the architecture program courses, as described below.

Teaching and Learning

Faculty can work with a trained teaching and learning expert to communicate learning outcomes, create instructional activities, and construct assessments in significant and transformative ways. Faculty can request to have the CITL conduct a Small Group Instructional Diagnosis (SGID) for their course, which is a well-established interview tool used to gather information from students about how well they are learning. As part of this suite of services, faculty also request guidance on developing and implementing a Scholarship of Teaching and Learning (SoTL) project for one or more courses. SoTL is a form of evidence-based inquiry in which faculty closely and critically explore student learning to improve their courses and share their insights more broadly.

Instructional Design

The CITL also offers instructional design services specializing in online course and program development, design, and engagement. Services offered include coordination of new online course and/or program development and design; updating existing online offerings to increase engagement; recommendation or examination of Open Educational Resources (OERs) for use in online offerings; incorporating/increasing the use of iLearn into existing blended, hybrid, or in-person courses; and assistance with integration of supported technologies in collaboration with our technology specialists.

Instructional Technology

Instructional Technology services support and train faculty in using software and equipment in the classroom from development to teaching and managing a class. They also offer individual consultation and assistance with the supported software.

Facilities

The current Design Studies program is located in Oakley Hall on Tennessee Tech's campus. Most of the classrooms, faculty offices, and labs are also located in this building. Occasionally the program utilizes flex space across various buildings on campus, but this isn't on a regular basis. The program is primarily housed in Oakley Hall.

Table 20. Classroom Space

Room	Description	Equipment	Seating Capacity
OKLY 122	Classroom	Standard multimedia classroom with mobile seating, multi-display visual reinforcement and wireless networking	48
OKLY 124	Classroom	Standard multimedia classroom with mobile seating, multi-display visual reinforcement, and wireless networking	72
OKLY 202	Classroom/Studio	Multimedia classroom with fixed drafting tables and computer stations, and wireless networking. Printing, scanning, and plotting technology	20
OKLY 204	Materials Library/Lab	Materials library with samples, 3D printer, PPE storage, and student work storage	1
OKLY 206	Classroom/Flex space	Multimedia classroom with fixed computer stations, and wireless networking	20

These classrooms will also support some of the space needed for the new BARCH program. Oakley Hall 202 and 206 are already fitted with computers that can handle the existing software as well as the implementation of any new software acquired. There are currently a total of 2 instructor stations and 40 computers that can be utilized for this new program. There are also

a total of 20 in-desk drafting boards and 20 portable drafting boards for these labs. A few new classrooms, computer labs, and studio space may need to be allocated to support the new program, but Tech has plenty of adequate flex space to accomplish this.

A 9,000-square-foot studio space will be constructed for the proposed program. A total of eight studios are planned, accommodating approximately 130 workstations (each about 60 square feet). Each workstation will include a desk (typically 3' × 5'), chair, monitor, and storage. The costs for constructing the studio space have been included in the Financial Projection Form. Studios serve as the pedagogical core of the program, supporting iterative design, pin-ups, critiques, and collaborative learning.

Other Resources

In addition to all of the resources previously discussed, other resources located in the Volpe Library are available for students and faculty.

iCube

Tennessee Tech's iCube is a place where students and faculty "imagine, inspire, and innovate" (i3). The goal is to provide creative solutions to traditional problems through marketing, training, website and app development, public policy campaigns, and the application of emerging technologies, such as virtual reality.

iMakerSpace

The iMakerSpace is a university-wide, student-centered space under the leadership of the Colleges of Engineering and Business. The iMakerSpace serves as a focal point on campus to provide training, service, partnership, research, and evaluation in innovation and entrepreneurship to all disciplines. The iMakerSpace encourages interdisciplinary teams and provides support and training to extend innovation and entrepreneurship activities into research and the classroom.

Section IX: NAPP Appendices

The NAPP must be accompanied by several required Appendices, which are outlined below. Additional appendices can be included as the proposal requires. Campuses are not expected to include institutional strategic plans or the THEC Master Plan for Higher Education in the NAPP.

- Appendix A – Letters of Support
- Appendix B – THEC Financial Projections Form
- Appendix C – Marketing and Recruitment Plan
- Appendix D – Faculty CVs (if requested by reviewer)
- Appendix E – Course Syllabi (if requested by reviewer)
- Appendix F – Artificial Intelligence Disclosure (not applicable)
- Appendix G – Student Interest Survey: Instrument and Results
- Appendix H – Curriculum Map
- Appendix I – Major Field Assessment Rubric
- Appendix J – Adapted Courses Based on Existing Course Content

Appendix A

Letters of Support

The following three local partners have provided letters of support for the proposed program:

- Upland Design Group – Architecture Firm – Crossville
- AEI – Architecture Firm – Cookeville
- Habitat for Humanity – Upper Cumberland Chapter

Upland Design Group



P.O. Box 1026
Crossville, TN 38557
Ph. 931-484-7541
www.uplanddesigngroup.com

April 8, 2026

To Whom It May Concern:

On behalf of Upland Design Group, I am writing to express our support for the establishment of the Bachelor of Architecture program at Tennessee Tech University.

As a professional architectural design firm rooted in this region, we understand firsthand the need for additional licensed Architects in today's design and construction industries. The addition of this program would serve as a vital resource not only for local firms but for the broader Tennessee architectural profession as well.

With the recession of 2008 our profession saw an incredible loss of qualified Architects. Almost 1/3 of our workforce left the profession and did not return. We are still experiencing this shortage of available licensed professionals.

With Tennessee Tech's history of providing affordable educational opportunities to its students, this seems like an excellent opportunity to further open professional degrees to middle and east Tennessee.

We commend approval of the Tennessee Tech Bachelor of Architecture program and the opportunities it offers to our region.

Thank you for your consideration of this strategic initiative.

Sincerely,

A handwritten signature in blue ink that reads 'Kim Allen Chamberlin'.

Kim Allen Chamberlin, AIA, NCARB, LEED AP
Principal
Upland Design Group PLLC

AEI



April 8, 2026

Aeric Gunnels, M. Arch, Assoc. AIA
School of Human Ecology
Tennessee Technological University
Oakley Hall, Room 231
Cookeville, TN 38505

Re: NAAB Accredited School of Architecture at Tennessee Tech University

Aeric, we were thrilled to hear the interest and support for this task. It would provide an incredible service for this area of Tennessee. AEI has been in business for over 35 years. I moved to Cookeville in 1985 and worked for a local architect. I purchased the business about three years later. I am the original principal of AEI since 1988. Two years later, I purchased 5 properties that were constructed in the 1920's in the older part of town that has evolved into a Historic Westside downtown district. Our location is in one of the older buildings that I renovated for our office. The remaining four properties were renovated for lease purposes. Purchasing older buildings has provided great insight regarding control of construction costs as well as a sensitivity for what clients go through. Instead of the architect, I was the client and experienced the same concerns about committing funds that have caps. The business of Architecture provided me with the tools to go beyond what I thought was possible. For Tennessee Tech to support and include a program of this nature would provide young men and women wonderful opportunities and create and turn dreams into reality.

I have been a licensed architect within the State of Tennessee since 1989. Since that time, I've added Alabama, Georgia, Kentucky, Louisiana, Mississippi, Missouri, and North Carolina. I'm a member of the American Institute of Architects and have maintained my NCARB Certification since my initial licensing. I'm a past member of the Cookeville Breakfast Rotary where I served as President and Paul Harris Fellow. I have served on the Chamber of Commerce BOD and have also served as president during my tenure. These all became available to me through business relationships and the development of an appreciation of community through the business of creating atmospheres for people to work and grow within.

Over the years, we have employed - either through internships or full time staff - well over a dozen of your students. We consistently have two interns working with us. We don't hesitate to include them because we know they come to our office with a great foundation. From this group of interns within the TTU Human Ecology Housing and Design program, we've been able to add four full time employees. We've employed more of course but several of them have left to continue their education at UT Knoxville School of Architecture. Both interns and the students we've employed have contributed a level of talent and professionalism that has helped to elevate our abilities to serve the public. Lauren, Jen and I on occasion have paused for a moment and considered our services and the quality of our product 10 years ago and where we are now and the difference is amazing.

We were excited for you and this region of Tennessee when we heard news of this great venture. We support you fully and offer any help that we can give. Congratulations in your efforts as well as all the others that are working to make this happen.

Sincerely,

A handwritten signature in black ink that reads 'Peter H. Metts'.

Peter H. Metts
President

Habitat for Humanity



Building strength, stability, and self-reliance through shelter.

March 30, 2026

Tennessee Higher Education Commission
312 Rosa Parks Ave.
9th Floor
Nashville, TN 37243


I have been consistently impressed by the strength and impact of the architecture and design program at Tennessee Technological University. The program has played a meaningful role in our organization's work over the past several years. Our current Director of Construction is a graduate of the program, and we have had the opportunity to host multiple students as interns. Most recently, we hired a program graduate to serve as our Construction Coordinator, whose skills and training have proven immediately valuable in developing more efficient floor plans and advancing our efforts to address the ongoing housing shortage in our region.

The success of this partnership is rooted in the dedication and leadership of the program's faculty. Their investment in students extends well beyond the classroom and is evident in the professionalism, problem-solving abilities, and practical knowledge demonstrated by those who have worked with our organization. Students participating through internships and practicums consistently exhibit a level of preparedness and competence that reflects both the caliber of the program and the commitment of its instructors.

While the existing program is already commendable, the prospect of its expansion into a fully developed architecture program is particularly exciting. The challenges surrounding affordable housing demand innovative, thoughtful solutions. A more comprehensive and rigorous academic program will better equip graduates to meet these complex needs and to serve their communities effectively.

As an organization that has directly benefited from this program and its graduates, Upper Cumberland Habitat for Humanity offers our strongest possible support for its expansion. We greatly value our existing partnership and look forward to the expanded opportunities for collaboration, employment, and community impact that such growth would provide.

Dedicated to Our Mission,





Dr. Jeremy A. Byrd
Executive Director

1546 E Spring Street, Ste B, Cookeville, TN 38506
Phone: 931-528-1711

Appendix B
THEC Financial Projection Form

THEC Financial Projection Form

 Tennessee Higher Education Commission Financial Projections Form								
Institution								
Program Name								
Projected One-Time Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff	\$25,000	\$15,000						
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants	\$7,000							
Equipment		\$18,000	\$6,000	\$4,000	\$4,000			
Information Technology		\$5,000	\$8,000	\$4,000	\$4,000			
Library resources								
Marketing	\$10,000							
Facilities	\$600,000	\$150,000	\$150,000	\$150,000	\$150,000			
Travel	\$4,000							
Other								
Total One-Time Expenditures	\$646,000	\$188,000	\$164,000	\$158,000	\$158,000	\$0	\$0	\$0
Projected Recurring Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff		\$333,700	\$702,900	\$930,100	\$1,157,300	\$1,157,300		
Non-Instructional Staff		\$56,800	\$142,000	\$142,000	\$142,000	\$142,000		
Graduate Assistants								
Accreditation	\$700	\$3,500	\$5,000			\$5,000		
Consultants								
Equipment		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000		
Information Technology		\$4,000	\$4,000	\$4,000	\$4,000	\$4,000		
Library		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000		
Marketing		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000		
Facilities		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000		
Travel		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000		
Other								
Total Recurring Expenditures	\$700	\$427,000	\$882,900	\$1,105,100	\$1,332,300	\$1,337,300	\$0	\$0
Grand Total (One-Time and Recurring)	\$646,700	\$615,000	\$1,046,900	\$1,263,100	\$1,490,300	\$1,337,300	\$0	\$0
Projected Revenue								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		\$380,550	\$731,671	\$1,076,601	\$1,427,708	\$1,798,912		
Grants								
Other (Program Fees)	\$650,000	\$45,000	\$84,000	\$120,000	\$154,500	\$189,000		
Total Revenues	\$650,000	\$425,550	\$815,671	\$1,196,601	\$1,582,208	\$1,987,912	\$0	\$0
*Years 6 and 7 should only be included for doctoral programs								
** The projected tuitions include a tuition increase of 3% each year.								

 Tennessee Higher Education Commission Annual Cost Per Student Form	
Institution:	
Program Name:	
Annual Cost Per Student	
Category	Cost Per Year
Resident Tuition	\$10,470
Non-Resident Tuition	\$4,200
Required Fees	\$1,456
Course Materials Estimated Cost	\$1,280
Other Annual Fees (if applicable)	\$1,500
Other	
<i>Total Annual Cost - Resident</i>	<i>\$14,706</i>
<i>Total Annual cost - Non-Resident</i>	<i>\$18,906</i>
Total Cost for Program	
Category	Dollar Amount
Estimated Time to Degree (in semesters)	\$78,885
Per Student One-Time Required Fees (if applicable)	
Estimated Post-Graduation Licensure Fee (if applicable)	\$1,500

Appendix C
Marketing and Recruitment Plan

Marketing and Recruitment Plan

The initial plan for marketing and recruiting students to the undergraduate BARCH program will follow the well-established current practice for recruiting students at Tennessee Tech. These plans include several community outreach and high school outreach activities conducted throughout the year by the Office of Admissions and Office of Communication & Marketing.

The Tennessee Tech admissions office handles all freshman admissions, and for the inaugural year will be highly proactive in recruiting students to the proposed BARCH program. We seek to recruit a student body that reflects the community and addresses the state's need to increase access to higher education for all students.

Tennessee Tech University will follow a multipronged approach in our recruiting, some of which are:

- Develop brochures and a website for advertising the new program.
- Send emails and materials to students in local high school schools and colleges. Provide information that will help students in their decision-making process.
- Determine a “network” of connections within the local high schools and community colleges with particular emphasis on students with an interest and aptitude for the field of architecture.
- Identify students that are the best “fit” to this program and develop channels with colleagues at these institutions for new student referrals.
- Contact identified students via telephone or text.
- Host an evening or weekend orientation for prospective students.
- Advertise the program during freshman orientation and Tennessee Tech's Preview Day in October and Spring Showcase in March.
- Advertise the program during homecoming and other college fair events, such as the Upper Cumberland College Fair.
- Use YouTube, Instagram, Snapchat, Facebook, and other social media to advertise the program.

Appendix D
Faculty CVs
(if requested by reviewer)

Appendix E
Course Syllabi
(if requested by reviewer)

Appendix F
Artificial Intelligence Disclosure
(not applicable)

Appendix G
Student Interest Survey: Instrument and Results

Student Interest Survey: Instrument and Results

Student Interest Survey Results for Proposed Degree Program in Architecture: Bachelor of Architecture

Please choose your current student status:

Response	Count	Percent
Freshman	11	10%
Sophomore	27	26%
Junior	39	37%
Senior	28	27%

Q1: If Architecture had been available as a major when you started Tennessee Tech, how likely is it you would have considered it as a major?

Response	Freshman		Sophomore		Junior		Senior	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Extremely Unlikely	0	0%	0	0%	1	3%	1	4%
Somewhat Unlikely	1	9%	1	4%	0	0%	1	4%
Neither Likely Nor Unlikely	0	0%	1	4%	3	8%	1	4%
Somewhat Likely	2	18%	2	7%	5	13%	3	11%
Extremely Likely	8	73%	23	85%	30	77%	22	79%

Q2: If Architecture was available as a major now, how likely is it that you would consider it for a major?

Response	Freshman		Sophomore		Junior		Senior	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Extremely Unlikely	1	9%	1	4%	1	3%	0	0%
Somewhat Unlikely	0	0%	3	11%	0	0%	1	4%
Neither Likely Nor Unlikely	0	0%	0	0%	2	5%	2	7%
Somewhat Likely	3	27%	1	4%	4	10%	7	25%
Extremely Likely	7	64%	22	81%	32	82%	18	64%

Q3: Is a Bachelor of Architecture degree better aligned with your future endeavors than currently offered degree programs?

Response	Freshman		Sophomore		Junior		Senior	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Definitely Not	1	9%	2	7%	0	0%	1	4%
Probably Not	1	9%	0	0%	0	0%	1	4%
Might or Might Not	0	0%	0	0%	4	10%	2	7%
Probably Yes	2	18%	5	19%	8	21%	8	29%
Definitely Yes	7	64%	20	74%	27	69%	16	57%

Appendix H
Curriculum Map

Bachelor of Architecture Curriculum Map

Architecture Program Courses	Health, Safety, and Welfare	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration
ARCH 1000 Careers in Design Construction		X				
ARCH 1010 Introduction to Architecture		X		X	X	
ARCH 1125 Design Visualization Techniques					X	
ARCH 2010 Design Studio I				X	X	
ARCH 2020 Design Studio II				X	X	X
ARCH 2030 Architectural Representation and Communication		X		X	X	
ARCH 2040 Digital Design Tools I		X		X	X	
ARCH 2110 History and Theory of Architecture I		X	X	X		
ARCH 2210 Environmental Systems and Sustainable Design I	X		X	X	X	X
ARCH 3010 Design Studio III	X	X	X	X	X	X
ARCH 3020 Design Studio IV	X	X	X	X	X	X
ARCH 3040 Digital Design Tools II		X		X	X	
ARC 3060 Building Codes and Life Safety	X		X	X		
ARCH 3110 History and Theory of Architecture II		X	X	X		

ARCH 3210 Architectural Lighting and Acoustics	X		X	X	X	X
ARCH 3220 Environmental Systems and Sustainable Design II	X	X	X	X	X	X
ARCH 3320 Materials and Methods of Construction I				X	X	X
CEE 3340 Introduction to Structures		X		X		
ARCH 4010 Design Studio V	X	X	X	X	X	X
ARCH 4020 Design Studio VI	X	X	X	X	X	X
ARCH 4320 Materials and Methods of Construction II				X	X	X
CEE 4340 Residential and Light Commercial Design	X	X	X	X	X	X
ARCH 4410 Portfolio Design	X	X	X	X	X	X
ARCH 4500 Professional Practice		X	X	X		
ARCH 4910 Design Studio VII		X		X	X	X
ARCH 4920 Design Studio VIII or ARCH 4990 Internship	X	X	X	X	X	X
ARCH 4950 Thesis Research	X	X	X	X	X	X

Appendix I
Major Field Assessment Rubric

Major Field Assessment Rubric

NAAB Student Criterion	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
SC.1 Health, Safety, and Welfare in the Built Environment	Design fully demonstrates understanding of occupant safety, accessibility, environmental health, and user well-being	Design addresses major health, safety, and welfare concerns	Some health and safety considerations evident but incomplete	Minimal consideration of health, safety, or welfare
SC.2 Professional Practice	Demonstrates strong understanding of professional roles, project delivery, ethics, and collaboration	Demonstrates awareness of professional practice concepts	Limited understanding of professional practice issues	Minimal understanding of professional practice
SC.3 Regulatory Context	Design demonstrates strong understanding of codes, zoning, and regulatory constraints	Regulatory considerations incorporated appropriately	Partial awareness of regulatory issues	Regulatory context not addressed
SC.4 Technical Knowledge	Demonstrates comprehensive understanding of structural systems, materials, and building technologies	Technical systems appropriately integrated	Partial technical understanding	Technical systems poorly resolved
SC.5 Design Synthesis	Integrates research, site context, program, and technical systems into a cohesive architectural solution	Demonstrates strong design integration	Integration of elements inconsistent	Design elements fragmented or unresolved
SC.6 Building Integration	Structural, environmental, and building systems fully integrated into the architectural design	Most building systems appropriately incorporated	Systems partially coordinated	Systems not integrated

Appendix J
Adapted Courses Justified from Existing Course Content

Adapted Courses Justified from Existing Course Content

A new ARCH course prefix has been created to distinguish the proposed architecture courses from other offerings. To align with accreditation guidelines set by the National Architectural Accrediting Board (NAAB), the ARCH courses have been adapted by enhancing the content of selected existing HEC courses. These modifications include changes to credit hours, course numbers and titles, and student learning outcomes. Many courses in the proposed program are based on these revisions with some new content, strengthening the curriculum and providing students with a more in-depth architectural education. The following table presents details of the justification from existing courses to the adapted courses.

Adapted Course	Existing Course	Change Type	Notes
ARCH 1000 Connections to Architecture	HEC 1040 - Connections in Human Ecology	Revised/Renamed	Changed to ARCH Prefix
ARCH 2010-001 – Design Studio I- Design Thinking and Place – 6 credit hours	HEC 2041 – Aspects of the Built Environment – 3 credit hours and HEC 1110 – Concepts of Design – 3 Credit hours	Revised/Renamed	Courses combined and changed to a studio designation. Expanded and altered learning objectives to align with NAAB standards
ARCH 2020-001 – Design Studio II - Materiality, Form, and Assembly – 6 credit hours	HEC 4326 – Spatial Design – 3 credit hours	Revised/Renamed/ Credit Hour Change	Changed to 6 credit studio designation. Expanded and altered learning objectives to align with NAAB standards
ARCH 3010-001 – Design Studio III - Environmental and Responsive Design – 6 credit hours	HEC 3431 – Residential Design II – 3 credit hours	Revised/Renamed/ Credit Hour Change	Changed to 6 credit studio designation. Expanded and altered learning objectives to align with NAAB standards
ARCH 3020 – Design Studio IV - Residential Design and Human Environment – 6 credit hours	HEC 2431 – Residential Design I – 3 credit hours	Revised/Renamed/ Credit Hour Change	Changed to 6 credit studio designation. Expanded and altered learning objectives to align with NAAB standards

ARCH 2040 – Digital Design Tools I – 3 credit hours	HEC 2440 – Computer Aided Design – 3 credit hours	Revised/Renamed	Altered learning objectives to align with NAAB standards
ARCH 3040 – Digital Design Tools II – 3 credit hours	HEC 2425 – Digital Design, Fabrication, and Illustration – 3 credit hours	Revised/Renamed	Altered learning objectives to align with NAAB standards
ARCH 3060 – Building Codes and Life Safety – 2 credit hours	HEC 2460 – Interior Architecture Codes and Standards – 2 credit hours	Revised/Renamed	Expanded and altered learning objectives to align with NAAB standards
ARCH 4010 – Design Studio V – Rural Development and Community Design – 6 credit hours	HEC 3360 – Rural Development and Service Learning – 3 credit hours	Revised/Renamed/ Credit Hour Change	Changed to 6 credit studio designation. Expanded and altered learning objectives to align with NAAB standards
ARCH 4020 - Design Studio VI -Integrated Commercial Building Design – 6 credit hours	HEC 4450 – Commercial Design – 3 credit hours	Revised/Renamed/ Credit Hour Change	Changed to 6 credit studio designation. Expanded and altered learning objectives to align with NAAB standards
ARCH 2210 – Environmental Systems and Sustainable Design I – 3 credit hours	HEC 2435 - Environmental and Sustainable Design in Architecture and Interior Design – 3 credit hours	Revised/Renamed	Expanded and altered learning objectives to align with NAAB standards
ARCH 3320 – Materials and Methods of Construction I – 3 credit hours	HEC 3435 - Architectural Construction Materials, Methods, Assemblies - 3 credit hours	Revised/Renamed	Expanded and altered learning objectives to align with NAAB standards
ARCH 2030 – Architectural Representation and Communication – 3 credit hours	HEC 2421 – Architectural Graphics and Presentation Techniques – 3 credit hours	Revised/Renamed	Expanded and altered learning objectives to align with NAAB standards
ARCH 1125 – Design Visualization Techniques – 3 credit hours	HEC 1125 – Design Visualization Techniques – 3 credit hours	Revised/Renamed	Expanded and altered learning objectives to align with NAAB standards

ARCH 4410 – Portfolio Design – 3 credit hours	HEC 3316 – Professionalism in Portfolio Design – 3 credit hours	Revised/Renamed	ARCH designation
ARCH 4900 – Special Topics in Architecture – variable credit hours	HEC 4900 – Special Topics – variable credit hours	Revised/Renamed	ARCH Designation
ARCH 4990 – Internship – 6 credit hours	HEC 4990 – Internship – 6 credit hours	Revised/Renamed	ARCH designation



Agenda Item Summary

Date: June 25, 2026

Agenda Item: TTU Policy 205 (Faculty Tenure)

Review

Action

No action required

PRESENTERS: Interim Provost John Liu

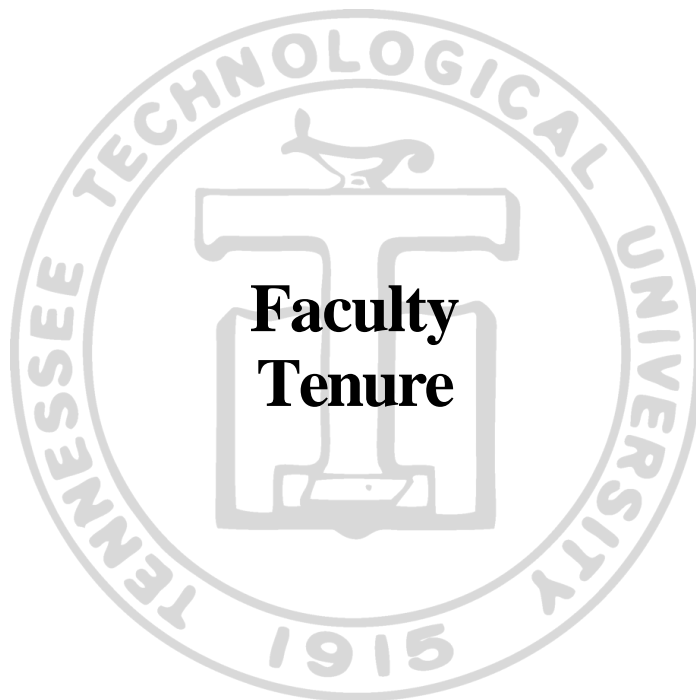
PURPOSE & KEY POINTS:

Policy 205 (Faculty Tenure) requires revision to incorporate language removed from Policy 207 (Faculty Work Performance & Discipline) due to changes by the Tennessee State legislature to an amended T.C.A. 49-8-301 et seq new law. Key highlights of changes to Policy 205 are listed below. Policy 205 revisions require Board approval.

Highlights of Revisions:

- Scope of policy changed so it applies to both tenure-track and tenured faculty
- Language and sections of: Tenure Transfer/Retention of Tenure/Tenure Expiration/Tenure Relinquishment removed from Policy 207 and now added to Policy 205
- Language and section of: Termination of Tenured Faculty due to Curricular Changes/Financial Exigency removed from Policy 207 and now added to Policy 205

**Tennessee Technological
University Policy No. 205**



Original Effective Date: July 01, 2018

Revised Dates: July 01, 2019; July 01, 2025; July 01, 2026

Policy No.: 205

Policy Name: Faculty Tenure

I. Purpose

This policy addresses the process of obtaining tenure and addresses changes to tenure status or tenure-track status.~~This policy addresses the process of obtaining tenure.~~

- A. Tenure is a guarantee of academic freedom and due process built on a rigorous credentialing process and peer review. Tenure is only granted when earned and only revoked as described in Policy 207 (Tenured Faculty).
- B. Tenure protects the reputation of the university and the pursuit of knowledge and truth. University faculty must be allowed to pursue knowledge and truth as a public good, without fear of reprisal, coercion, or undue outside influence.
- C. The tenure process is essential for building and maintaining the highest quality faculty at any university. Faculty quality is built, monitored, and maintained through the appraisal of each Candidate by competent faculty and administrative officers.
- D. Tenure is awarded to Faculty Members who have exhibited the highest level of professionalism, professional excellence, and outstanding abilities sufficient to demonstrate that their future service and performance justify the degree of permanence afforded by Academic Tenure in accordance with Tennessee Tech's Policy 600 Code of Conduct.

~~III.~~II. **Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Provost with recommendations for revision by the Faculty Senate and approved by the Academic Council, Administrative Council, University Assembly, and Board of Trustees.

~~IV.~~III. **Scope**

The Faculty Tenure Policy governs aspects of the tenure process and rights and responsibilities for tenure-track faculty at Tennessee Tech. This policy is only applicable to tenured Faculty Members and those full-time Faculty Members who are on a Tenure-Track Appointment.

~~V.~~IV. **Definitions**

- A. Academic Appointment: a personnel status in an Academic Department pursuant to which professional services in the areas of teaching, Research/Creative Activity and Scholarship, and/or service/outreach are retained by Tennessee Tech from a Faculty

Member.

- B.** Academic Department: an academic organizational unit (e.g., a department or school) including the Library, within Tennessee Tech, in which a Faculty Member holds Academic Rank.
- C.** Academic Rank: an element of faculty status limited to individuals who meet the minimum criteria that distinguish the various Academic Ranks.
- D.** Academic Tenure: a personnel status in an Academic Department pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at Tennessee Tech unless removed pursuant to Policy 207 (Tenured Policy).
- E.** Board: the Tennessee Tech Board of Trustees.
- F.** Candidate: a Faculty Member who meets the minimum eligibility requirements for consideration for tenure.
- G.** Committee Chair: elected chairperson of the Departmental Peer tenure committee.
- H.** Conflict of Interest: a situation in which objectivity could be impaired by virtue of a relationship with the Candidate or the process.
- I.** Creative Activity: the pursuit of understanding and expanding the boundaries of artistic expression through rigorous investigation and creative output. It can be manifested in written publication, exhibition, performances, installation, and presentation, where the research itself becomes a form of artistic expression.
- J.** Departmental Chair: the chairperson of an Academic Department or the director of an academic unit designated by some name other than department.
- K.** Departmental Peers: full-time tenured Faculty Members in the discipline of the Candidate when possible, whose professional responsibilities to Tennessee Tech lie in teaching, Research/Creative Activity and Scholarship, and service/outreach. The terms do not refer to those whose primary responsibilities are administrative, such as Departmental Chairs, Directors of Centers of Excellence, Assistant and Associate Deans, Deans, Assistant and Associate Vice Presidents, Associate Provosts, Vice Presidents, the President, and any others in similar positions.
- L.** Dossier: a collection of materials that Faculty Members submit to apply for tenure. It includes a Faculty Member's application and supporting documents that demonstrate their achievements and progress in teaching, Research/Creative Activity and Scholarship, and service/outreach.
- M.** Dossier Summary Review: summary of the Dossier content crafted by the Committee

Chair in accordance with Committee Chair training and in consultation with the Committee.

- N. Financial Exigency: the formal declaration that Tennessee Tech faces an imminent financial crisis, that there is a current or projected absence of sufficient funds for the campus as a whole to maintain its current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means, which include the termination of existing and continuing Academic and non-academic Appointments, as per Policy 648 (Financial Exigency).
- O. Faculty Member: for the purpose of this policy, a Faculty Member is a full-time tenured employee holding Academic Rank as tenured instructor, tenured senior instructor, tenured master instructor, assistant professor, associate professor, or professor.
- P. Grantsmanship: one's ability or activity in applying for, receiving, and stewarding of monies provided by a grant that supports research, programmatic, creative, or other scholarly initiatives.
- Q. Immediate Family Member: a spouse, domestic partner, cohabitant, child, stepchild, grandchild, parent, stepparent, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparent, great grandparent, brother, sister, half-brother, half-sister, stepsibling, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, or first cousin (that is, a child of an aunt or uncle) of a Faculty Member.
- R. Research: systematic investigation or study in one's discipline in pursuit of discovery of new facts, ideas, and/or solutions.
 - Applied: the application of known methods or theories to specific circumstances.
 - Pedagogical: the development of pedagogical techniques and the application in the classroom or laboratory that furthers the dissemination of knowledge.
 - Pure: seeking new knowledge, investigating realms not covered by current understanding or challenging current understanding.
- S. Scholarship: dissemination of Research and/or Creative Activity through peer review and other acceptable scholarly outlets.
- T. Tenure-Track Appointment: an academic or fiscal year appointment for regular full-time faculty with Academic Rank who are in a Tenure-Track Period of employment before consideration for tenure.
- U. Tenure-Track Period: a period of full-time professional employment by a Faculty Member for whom an appointment letter denotes a Tenure-Track Appointment during which they do not have tenure and are evaluated by Tennessee Tech for the purpose of determining satisfaction of the criteria for a recommendation for tenure.

U.V. Unit: a Tennessee Tech academic department, school, college, or the Volpe

Library.

VI.V. Consideration for Tenure

- A. General Considerations:** Academic Tenure may be awarded only to a full-time Faculty Member who (a) has been employed on a Tenure-Track Appointment and has completed a Tenure-Track Period as specified below or (b) has been determined by Tennessee Tech to meet the criteria for recommendation for tenure and has been so recommended pursuant to this policy. A Faculty Member may apply for tenure only once. No Faculty Member shall be eligible for tenure unless the employee's contract specifies their tenure-track status.

- B. Excellence in service/outreach alone does not warrant tenure.**

- C. Timing of Tenure Decisions**
 - 1. The standard Tenure-Track Period is five or six years. A Faculty Member may opt to apply for tenure at the beginning of the fifth or sixth year, except as provided in this policy or by law.

 - 2. A Faculty Member may receive a reduction of the Tenure-Track Period under the following circumstances:
 - a. A Faculty Member shows exceptional accomplishment during the Tenure-Track Period.

 - b. A Faculty Member is awarded credit for prior service (2 years maximum), either at Tennessee Tech or elsewhere. If a Faculty Member receives prior service credit, that credit must be applied to their Tenure-Track Period and may not be waived. Years of credit for prior service will be accepted in lieu of the final, not the initial year(s) of the Tenure-Track Period.

 - 3. The Provost may approve an extension to the Tenure-Track Period for up to one year for circumstances affecting a Faculty Member's ability to fulfill their professional duties.

- D. Other Considerations**
 - 1. **Administrative Appointments Before Tenure:** A Faculty Member who is appointed to an administrative position prior to a tenure award remains eligible for tenure as long as they qualify for tenure under the appropriate Department, college, and university policies. To remain eligible for tenure, a Faculty Member in an administrative position must maintain significant involvement in teaching, Research/Creative Activity and Scholarship, and/or service/outreach. Departmental Chairs, with approval of the Dean, may grant time (or prorated portion of time) spent in the administrative position toward completion of the Tenure-Track Period.

2. Departmental Transfer Before Tenure: If a Faculty Member serving in a Tenure-Track Appointment in an Academic Department is subsequently transferred to another Academic Department, the Faculty Member may elect to begin a new Tenure-Track Period on the date that the transfer occurs.

VII.VI. Criteria to be Considered in Tenure Recommendations

A. General Tenure Criteria

1. The Faculty Member is expected to perform consistent with the expectations established by the Department.
2. Most Faculty Members considered for tenure will be evaluated with respect to their performance in three areas: teaching, Research/Creative Activity and Scholarship, and service/outreach. However, some Faculty Members, like clinical faculty, librarians, chairs, administrators, and research faculty, may have specialized roles in teaching or do not have responsibilities in all three areas. Those Faculty Members will be evaluated with respect to their performance in their positions' applicable areas pursuant to the duties and responsibilities as assigned by their Departmental Chair and/or Dean if the Faculty Member serves in an administrative role.

B. Teaching

The following are examples of means by which Faculty Members may provide documented evidence of excellence in teaching:

1. Performance in teaching of students as evaluated by students and peers.
2. Performance in the advisement and mentoring of students.
3. Performance in librarianship to serve Tennessee Tech users.
4. Improvement of courses and curricular offerings of Tennessee Tech.
5. Effectiveness in teaching methods, including improvement to pedagogy with new techniques and integration of new instructional technologies.
6. Supervision of specialized instructional activities (student Research/Creative Activity and Scholarship, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.).
7. Honors and recognition for excellence in teaching.
8. Current and continued intellectual development in teaching content.

9. Seeking and/or garnering external funding for instructional activities.
10. Contributions to the Scholarship of teaching (for example, textbooks, articles, workshops, presentations, instructional technology resources, etc.) may be included here or under Research/Creative Activity and Scholarship.

C. Research/Creative Activity and Scholarship

The following are examples of means by which Faculty Members may provide documented evidence of excellence in Research/Creative Activity and Scholarship:

1. Direct participation in Research/Creative Activity and Scholarship. Faculty collaboration with students may be included here.
2. Seeking and/or garnering external funding for Research/Creative Activity and Scholarship.
3. Peer-reviewed Scholarship.

D. Service/Outreach

The following are examples of means by which Faculty Members may provide documented evidence of excellence in service/outreach:

1. University service refers to work other than teaching and Research/Creative Activity and Scholarship. University service includes, but is not limited to, serving on Department, College, and University committees, and advising student organizations.
2. Professional service refers to work for organizations related to one's discipline or to academia. Service to the profession includes, but is not limited to, association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities. More is required than organizational membership and attendance.
3. Community outreach primarily involves sharing professional expertise in the academic discipline with the public.

VIII-VII. Tenure Review Process

A tenure appointment is granted solely by the Board as outlined in this policy.

A. Annual Tenure-Track Review

1. Progress Evaluation: Each year, the Departmental Chair, with input from

Departmental Peers, will assess the progress of Tenure-Track Faculty Member towards achieving tenure. The deadlines for these assessments are available on Tennessee Tech's website.

2. **Dossier Submission and Peer Review:** The Departmental Chair shall inform Tenure-Track Faculty Members of the deadline to submit a Dossier. After submission, the Dossier will be reviewed by Departmental Peers, followed by a meeting where each Peer provides a written evaluation of the Faculty Member's progress. The Departmental Chair will compile the feedback and provide the Faculty Member with a written summary. The Dean makes the final decision and notifies the Provost's Office.

B. Tenure Review and Recommendation

1. **Initiation of Tenure Consideration:** A Candidate initiates the tenure process by submitting official notification to the Departmental Chair and Provost by the posted deadline.
2. **Preparation of the Tenure Dossier:** The Candidate is responsible for compiling a Dossier that includes evidence of accomplishments in teaching, Research/Creative Activity and Scholarship, and service/outreach, as required for tenure. The Dossier shall be submitted for review by the Departmental Peers by the published deadline.
3. **No member of the Candidate's Immediate Family or anyone with a Conflict of Interest,** as determined by the Peer Review Committee, is permitted to participate in the review process.

4. **Departmental Peer Review and Recommendation**

- a. Departmental Peers qualified to vote on tenure shall form a tenure Committee of at least five members. A Committee Chair shall be elected.
- b. The Committee Chair shall prepare a Dossier Summary Review in consultation with the Committee, which will then be reviewed by Departmental Peers.
- c. A Peer meeting shall be scheduled to discuss the Candidate's qualifications and conduct a confidential vote for the tenure recommendation. The Candidate shall not be present at this meeting.
- d. All Departmental Peers are required to participate in the evaluation of the merits of the Candidate. They shall diligently exercise their voting rights in the tenure recommendation process, recognizing the privilege and significance of their role in this critical decision-making process. The primary responsibility of the Departmental Peers is to evaluate the quality of faculty performance relative to tenure review.
- e. The Committee Chair provides the Peer recommendations to the Departmental

Chair. Copies of the recommendations are shared with the Candidate.

5. Departmental Chair's Review and Recommendation: The Chair reviews the Dossier, provides a recommendation, and forwards it, along with a letter, to the Dean. Copies of the recommendation are shared with the Candidate.
6. Dean's Review and Recommendation: The Dean reviews the Dossier, provides a recommendation, and forwards it, along with a letter, to the Provost. Copies of this recommendation are shared with the Candidate and Departmental Chair.
7. Provost's Review and Recommendation: The Provost reviews the Dossier and provides a recommendation in writing. This letter is shared with the Candidate, Departmental Chair, and Dean, and the Dossier is then forwarded to the President.
8. President's Review and Recommendation: The President makes a final recommendation on the Dossier. If affirmative, the recommendation is forwarded to the Board. If negative, the Candidate is informed in writing, with copies sent to relevant administrators.
9. Board Decision: The Board makes a final decision based on the President's recommendation.
10. Final Notification: The President informs the Candidate in writing of the Board's final decision with copies to relevant parties.

IX.VIII. Changes in Tenure/Tenure-Track Status

A. Transfer of Tenure/Tenure-Track Status

1. Faculty on Tenure-Track Appointments may have their Academic Appointments transferred within the institution to accommodate the changing needs of Tennessee Tech. Before implementing any such transfer, the Tenure-Track Faculty Member, and the Academic Department in which their new Academic Appointment is to be located shall be consulted and informed of the reasons for the proposed transfer.
2. The information compiled in the Faculty Member's former Academic Department, including Tenure-Track reviews, shall be transferred to the receiving Academic Department.
3. In the event the changing organizational needs of Tennessee Tech require transfer of a tenured faculty member to another academic unit, the tenured faculty member shall retain his or her tenure status and faculty rank at the time of transfer.
- 2-4. Tenured faculty members appointed to an administrative position at Tennessee Tech retain tenure and faculty rank attained.

B. Tenure Expiration and Relinquishment

1. Tenure shall expire upon the resignation or retirement of a tenured Faculty Member. Emeriti faculty retain certain rights and privileges as described in Tennessee Tech Policy 219 (Emeriti Faculty).
2. Consistent with federal and state law, tenure shall expire should a permanent physical or mental condition render a Faculty Member unable to continue to perform his/her essential duties, with or without an accommodation, as certified by appropriate medical authorities.
3. A Faculty Member relinquishes his/her tenure during a period of an unapproved leave of absence, which includes, but is not limited to, a failure to report for service at the designated date of the beginning of any academic term. This failure to report or absence shall be deemed to be a resignation unless, in the opinion of the President, the Faculty Member has shown due cause for his/her failure to report.

C. Termination of Tenured Faculty for Curricular Changes or Financial Exigency.

1. A tenured Faculty Member may be terminated due to curricular changes such as the deletion of an academic program or a substantial and continued reduction of student enrollment in a particular field. Similarly, a tenured Faculty Member may be terminated as a result of financial exigency. All personnel decisions that result from a declaration of financial exigency will comply with Tennessee Tech Policy 648 (Financial Exigency) and Policy 649 (Reduction in Force, Reorganization, and Elimination of Occupational Classifications).
 - a. The Provost will make every reasonable effort to relocate the tenured Faculty Member in another vacant position for which he/she is qualified, prior to termination.
 - b. The Faculty Senate shall have the opportunity to respond in writing to the Provost on a proposed termination of a tenured Faculty Member due to financial exigency or enrollment/curricular changes.
 - c. If tenured Faculty Members must be terminated due to financial exigency or curricular changes, reductions shall take place within any Unit, in the following order, unless the President determines that an exception should be made based on annual performance evaluations to reduce qualitative compromises:
 - i. Before a tenured Faculty Member is terminated, part-time faculty should not be renewed, followed by temporary faculty, non-tenured Instructors, Lecturers, then tenure-track faculty in the probationary

period.

ii. Tenured Faculty Members with lower rank should be terminated before those with higher rank.

iii. Among tenured Faculty Members with comparable rank, those with non-terminal degrees should be terminated before those with terminal degrees.

iv. Among tenured Faculty Members with comparable rank and comparable degrees, those with less seniority in rank should be terminated before those with greater seniority.

d. The Provost's written notification to the Faculty Member of termination due to financial exigency or curricular changes shall explain the reasons and indicate that the Faculty Member has the opportunity to appeal the decision in writing within ten (10) working days of receiving the notice, absent due cause.

i. If the Faculty Member appeals, the Faculty Affairs Committee shall conduct a review and a hearing within ten (10) working days of receiving the request, absent due cause.

ii. The committee shall consider evidence including, but not limited to, the following: the Unit in which the reductions are required, the order of reductions within the Unit, exceptions to the normal order of reductions, and the possibility of departmental transfer within Tennessee Tech.

iii. The committee shall report its findings and recommendation to the President within ten (10) working days of receiving the Faculty Member's appeal request. In ten (10) working days, absent due cause, the President shall inform the Faculty Member in writing that the decision for termination stands or that it has been altered.

e. When a tenured Faculty Member is terminated due to financial exigency or curricular changes, the position will not be filled in the same areas of specialization for at least three years unless the terminated Faculty Member has been offered reappointment to the position with tenure and at his/her previous rank and salary plus raises that would have been awarded during the termination period.

B-D. Non-Renewal of Tenure-Track

1. When a Tenure-Track Appointment of a Faculty Member is not to be renewed, the Faculty Member shall receive notice of non-renewal per the timeline in the

published Tenure-Track schedule.

- a. For Faculty Members who are in their first academic year of service, termination is at the end of that year.
- b. For Faculty Members in their second academic year of service and beyond, the Faculty Member may remain at Tennessee Tech one more academic year, but on a temporary appointment with a primary responsibility of teaching, not a Tenure- Track Appointment.

~~4.~~ Faculty Members on Tenure-Track Appointments ~~shall not be~~ may be terminated for misconduct during the term of the annual appointment as stated in the employment contract, ~~except for reasons which would constitute adequate cause which include, but are not limited to, the following:~~

~~2.3.~~ The renewal of a Tenure-Track Appointment or the granting of Tenure may be denied as a result of Financial Exigency (Policy 648) or for curricular reasons.

XI.X. Appeals

Every Faculty Member has the right to appeal a ~~tenure decision~~ denial of tenure. To initiate an appeal, the Faculty Member must notify the Provost within 10 days of receiving notification of the tenure result, absent due cause. The Faculty Affairs Committee facilitates the appeal process, which is outlined in this policy's procedures. The President's decision is final for tenure appeals.

XI.X. Interpretation

The President or their designee has the final authority to interpret the terms of this policy.

XI.XI. Citation of Authority for Policy

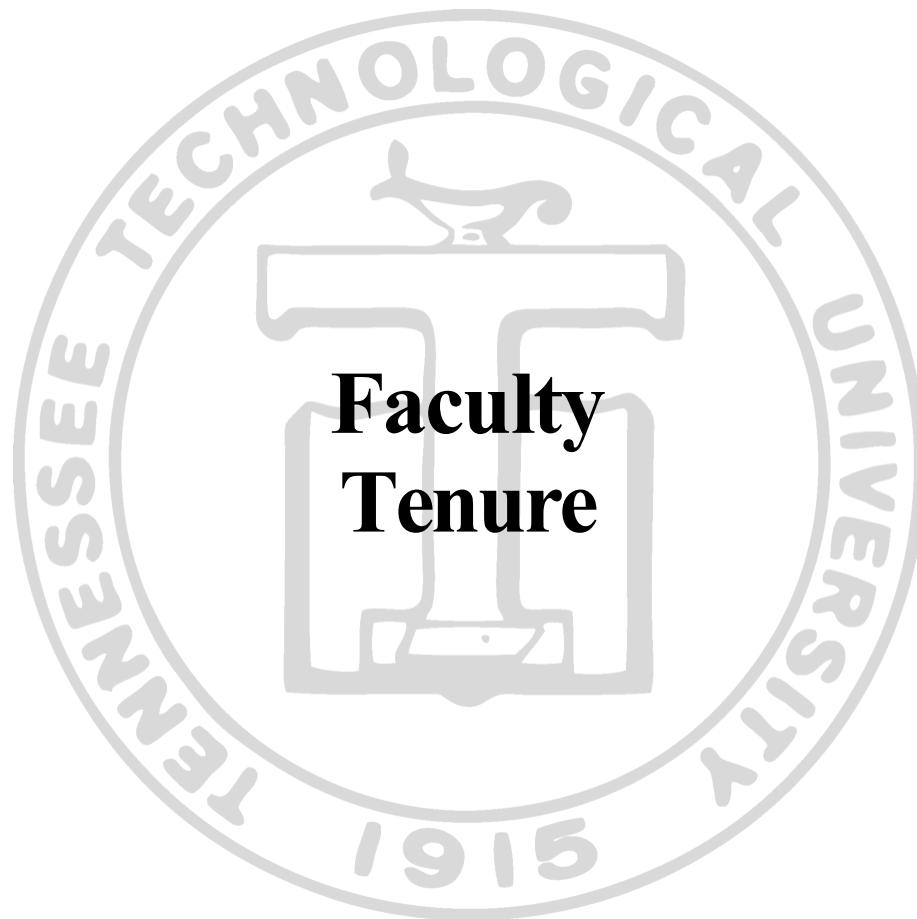
T.C.A. § 49-8-301

Approved by:

Academic Council:	April 4, 2018; February 20, 2019; April 9, 2025
Administrative Council:	April 4, 2018; February 20, 2019; April 2, 2025
University Assembly:	April 18, 2018; April 17, 2019; April 16, 2025
Board of Trustees:	June 22, 2018; June 20, 2019; June 26, 2025; <u>June 25, 2026</u>

President on May 29, 2026 pursuant to to Policy 101, Section VII.

**Tennessee Technological
University Policy No. 205**



Original Effective Date: July 01, 2018

Revised Dates: July 01, 2019; July 01, 2025; July 01, 2026

Policy No.: 205

Policy Name: Faculty Tenure

I. Purpose

This policy addresses the process of obtaining tenure and addresses changes to tenure status or tenure-track status.

- A. Tenure is a guarantee of academic freedom and due process built on a rigorous credentialing process and peer review. Tenure is only granted when earned and only revoked as described in Policy 207 (Tenured Faculty).
- B. Tenure protects the reputation of the university and the pursuit of knowledge and truth. University faculty must be allowed to pursue knowledge and truth as a public good, without fear of reprisal, coercion, or undue outside influence.
- C. The tenure process is essential for building and maintaining the highest quality faculty at any university. Faculty quality is built, monitored, and maintained through the appraisal of each Candidate by competent faculty and administrative officers.
- D. Tenure is awarded to Faculty Members who have exhibited the highest level of professionalism, professional excellence, and outstanding abilities sufficient to demonstrate that their future service and performance justify the degree of permanence afforded by Academic Tenure in accordance with Tennessee Tech's Policy 600 Code of Conduct.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Provost with recommendations for revision by the Faculty Senate and approved by the Academic Council, Administrative Council, University Assembly, and Board of Trustees.

III. Scope

The Faculty Tenure Policy governs aspects of the tenure process and rights and responsibilities for tenure-track faculty at Tennessee Tech. This policy is only applicable to tenured Faculty Members and those full-time Faculty Members who are on a Tenure-Track Appointment.

IV. Definitions

- A. Academic Appointment: a personnel status in an Academic Department pursuant to which professional services in the areas of teaching, Research/Creative Activity and Scholarship, and/or service/outreach are retained by Tennessee Tech from a Faculty

Member.

- B. Academic Department:** an academic organizational unit (e.g., a department or school) including the Library, within Tennessee Tech, in which a Faculty Member holds Academic Rank.
- C. Academic Rank:** an element of faculty status limited to individuals who meet the minimum criteria that distinguish the various Academic Ranks.
- D. Academic Tenure:** a personnel status in an Academic Department pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at Tennessee Tech unless removed pursuant to Policy 207 (Tenured Policy).
- E. Board:** the Tennessee Tech Board of Trustees.
- F. Candidate:** a Faculty Member who meets the minimum eligibility requirements for consideration for tenure.
- G. Committee Chair:** elected chairperson of the Departmental Peer tenure committee.
- H. Conflict of Interest:** a situation in which objectivity could be impaired by virtue of a relationship with the Candidate or the process.
- I. Creative Activity:** the pursuit of understanding and expanding the boundaries of artistic expression through rigorous investigation and creative output. It can be manifested in written publication, exhibition, performances, installation, and presentation, where the research itself becomes a form of artistic expression.
- J. Departmental Chair:** the chairperson of an Academic Department or the director of an academic unit designated by some name other than department.
- K. Departmental Peers:** full-time tenured Faculty Members in the discipline of the Candidate when possible, whose professional responsibilities to Tennessee Tech lie in teaching, Research/Creative Activity and Scholarship, and service/outreach. The terms do not refer to those whose primary responsibilities are administrative, such as Departmental Chairs, Directors of Centers of Excellence, Assistant and Associate Deans, Deans, Assistant and Associate Vice Presidents, Associate Provosts, Vice Presidents, the President, and any others in similar positions.
- L. Dossier:** a collection of materials that Faculty Members submit to apply for tenure. It includes a Faculty Member's application and supporting documents that demonstrate their achievements and progress in teaching, Research/Creative Activity and Scholarship, and service/outreach.
- M. Dossier Summary Review:** summary of the Dossier content crafted by the Committee

Chair in accordance with Committee Chair training and in consultation with the Committee.

- N. Financial Exigency:** the formal declaration that Tennessee Tech faces an imminent financial crisis, that there is a current or projected absence of sufficient funds for the campus as a whole to maintain its current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means, which include the termination of existing and continuing Academic and non-academic Appointments, as per Policy 648 (Financial Exigency).
- O. Faculty Member:** for the purpose of this policy, a Faculty Member is a full-time tenured employee holding Academic Rank as tenured instructor, tenured senior instructor, tenured master instructor, assistant professor, associate professor, or professor.
- P. Grantsmanship:** one's ability or activity in applying for, receiving, and stewarding of monies provided by a grant that supports research, programmatic, creative, or other scholarly initiatives.
- Q. Immediate Family Member:** a spouse, domestic partner, cohabitant, child, stepchild, grandchild, parent, stepparent, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandparent, great grandparent, brother, sister, half-brother, half-sister, stepsibling, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, or first cousin (that is, a child of an aunt or uncle) of a Faculty Member.
- R. Research:** systematic investigation or study in one's discipline in pursuit of discovery of new facts, ideas, and/or solutions.

 - Applied: the application of known methods or theories to specific circumstances.
 - Pedagogical: the development of pedagogical techniques and the application in the classroom or laboratory that furthers the dissemination of knowledge.
 - Pure: seeking new knowledge, investigating realms not covered by current understanding or challenging current understanding.
- S. Scholarship:** dissemination of Research and/or Creative Activity through peer review and other acceptable scholarly outlets.
- T. Tenure-Track Appointment:** an academic or fiscal year appointment for regular full-time faculty with Academic Rank who are in a Tenure-Track Period of employment before consideration for tenure.
- U. Tenure-Track Period:** a period of full-time professional employment by a Faculty Member for whom an appointment letter denotes a Tenure-Track Appointment during which they do not have tenure and are evaluated by Tennessee Tech for the purpose of determining satisfaction of the criteria for a recommendation for tenure.
- V. Unit:** a Tennessee Tech academic department, school, college, or the Volpe Library.

V. Consideration for Tenure

A. General Considerations: Academic Tenure may be awarded only to a full-time Faculty Member who (a) has been employed on a Tenure-Track Appointment and has completed a Tenure-Track Period as specified below or (b) has been determined by Tennessee Tech to meet the criteria for recommendation for tenure and has been so recommended pursuant to this policy. A Faculty Member may apply for tenure only once. No Faculty Member shall be eligible for tenure unless the employee's contract specifies their tenure-track status.

B. Excellence in service/outreach alone does not warrant tenure.

C. Timing of Tenure Decisions

1. The standard Tenure-Track Period is five or six years. A Faculty Member may opt to apply for tenure at the beginning of the fifth or sixth year, except as provided in this policy or by law.
2. A Faculty Member may receive a reduction of the Tenure-Track Period under the following circumstances:
 - a.** A Faculty Member shows exceptional accomplishment during the Tenure-Track Period.
 - b.** A Faculty Member is awarded credit for prior service (2 years maximum), either at Tennessee Tech or elsewhere. If a Faculty Member receives prior service credit, that credit must be applied to their Tenure-Track Period and may not be waived. Years of credit for prior service will be accepted in lieu of the final, not the initial year(s) of the Tenure-Track Period.
3. The Provost may approve an extension to the Tenure-Track Period for up to one year for circumstances affecting a Faculty Member's ability to fulfill their professional duties.

D. Other Considerations

1. **Administrative Appointments Before Tenure:** A Faculty Member who is appointed to an administrative position prior to a tenure award remains eligible for tenure as long as they qualify for tenure under the appropriate Department, college, and university policies. To remain eligible for tenure, a Faculty Member in an administrative position must maintain significant involvement in teaching, Research/Creative Activity and Scholarship, and/or service/outreach. Departmental Chairs, with approval of the Dean, may grant time (or prorated portion of time) spent in the administrative position toward completion of the Tenure-Track Period.

2. Departmental Transfer Before Tenure: If a Faculty Member serving in a Tenure-Track Appointment in an Academic Department is subsequently transferred to another Academic Department, the Faculty Member may elect to begin a new Tenure-Track Period on the date that the transfer occurs.

VI. Criteria to be Considered in Tenure Recommendations

A. General Tenure Criteria

1. The Faculty Member is expected to perform consistent with the expectations established by the Department.
2. Most Faculty Members considered for tenure will be evaluated with respect to their performance in three areas: teaching, Research/Creative Activity and Scholarship, and service/outreach. However, some Faculty Members, like clinical faculty, librarians, chairs, administrators, and research faculty, may have specialized roles in teaching or do not have responsibilities in all three areas. Those Faculty Members will be evaluated with respect to their performance in their positions' applicable areas pursuant to the duties and responsibilities as assigned by their Departmental Chair and/or Dean if the Faculty Member serves in an administrative role.

B. Teaching

The following are examples of means by which Faculty Members may provide documented evidence of excellence in teaching:

1. Performance in teaching of students as evaluated by students and peers.
2. Performance in the advisement and mentoring of students.
3. Performance in librarianship to serve Tennessee Tech users.
4. Improvement of courses and curricular offerings of Tennessee Tech.
5. Effectiveness in teaching methods, including improvement to pedagogy with new techniques and integration of new instructional technologies.
6. Supervision of specialized instructional activities (student Research/Creative Activity and Scholarship, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.).
7. Honors and recognition for excellence in teaching.
8. Current and continued intellectual development in teaching content.

9. Seeking and/or garnering external funding for instructional activities.
10. Contributions to the Scholarship of teaching (for example, textbooks, articles, workshops, presentations, instructional technology resources, etc.) may be included here or under Research/Creative Activity and Scholarship.

C. Research/Creative Activity and Scholarship

The following are examples of means by which Faculty Members may provide documented evidence of excellence in Research/Creative Activity and Scholarship:

1. Direct participation in Research/Creative Activity and Scholarship. Faculty collaboration with students may be included here.
2. Seeking and/or garnering external funding for Research/Creative Activity and Scholarship.
3. Peer-reviewed Scholarship.

D. Service/Outreach

The following are examples of means by which Faculty Members may provide documented evidence of excellence in service/outreach:

1. University service refers to work other than teaching and Research/Creative Activity and Scholarship. University service includes, but is not limited to, serving on Department, College, and University committees, and advising student organizations.
2. Professional service refers to work for organizations related to one's discipline or to academia. Service to the profession includes, but is not limited to, association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities. More is required than organizational membership and attendance.
3. Community outreach primarily involves sharing professional expertise in the academic discipline with the public.

VII. Tenure Review Process

A tenure appointment is granted solely by the Board as outlined in this policy.

A. Annual Tenure-Track Review

1. Progress Evaluation: Each year, the Departmental Chair, with input from Departmental Peers, will assess the progress of Tenure-Track Faculty Member

towards achieving tenure. The deadlines for these assessments are available on Tennessee Tech's website.

2. **Dossier Submission and Peer Review:** The Departmental Chair shall inform Tenure-Track Faculty Members of the deadline to submit a Dossier. After submission, the Dossier will be reviewed by Departmental Peers, followed by a meeting where each Peer provides a written evaluation of the Faculty Member's progress. The Departmental Chair will compile the feedback and provide the Faculty Member with a written summary. The Dean makes the final decision and notifies the Provost's Office.

B. Tenure Review and Recommendation

1. **Initiation of Tenure Consideration:** A Candidate initiates the tenure process by submitting official notification to the Departmental Chair and Provost by the posted deadline.
2. **Preparation of the Tenure Dossier:** The Candidate is responsible for compiling a Dossier that includes evidence of accomplishments in teaching, Research/Creative Activity and Scholarship, and service/outreach, as required for tenure. The Dossier shall be submitted for review by the Departmental Peers by the published deadline.
3. **No member of the Candidate's Immediate Family or anyone with a Conflict of Interest, as determined by the Peer Review Committee, is permitted to participate in the review process.**
4. **Departmental Peer Review and Recommendation**
 - a. Departmental Peers qualified to vote on tenure shall form a tenure Committee of at least five members. A Committee Chair shall be elected.
 - b. The Committee Chair shall prepare a Dossier Summary Review in consultation with the Committee, which will then be reviewed by Departmental Peers.
 - c. A Peer meeting shall be scheduled to discuss the Candidate's qualifications and conduct a confidential vote for the tenure recommendation. The Candidate shall not be present at this meeting.
 - d. All Departmental Peers are required to participate in the evaluation of the merits of the Candidate. They shall diligently exercise their voting rights in the tenure recommendation process, recognizing the privilege and significance of their role in this critical decision-making process. The primary responsibility of the Departmental Peers is to evaluate the quality of faculty performance relative to tenure review.
 - e. The Committee Chair provides the Peer recommendations to the Departmental Chair. Copies of the recommendations are shared with the Candidate.

5. Departmental Chair's Review and Recommendation: The Chair reviews the Dossier, provides a recommendation, and forwards it, along with a letter, to the Dean. Copies of the recommendation are shared with the Candidate.
6. Dean's Review and Recommendation: The Dean reviews the Dossier, provides a recommendation, and forwards it, along with a letter, to the Provost. Copies of this recommendation are shared with the Candidate and Departmental Chair.
7. Provost's Review and Recommendation: The Provost reviews the Dossier and provides a recommendation in writing. This letter is shared with the Candidate, Departmental Chair, and Dean, and the Dossier is then forwarded to the President.
8. President's Review and Recommendation: The President makes a final recommendation on the Dossier. If affirmative, the recommendation is forwarded to the Board. If negative, the Candidate is informed in writing, with copies sent to relevant administrators.
9. Board Decision: The Board makes a final decision based on the President's recommendation.
10. Final Notification: The President informs the Candidate in writing of the Board's final decision with copies to relevant parties.

VIII. Changes in Tenure/Tenure-Track Status

A. Transfer of Tenure/Tenure-Track Status

1. Faculty on Tenure-Track Appointments may have their Academic Appointments transferred within the institution to accommodate the changing needs of Tennessee Tech. Before implementing any such transfer, the Tenure-Track Faculty Member, and the Academic Department in which their new Academic Appointment is to be located shall be consulted and informed of the reasons for the proposed transfer.
2. The information compiled in the Faculty Member's former Academic Department, including Tenure-Track reviews, shall be transferred to the receiving Academic Department.
3. In the event the changing organizational needs of Tennessee Tech require transfer of a tenured faculty member to another academic unit, the tenured faculty member shall retain his or her tenure status and faculty rank at the time of transfer.
4. Tenured faculty members appointed to an administrative position at Tennessee Tech retain tenure and faculty rank attained.

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1. Tenure shall expire upon the resignation or retirement of a tenured Faculty Member. Emeriti faculty retain certain rights and privileges as described in Tennessee Tech Policy 219 (Emeriti Faculty).
2. Consistent with federal and state law, tenure shall expire should a permanent physical or mental condition render a Faculty Member unable to continue to perform his/her essential duties, with or without an accommodation, as certified by appropriate medical authorities.
3. A Faculty Member relinquishes his/her tenure during a period of an unapproved leave of absence, which includes, but is not limited to, a failure to report for service at the designated date of the beginning of any academic term. This failure to report or absence shall be deemed to be a resignation unless, in the opinion of the President, the Faculty Member has shown due cause for his/her failure to report.

C. Termination of Tenured Faculty for Curricular Changes or Financial Exigency.

1. A tenured Faculty Member may be terminated due to curricular changes such as the deletion of an academic program or a substantial and continued reduction of student enrollment in a particular field. Similarly, a tenured Faculty Member may be terminated as a result of financial exigency. All personnel decisions that result from a declaration of financial exigency will comply with Tennessee Tech Policy 648 (Financial Exigency) and Policy 649 (Reduction in Force, Reorganization, and Elimination of Occupational Classifications).
 - a. The Provost will make every reasonable effort to relocate the tenured Faculty Member in another vacant position for which he/she is qualified, prior to termination.
 - b. The Faculty Senate shall have the opportunity to respond in writing to the Provost on a proposed termination of a tenured Faculty Member due to financial exigency or enrollment/curricular changes.
 - c. If tenured Faculty Members must be terminated due to financial exigency or curricular changes, reductions shall take place within any Unit, in the following order, unless the President determines that an exception should be made based on annual performance evaluations to reduce qualitative compromises:
 - i. Before a tenured Faculty Member is terminated, part-time faculty should not be renewed, followed by temporary faculty, non-tenured Instructors, Lecturers, then tenure-track faculty in the probationary period.

- ii. Tenured Faculty Members with lower rank should be terminated before those with higher rank.
 - iii. Among tenured Faculty Members with comparable rank, those with non-terminal degrees should be terminated before those with terminal degrees.
 - iv. Among tenured Faculty Members with comparable rank and comparable degrees, those with less seniority in rank should be terminated before those with greater seniority.
- d. The Provost's written notification to the Faculty Member of termination due to financial exigency or curricular changes shall explain the reasons and indicate that the Faculty Member has the opportunity to appeal the decision in writing within ten (10) working days of receiving the notice, absent due cause.
- i. If the Faculty Member appeals, the Faculty Affairs Committee shall conduct a review and a hearing within ten (10) working days of receiving the request, absent due cause.
 - ii. The committee shall consider evidence including, but not limited to, the following: the Unit in which the reductions are required, the order of reductions within the Unit, exceptions to the normal order of reductions, and the possibility of departmental transfer within Tennessee Tech.
 - iii. The committee shall report its findings and recommendation to the President within ten (10) working days of receiving the Faculty Member's appeal request. In ten (10) working days, absent due cause, the President shall inform the Faculty Member in writing that the decision for termination stands or that it has been altered.
- e. When a tenured Faculty Member is terminated due to financial exigency or curricular changes, the position will not be filled in the same areas of specialization for at least three years unless the terminated Faculty Member has been offered reappointment to the position with tenure and at his/her previous rank and salary plus raises that would have been awarded during the termination period.

D. Non-Renewal of Tenure-Track

1. When a Tenure-Track Appointment of a Faculty Member is not to be renewed, the Faculty Member shall receive notice of non-renewal per the timeline in the published Tenure-Track schedule.

- a. For Faculty Members who are in their first academic year of service, termination is at the end of that year.
 - b. For Faculty Members in their second academic year of service and beyond, the Faculty Member may remain at Tennessee Tech one more academic year, but on a temporary appointment with a primary responsibility of teaching, not a Tenure- Track Appointment.
 2. Faculty Members on Tenure-Track Appointments may be terminated for misconduct during the term of the annual appointment as stated in the employment contract.
 3. The renewal of a Tenure-Track Appointment or the granting of Tenure may be denied as a result of Financial Exigency (Policy 648) or for curricular reasons.

IX. Appeals

Every Faculty Member has the right to appeal a denial of tenure. To initiate an appeal, the Faculty Member must notify the Provost within 10 days of receiving notification of the tenure result, absent due cause. The Faculty Affairs Committee facilitates the appeal process, which is outlined in this policy's procedures. The President's decision is final for tenure appeals.

X. Interpretation

The President or their designee has the final authority to interpret the terms of this policy.

XI. Citation of Authority for Policy

T.C.A. § 49-8-301

Approved by:

Academic Council:	April 4, 2018; February 20, 2019; April 9, 2025
Administrative Council:	April 4, 2018; February 20, 2019; April 2, 2025
University Assembly:	April 18, 2018; April 17, 2019; April 16, 2025
Board of Trustees:	June 22, 2018; June 20, 2019; June 26, 2025; June 25, 2026

President on May 29, 2026 pursuant to to Policy 101, Section VII.



Agenda Item Summary

Date: June 25, 2026

Agenda Item: TTU Policy 207 (Faculty Work Performance & Discipline)

Review

Action

No action required

PRESENTER(S): Interim Provost John Liu

PURPOSE & KEY POINTS:

Policy 207 (Faculty Work Performance & Discipline) is a modification of existing Policy 207 (Tenured Faculty) due to Tennessee State legislature amended T.C.A. 49-8-301 et seq to require all higher education institutions to create new tenure and disciplinary policies in accordance with the new law. The purpose of the new law is to ensure that employee misconduct is subject to disciplinary action, regardless of whether the employee is a tenured faculty member. Highlights of the changes are listed below. Policy 207 revisions require Board approval.

Highlights of Revisions:

- Policy name, purpose, and scope of policy now applicable to all faculty
- Non-applicable definitions deleted and “Performance” changed to “Work Performance”
- Transfer and retention of tenure and tenure expiration and relinquishment (Sections V and VI) deleted due to change in scope of policy and moved to Policy 205
- Faculty remediation and evaluation (Section VII) retained but modified, with new section number V, to incorporate and delineate work performance discipline subject to Policy 207 vs. Policy 650 for misconduct
- Termination of tenured faculty (Section VIII) deleted due to change in scope of policy plus new law requirements

- New sections (VI and VII) of due process added: Discipline for unacceptable work performance and contesting termination or suspension for unacceptable work performance

Tennessee Technological University
Policy No. 207

Tenured
~~Faculty~~ Faculty
Work Performance
and Discipline

Effective Date: ~~July 1, 2019~~ January 1, 2026
Revised Date: July 1, 2026

Policy No.: 207

Policy Name: ~~Tenured Faculty~~ Faculty Work Performance and Discipline

I. Purpose

This policy addresses faculty work performance and establishes the criteria and process for remedial and disciplinary action within the scope of this policy.

~~ongoing performance evaluation and remediation of tenured faculty, retention and transfer of tenure, tenure expiration and relinquishment, and termination of tenured faculty. The significance of tenure, and the peer and administrative expectations for the award of it, are outlined extensively in Policy 205.~~

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Provost, or his/her designee, with recommendations for revision reviewed by the Faculty Senate and approved by the Academic Council, Administrative Council, University Assembly, and the Board of Trustees.

III. Scope

This policy applies to ~~Faculty Members who hold Tenure~~ all faculty members.

IV. Definitions

A. Board: the Tennessee Tech Board of Trustees

~~A.B.~~ Focused Faculty Remediation (FFR): faculty remediation to address performance issues of the faculty member that arise outside the spring annual evaluation period completed by supervisors.

~~B.~~ ~~— Focused Faculty Remediation (FFR): faculty remediation to address performance issues of the Faculty Member that arise outside the spring annual evaluation period completed by supervisors.~~

C. Overall Evaluation: the overall rating assigned to the faculty member by the Chair/Director or Dean based on the assigned responsibilities and/or workplace professional standards.

~~C.D.~~ Peer ~~Peer~~ Review Committee (PRC): peer committee established to review faculty improvement efforts following remediation of the ~~f~~Faculty ~~m~~Member and to provide ~~recommendations feedback~~ to the Chair/Director or Dean ~~for on~~ continued ~~ing~~ evaluation.

~~D.~~ Professional Development Plan (PDP): faculty remediation plan as part of the annual ~~—~~evaluation of the ~~f~~Faculty ~~m~~Member's job performance in one or more areas determined

E. to need improvement or be unacceptable.

F. Suspension: for purposes of this policy, a temporary and unpaid removal from job duties.

~~E.G.~~ Unit: a Tennessee Tech academic department, school, college, or the Volpe Library.

~~F. Unit: a Tennessee Tech academic department, school, or the Volpe Library.~~

~~G.~~

H. Work Performance: for purposes of this policy, performance of faculty professional responsibilities including teaching, scholarship, research and service obligations as defined by a faculty member's rank and appointment, as well as departmental/college expectations and applicable professional standards.

V. ~~Transfer and Retention of Tenure~~ Faculty Evaluation and Remediation

A. Faculty Evaluation

The Work Performance of all faculty members is evaluated annually by the Chair/Director and Dean, consistent with procedures for faculty annual activity reporting relative to rank, type of appointment, and assigned responsibilities. All faculty members participate in the annual evaluation review process. For Work Performance issues that arise outside the annual evaluation period, a focused review may be necessary for the sake of the students, the faculty member, the Unit, and the university.

B. Faculty Remediation

The purpose of faculty remediation is to support and enhance the continued professional growth of the faculty member, across any area identified for improvement. Prompt attention and follow-up is given to remediation support for the sake of the students, faculty member, Unit, and university.

1. ~~made~~At the time of spring annual evaluation, a faculty member who receives a Needs Improvement or Unacceptable rating in one or more areas of assigned responsibility and/or workplace professional standards will mutually establish, with the Chair/Director or Dean, a PDP.
2. An FFR may be established by the Chair/Director or Dean outside the spring annual evaluation as part of an interim performance issue/situation.
3. PDP and FFR efforts to improve performance should outline specific, measurable, achievable, and realistic goals along with benchmarks/criteria for acceptable performance improvement. A timeline for expected performance improvements shall be included as part of the remediation efforts.
4. Development of either a PDP or FFR shall be coordinated, where appropriate, with the Department, College, Academic Affairs, and when necessary, the Office of Human Resources and other available resources.
5. The Chair/Director or Dean will evaluate distribution of assigned responsibilities relative to job performance and determine if additional requests, i.e., funding for travel support, extra or overload pay, summer appointments, and internal grant/award application support can serve to enhance or inhibit faculty remediation efforts to improve performance.
6. The Chair/ Director or Dean will evaluate the faculty member's remediation

efforts in accordance with the timeline established by the PDP/FFR. If continued remediation efforts are needed, a new timeline for follow-up evaluation will be reestablished and a Peer Review Committee (PRC) may be established to evaluate the faculty member's improvement efforts and provide feedback to the Chair/Director or Dean. In this instance, the Chair/Director or Dean will consult with the Office of the Provost. A faculty member who, despite remedial efforts, continues to receive Unacceptable ratings in the Overall Evaluation shall be subject to discipline pursuant to this policy.

7. Notwithstanding the foregoing, in some instances, a faculty member's Work Performance will be so deficient that no reasonable or continued remedial effort would bring about meaningful improvement. In those instances where remediation efforts have failed or would otherwise be ineffectual, the faculty member shall be subject to disciplinary action pursuant to this policy.

8. Notwithstanding the foregoing, in some instances, a faculty member's deficient Work Performance will constitute unsatisfactory work-related behavior. Unsatisfactory work-related behavior is behavior that disrupts the workplace, compromises the orderly, professional, and satisfactory completion of a faculty member's job responsibilities, or otherwise violates any Tennessee Tech policy, including but not limited to Policy 600, Code of Conduct ("misconduct"). When a faculty member's Work Performance rises to the level of misconduct, discipline shall occur pursuant to Policy 650, Disciplinary Action. Faculty disciplinary action and processes for unacceptable Work Performance that does not constitute misconduct shall occur pursuant to this policy.

V.

~~A. In the event the changing organizational needs of Tennessee Tech require transfer of a tenured faculty member to another academic unit, the tenure status and faculty rank, at the time of transfer, is retained by the faculty member.~~

~~B. Tenured faculty members appointed to an administrative position at the University retain tenure and faculty rank attained.~~

~~VI. Tenure Expiration and Relinquishment~~ Faculty Discipline for Unacceptable Work Performance

VI.

~~A. Tenure shall expire upon the resignation or retirement of the Faculty Member. Emeriti faculty retain certain rights and privileges as described in TTU Policy 219 (Emeriti Faculty).~~ Disciplinary Action

1. In managing the Work Performance of its faculty and for the sake of the students, Unit, and the university, the university may use disciplinary action. Possible disciplinary actions include, but are not limited to, verbal or written warning, loss of privileges, suspension with or without pay, reassignment, or termination.

2. Disciplinary action for unacceptable Work Performance, including but not limited to unacceptable performance reflected in faculty evaluations, should be

taken with attention to fairness and consistency, considering the nature of the unacceptable Work Performance, past performance by the faculty member, past remedial efforts, and the appropriate action necessary to correct the Work Performance issue.

B. Disciplinary Process for Unacceptable Work Performance Discipline

1. The faculty member's Chair or Dean or the Provost (each as supervisors) may initiate disciplinary action for unacceptable Work Performance. The supervisor(s) may consult with the AVP of Human Resources and the Office of General Counsel in carrying out their duties hereunder.
2. Generally, disciplinary action should occur after discussion(s) between faculty and their respective supervisors, and after faculty Work Performance has failed to sufficiently improve with or without formal remedial efforts. In some circumstances the Work Performance may be so egregious, unprofessional, or unacceptable as to merit an immediate action by the supervisor without prior discussions with the faculty member. The supervisor is authorized to use all legally permissible and appropriate discipline, consistent with their supervisory role, excluding Suspension or termination. Refusal to comply with, or disregard for, lawful directives of the supervisor constitute unsatisfactory work performance and is subject to misconduct sanctions under Policy 650.
3. All disciplinary actions for unacceptable Work Performance must be set out in writing and provided to the faculty member. Generally, such notice of disciplinary action for unsatisfactory Work Performance should occur after discussion(s) between a supervisor and the faculty member regarding the unsatisfactory Work Performance and university expectations. In circumstances where the Work Performance is so egregious, unprofessional, or unacceptable as to merit an immediate action, the supervisor may give notice to the faculty member (and meet with the faculty member) after taking disciplinary action.

C. Faculty Suspension or Termination for Unacceptable Work Performance

A.

1. Any unacceptable faculty Work Performance that, in the opinion of a supervisor, may reasonably result in Suspension or termination shall promptly be referred to the Provost (or designee).
2. Before deciding that the faculty member should be terminated or suspended, the Provost shall give the faculty member written notice, including a detailed statement of the grounds for termination or Suspension and the opportunity to respond to the stated grounds in a meeting with the Provost. The faculty member may choose to respond in writing instead of, or in addition to, a meeting with the Provost. Any written response must be submitted to the Provost within ten (10) calendar days of delivery of the written statement of the grounds for termination or Suspension. To the extent reasonable,

all meetings between the faculty member and Provost must be concluded within ten (10) calendar days of delivery of the written statement of the grounds for termination or Suspension.

3. If, after considering the grounds for termination or Suspension and any information provided by the faculty member, the Provost concludes that discipline less than termination or Suspension is warranted, the Provost shall inform the faculty member in writing of the nature of the discipline to be imposed.
4. If, after considering the grounds for termination or Suspension and any information provided by the faculty member, the Provost concludes that the faculty member should be terminated or suspended, the Provost shall prepare a written recommendation of termination or Suspension to the President.
5. The President may accept, reject in whole or in part, or modify, the Provost's recommendation. The President may, but is not required to, consult with the appropriate dean, chair, or members of the departmental faculty.
6. If the President decides that termination or Suspension is appropriate, the President shall provide a written notice of termination or Suspension to the faculty member. The notice shall include the basis for the proposed termination or Suspension, including an explanation of the evidence justifying the action, and shall provide the faculty member with an opportunity to respond and to meet with the President within fourteen (14) calendar days of delivery of the written notice of termination or Suspension. The faculty member may choose to respond in writing instead of, or in addition to, meeting with the President. Any written response must be submitted to the President within ten (10) calendar days of delivery of the written statement of the potential grounds for termination. The President may decide to extend the time in which to hold the meeting if the President, in his or her sole discretion, believes good reason to do so exists.
7. If, after considering any information provided by the faculty member, the President concludes that termination or Suspension is appropriate, the President shall provide written notice of termination or Suspension to the faculty member that includes a detailed statement of the grounds for termination or Suspension, the date on which the termination or Suspension will become effective, and the faculty member's right to contest the termination.

VII. Contesting Termination or Suspension for Unacceptable Work Performance

A. Hearing under the Tennessee Uniform Administrative Procedures Act

1. All properly requested UAPA hearings will be held pursuant to the contested case hearing provisions of the Tennessee Uniform Administrative Procedures Act, Tennessee Code Annotated Section 4-5-101 et seq., and the procedures for UAPA contested case hearings, in accordance with Policy 112.

B. Administrative Hearing in Lieu of UAPA Hearing

1. A faculty member who is terminated or Suspended pursuant to this policy may waive the right to a UAPA hearing and select an Administrative Hearing in front of the Tribunal. The Tribunal shall consist of three members, one appointed by the President, one appointed by the Faculty Senate, and one agreed upon by the President and the Faculty Senate President. If the President and Faculty Senate President cannot agree upon the third member within ten (10) calendar days of initial deliberations, the President shall provide a list of no less than five (5) eligible persons, and the Faculty Senate President must select one from the provided list within three (3) calendar days. If no such selection is made, the President shall appoint the third member. If the members of the Tribunal are faculty members, they must hold tenure, must be full-time, and may hold administrative appointments.

- a. Termination or Suspension shall be stayed pending completion of the Administrative Hearing.
- b. The Tribunal shall provide the faculty member with written notice of a hearing date at least twenty-one (21) calendar days in advance of the hearing date. The faculty member may waive the right to a live hearing and rely on written evidence and argument.
- c. The faculty member shall be permitted to provide documents, affidavits, and other written or electronic evidence and shall also be permitted to explain the faculty member's position. The Tribunal may engage in discussion with the faculty member throughout the hearing.
- d. No live witnesses are permitted at the hearing, but the Tribunal may require the appropriate dean, chair, or other college representative to attend the hearing to answer the Tribunal's questions. The faculty member and college representatives shall not cross-examine each other.
- e. The Tribunal shall not be bound by the rules of civil procedure or evidence. The Tribunal shall make his or her decision following a fair and impartial hearing. The burden of proof shall be a preponderance, or greater weight, of the evidence.
- f. The Tribunal shall issue a written decision either upholding or reversing the decision within fifteen (15) calendar days, unless extended for good cause as determined by the Tribunal.

C. Waiver of Hearing

A faculty member who does not request a hearing under this section within fifteen (15) calendar days waives the right to a hearing. The election of one type of hearing will waive the faculty member's right to the other type of hearing.

~~A.~~

~~B. — Consistent with federal and state law, tenure shall expire should a permanent physical or mental condition render a Faculty Member unable to continue to perform his/her essential duties, with or without an accommodation, as certified by appropriate medical authorities.~~

~~C. —A Faculty Member relinquishes his/her tenure during a period of an unapproved leave of absence, which includes, but is not limited to, a failure to report for service at the designated date of the beginning of any academic term. This failure to report or absence shall be deemed to be a resignation unless, in the opinion of the President, the Faculty Member has shown due cause for his/her failure to report.~~

~~**VII. — Tenured Faculty Evaluation and Remediation**~~

~~**A. — Faculty Evaluation**~~

~~The professional performance of all faculty members is evaluated annually by the Chair/Director and Dean, consistent with procedures for faculty annual activity reporting relative to rank, type of appointment, and assigned responsibilities. All tenured faculty members participate in the annual evaluation review process. For situational performance issues that arise outside the annual evaluation period, a focused review may be necessary for the sake of the Students, Unit, and the University. All faculty members are subject to all university policies that govern their employment.~~

~~**B. — Faculty Remediation**~~

~~The purpose of faculty remediation is to support and enhance the continued professional growth of the Faculty Member, across any area identified for improvement. Prompt attention and follow up is given toward remediation support for the sake of the Students, Faculty Member, Unit, and University.~~

- ~~1. — At the time of spring annual evaluation, a faculty member who receives a Needs Improvement or Unacceptable rating in one or more areas of assigned responsibility and/or workplace professional standards will mutually establish, with the Chair/Director, a PDP.~~
- ~~2. — An FFR may be established by the Chair/Director or Dean outside the spring annual evaluation as part of an interim performance issue/situation.~~
- ~~3. — PDP and FFR efforts to improve performance should outline specific, measurable, achievable, and realistic goals along with benchmarks/criteria for acceptable performance improvement. A timeline for expected performance improvements shall be included as part of the remediation efforts.~~
- ~~4. — Development of either a PDP or FFR shall be coordinated, where appropriate, with the Department, College, Academic Affairs, and when necessary, the Office of Human Resources and other available resources.~~
- ~~5. — The Chair/Director or Dean will evaluate distribution of assigned responsibilities relative to job performance and determine if additional requests, i.e., funding for travel support, extra or overload pay, summer appointments, and internal grant/award application support can serve to enhance or inhibit faculty remediation efforts to improvement performance.~~

~~6. The Chair/Director or Dean will evaluate the Faculty Member's remediation efforts in accordance with the timeline established by the PDP/FFR. When evaluating remediation efforts, the Chair/Director or Dean determines:~~

- ~~a. Faculty member Meets Expectations—no further action is needed.~~
- ~~b. Faculty member remains as Needs Improvement or Unacceptable in one or more sub-categories of evaluation—Chair/Director shall continue PDP/FFR and/or revise where appropriate. A new timeline for follow-up evaluation of remediation efforts is re-established.~~
- ~~c. Faculty member rated as Unacceptable in the Overall Evaluation (by Chair/Director or Dean)—Chair/Director or Dean may establish a Peer Review Committee and consider an Adequate Cause Review (see section VIII).~~
- ~~d. Faculty member rated as Unacceptable in the Overall Evaluation (by Chair/Director and Dean)—Chair/Director or Dean shall establish a Peer Review Committee, absent due cause, and consider an Adequate Cause Review (see section VIII).~~

~~7. An Unacceptable in the Overall Evaluation requires immediate attention for the sake of the Students, Faculty Member, the Unit, and the University. Along with actions listed above, the Faculty Member assigned an Overall Evaluation rating of Unacceptable, by the Dean, is ineligible for non-cost of living raises (in the years available). Faculty members under a PDP/FFR and/or any other employee performance improvement plan involving Human Resources are also ineligible for non-cost of living raises.~~

~~8. In some instances, a Faculty Member's performance will be so egregiously deficient that no remedial effort would bring about meaningful improvement. In those rare instances, an immediate Adequate Cause Review (see section VIII.C.) may be warranted.~~

C. Peer Review Committee (PRC) Procedures:

~~To review an Overall Evaluation rating of Unacceptable (unrelated to HR policy related situations or performance improvement plans), the Dean shall first notify the Office of the Provost. The Office of the Provost will provide a designee to facilitate committee formation and documentation review. The committee will be comprised of at least three tenured Peers, of equal or higher rank, from the Faculty Member's Unit (or when necessary, the Faculty Member's College or related Units across the University). The Office of the Provost's designee will work with the Faculty Member, Chair/Director, and Dean to compile documentation that reflects faculty performance and remediation efforts. Documentation should be related to the period of evaluation and remediation and may include, but is not limited to:~~

- Performance evaluations, including supervisor and faculty member feedback
- Teaching evaluations (IDEA, peer, others)
- AGP, workload distributions, and annual reports
- Departmental or college level comparative data
- Other relevant documentation

VIII. —Termination of Tenured Faculty

~~A tenured Faculty Member may be terminated due to curricular changes, financial exigency, or adequate cause.~~

~~**A. Curricular Changes/Financial Exigency:** A tenured Faculty Member may be terminated due to curricular changes such as the deletion of an academic program or a substantial and continued reduction of student enrollment in a particular field. Similarly, a tenured Faculty Member may be terminated as a result of financial exigency. All personnel decisions that result from a declaration of financial exigency will comply with TTU Policy 648 (Financial Exigency) and Policy 649 (Reduction in Force, Reorganization, and Elimination of Occupational Classifications).~~

- ~~1. The Provost will make every reasonable effort to relocate the tenured Faculty Member in another vacant position for which he/she is qualified, prior to termination.~~
- ~~2. The Faculty Senate shall have the opportunity to respond in writing to the Provost on a proposed termination of a tenured Faculty Member due to financial exigency or enrollment/curricular changes.~~
- ~~3. If tenured Faculty Members must be terminated due to financial exigency or curricular changes, reductions shall take place within any Unit, in the following order, unless the President determines that an exception should be made based on annual performance evaluations to reduce qualitative compromises:
 - ~~a. Before a tenured Faculty Member is terminated, part time faculty should not be renewed, followed by temporary faculty, non-tenured Instructors, Lecturers, then tenure-track faculty in the probationary period.~~
 - ~~b. Tenured Faculty Members with lower rank should be terminated before those with higher rank.~~
 - ~~c. Among tenured Faculty Members with comparable rank, those with non-terminal degrees should be terminated before those with terminal degrees.~~
 - ~~d. Among tenured Faculty Members with comparable rank and comparable degrees, those with less seniority in rank should be terminated before those with greater seniority.~~~~
- ~~4. The Provost's written notification to the Faculty Member of termination due to financial exigency or curricular changes shall explain the reasons and indicate that the Faculty Member has the opportunity to appeal the decision in writing within ten (10) working days of receiving the notice, absent due cause.~~

- ~~a. If the Faculty Member appeals, the Faculty Affairs Committee shall conduct a review and a hearing within ten (10) working days of receiving the request, absent due cause.~~
- ~~b. The committee shall consider evidence including, but not limited to, the following: the Unit in which the reductions are required, the order of reductions within the Unit, exceptions to the normal order of reductions, and the possibility of departmental transfer within Tennessee Tech.~~
- ~~c. The committee shall report its findings and recommendation to the President within ten (10) working days of receiving the Faculty Member's appeal request. In ten (10) working days, absent due cause, the President shall inform the Faculty Member in writing that the decision for termination stands or that it has been altered.~~

~~5. When a tenured Faculty Member is terminated due to financial exigency or curricular changes, the position will not be filled in the same areas of specialization for at least three years unless the terminated Faculty Member has been offered reappointment to the position with tenure and at his/her previous rank and salary plus raises that would have been awarded during the termination period.~~

~~**B. Adequate Cause:** A tenured Faculty Member may be terminated for adequate cause. Reasons for adequate cause include, but are not limited to, the following:~~

- ~~● Conviction of a felony or a crime involving moral turpitude;~~
- ~~● Improper use of narcotics or intoxicants, which substantially impairs fulfillment of duties and responsibilities;~~
- ~~● Falsification of information on an employment application or otherwise providing false information concerning qualifications for a position;~~
- ~~● Unacceptable completion of a PDP/FFR;~~
- ~~● Refusal or continued failure to comply with the policies of the Board, Tennessee Tech, or his/her Unit;~~
- ~~● Willful failure to perform assigned duties and responsibilities when such assignments are reasonable and non-discriminatory including, but not limited to, failure to participate in a required PDP/FFR;~~
- ~~● Egregious incompetence or dishonesty in teaching, or research misconduct; and~~
- ~~● Capricious disregard of accepted standards of professional conduct.~~

~~**1. Adequate Cause Review:**~~

~~———— The Office of Human Resources shall handle Adequate Cause situations related to policies that impact all university employees. The Office of Human Resources will seek expert advice independently from concerned parties as appropriate, including but not limited to: The Faculty Member, law enforcement, the Office of Research, Deans, Chairs/Directors, other Faculty, Students, and University Counsel, before reporting its findings and conclusions to the Provost.~~

~~———— For other Adequate Cause situations related to policies specific only to the~~

faculty role, the Office of the Provost may additionally seek expert advice independently from concerned parties as appropriate, including but not limited to: the Faculty Member, Chair/Director, Dean, Peer Review Committee, Faculty Senate President, Faculty Board representative, Office of Research, and Human Resources. The Provost makes the decision whether the evidence supports the conclusion of a violation of policy/policies or otherwise is sufficient to convene a hearing committee to consider termination for adequate cause. The Provost shares the recommendation with the President.

— Prior to convening an Adequate Cause Hearing, the Faculty Member, the Office of the Provost, and Office of Human Resources shall meet to discuss the recommendation and whether a resolution can be reached without an Adequate Cause Hearing. A Faculty Member may waive the right to an Adequate Cause Hearing at this stage of review.

2. Adequate Cause Hearing Committee Procedures: The following procedures apply to hearings convened to decide whether adequate cause, as described earlier (or any other reason not listed) exists and to related matters:

a.— The Faculty Member shall be provided with a written statement of the specific charges alleged by Tennessee Tech that constitute grounds for termination and a notice of hearing specifying the time, date, and place. The statement and notice must be provided at least thirty (30) days before the hearing. The Faculty Member shall respond to the charges in writing at least ten (10) days before the hearing.

b.— A Faculty Member may be suspended (with pay) pending completion of the process.

c.— The Provost and Faculty Senate President shall jointly appoint a hearing committee consisting of six tenured Peers of equal or higher rank. If the Provost and Faculty Senate President are unable to agree as to the committee members, then each shall choose three Peers. Members of a related Peer Review Committee (PRC) may serve, but the majority of the committee shall be non-PRC members.

d.— The Faculty Senate President (or designee) will serve as chairperson and the committee's seventh member. She/he shall direct the proceedings and rule on procedural matters.

e.— The main purpose of the hearing is to determine whether termination of the Faculty Member is appropriate. Specific conduct of the hearing is the prerogative of the committee chair.

aa. The burden of proof rests with Tennessee Tech and shall be satisfied only by clear and convincing evidence in the record considered as a whole, and shall be based solely on the hearing record.

bb. During the hearing, the Faculty Member will be permitted to have an advisor present and may be represented by legal counsel of his/her choice.

cc. The Faculty Member shall have the right to confront and cross-examine all witnesses.

dd. A verbatim record of the hearing shall be made, and a copy made available

to the Faculty Member for a reasonable fee upon his/her request.

ee. Following the hearing, the committee shall prepare a report (within five days of receiving all evidence, absent due cause) specifying whether the committee has determined that termination is appropriate, and, if so, the specific reasons for termination. The committee chair will provide the President and the Faculty Member with a copy of the report.

ff. The committee may at its discretion recommend or suggest actions other than termination.

f. — After consideration of the committee’s report and the record, the President may at his/her discretion consult with the Faculty Member, the hearing committee, or others as necessary before reaching a final decision regarding termination. Following his/her review, the President shall notify the Faculty Member of his/her decision within a reasonable time, which, if contrary to the committee’s recommendation, shall be accompanied by a statement of the reasons.

g. — A Faculty Member who has been awarded tenure and who has been dismissed or suspended for cause may obtain de novo judicial review of the final decision by filing a petition in Chancery Court having jurisdiction within thirty (30) days of the final decision and copies of the petition shall be served upon the Board and all parties of record.

e. — Within forty five (45) days after service of the petition, or within such further time allowed by the court, the Board or its designee shall transmit to the court the original or a certified copy of the entire record of the proceeding.

IX. — Conflicts of Interest

A. In cases where a party to any of the procedures outlined above believes that a committee member or a recommender has a conflict of interest, that party must send a written request to the Provost, or if the alleged conflict of interest involves the Provost or if the Provost is raising the alleged conflict of interest, to the President, for reconsideration of the member or recommender’s role. The President will advise the party in writing of the decision related to the request.

B. If a committee member or recommender is removed for a conflict of interest, the President or his/her designee will appoint a replacement to the role.

X.VIII. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

XI.IX. Citation of Authority for Policy

T.C.A. § 49-8-301 et seq.

X. Approved by:

Academic Council: April 10, 2019; September 3, 2025

Administrative Council: April 3, 2019; August 27, 2025

University Assembly: April 17, 2019; November 19, 2025

Board of Trustees: June 20, 2019; December 4, 2025; June 25, 2026

President on May 29, 2026, pursuant to Policy 101, Section VII.A.

Received By:

Academic Council:

Administrative Council:

University Assembly:

~~Academic Council: April 10, 2019; September 3, 2025~~

~~Administrative Council: April 3, 2019; August 27, 2025~~

~~University Assembly: April 17, 2019; November 19, 2025~~

~~Board of Trustees: June 20, 2019; December 4, 2025~~

Tennessee Technological University
Policy No. 207

Faculty Work
Performance and
Discipline

Effective Date: January 1, 2026
Revised Date: July 1, 2026

Policy No.: 207

Policy Name: Faculty Work Performance and Discipline

I. Purpose

This policy addresses faculty work performance and establishes the criteria and process for remedial and disciplinary action within the scope of this policy.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Provost, or his/her designee, with recommendations for revision reviewed by the Faculty Senate and approved by the Academic Council, Administrative Council, University Assembly, and the Board of Trustees.

III. Scope

This policy applies to all faculty members.

IV. Definitions

A. Board: the Tennessee Tech Board of Trustees

B. Focused Faculty Remediation (FFR): faculty remediation to address performance issues of the faculty member that arise outside the spring annual evaluation period completed by supervisors.

C. Overall Evaluation: the overall rating assigned to the faculty member by the Chair/Director or Dean based on the assigned responsibilities and/or workplace professional standards.

D. Peer Review Committee (PRC): peer committee established to review faculty improvement efforts following remediation of the faculty member and to provide feedback to the Chair/Director or Dean on continued evaluation.

E. Professional Development Plan (PDP): faculty remediation plan as part of the annual evaluation of the faculty member's job performance in one or more areas determined to need improvement or be unacceptable.

F. Suspension: for purposes of this policy, a temporary and unpaid removal from job duties.

G. Unit: a Tennessee Tech academic department, school, college, or the Volpe Library.

H. Work Performance: for purposes of this policy, performance of faculty professional responsibilities including teaching, scholarship, research and service obligations as defined by a faculty member's rank and appointment, as well as departmental/college expectations and applicable professional standards.

V. Faculty Evaluation and Remediation

A. Faculty Evaluation

The Work Performance of all faculty members is evaluated annually by the Chair/Director and Dean, consistent with procedures for faculty annual activity

reporting relative to rank, type of appointment, and assigned responsibilities. All faculty members participate in the annual evaluation review process. For Work Performance issues that arise outside the annual evaluation period, a focused review may be necessary for the sake of the students, the faculty member, the Unit, and the university.

B. Faculty Remediation

The purpose of faculty remediation is to support and enhance the continued professional growth of the faculty member, across any area identified for improvement. Prompt attention and follow-up is given to remediation support for the sake of the students, faculty member, Unit, and university.

1. At the time of spring annual evaluation, a faculty member who receives a Needs Improvement or Unacceptable rating in one or more areas of assigned responsibility and/or workplace professional standards will mutually establish, with the Chair/Director or Dean, a PDP.
2. An FFR may be established by the Chair/Director or Dean outside the spring annual evaluation as part of an interim performance issue/situation.
3. PDP and FFR efforts to improve performance should outline specific, measurable, achievable, and realistic goals along with benchmarks/criteria for acceptable performance improvement. A timeline for expected performance improvements shall be included as part of the remediation efforts.
4. Development of either a PDP or FFR shall be coordinated, where appropriate, with the Department, College, Academic Affairs, and when necessary, the Office of Human Resources and other available resources.
5. The Chair/Director or Dean will evaluate distribution of assigned responsibilities relative to job performance and determine if additional requests, i.e., funding for travel support, extra or overload pay, summer appointments, and internal grant/award application support can serve to enhance or inhibit faculty remediation efforts to improve performance.
6. The Chair/ Director or Dean will evaluate the faculty member's remediation efforts in accordance with the timeline established by the PDP/FFR. If continued remediation efforts are needed, a new timeline for follow-up evaluation will be reestablished and a Peer Review Committee (PRC) may be established to evaluate the faculty member's improvement efforts and provide feedback to the Chair/Director or Dean. In this instance, the Chair/Director or Dean will consult with the Office of the Provost. A faculty member who, despite remedial efforts, continues to receive Unacceptable ratings in the Overall Evaluation shall be subject to discipline pursuant to this policy.
7. Notwithstanding the foregoing, in some instances, a faculty member's Work Performance will be so deficient that no reasonable or continued remedial effort would bring about meaningful improvement. In those instances where remediation efforts have failed or would otherwise be ineffectual, the faculty member shall be subject to disciplinary action pursuant to this policy.

8. Notwithstanding the foregoing, in some instances, a faculty member's deficient Work Performance will constitute unsatisfactory work-related behavior. Unsatisfactory work-related behavior is behavior that disrupts the workplace, compromises the orderly, professional, and satisfactory completion of a faculty member's job responsibilities, or otherwise violates any Tennessee Tech policy, including but not limited to Policy 600, Code of Conduct ("misconduct"). When a faculty member's Work Performance rises to the level of misconduct, discipline shall occur pursuant to Policy 650, Disciplinary Action. Faculty disciplinary action and processes for unacceptable Work Performance that does not constitute misconduct shall occur pursuant to this policy.

VI. Faculty Discipline for Unacceptable Work Performance

A. Disciplinary Action

1. In managing the Work Performance of its faculty and for the sake of the students, Unit, and the university, the university may use disciplinary action. Possible disciplinary actions include, but are not limited to, verbal or written warning, loss of privileges, suspension with or without pay, reassignment, or termination.
2. Disciplinary action for unacceptable Work Performance, including but not limited to unacceptable performance reflected in faculty evaluations, should be taken with attention to fairness and consistency, considering the nature of the unacceptable Work Performance, past performance by the faculty member, past remedial efforts, and the appropriate action necessary to correct the Work Performance issue.

B. Disciplinary Process for Unacceptable Work Performance Discipline

1. The faculty member's Chair or Dean or the Provost (each as supervisors) may initiate disciplinary action for unacceptable Work Performance. The supervisor(s) may consult with the AVP of Human Resources and the Office of General Counsel in carrying out their duties hereunder.
2. Generally, disciplinary action should occur after discussion(s) between faculty and their respective supervisors, and after faculty Work Performance has failed to sufficiently improve with or without formal remedial efforts. In some circumstances the Work Performance may be so egregious, unprofessional, or unacceptable as to merit an immediate action by the supervisor without prior discussions with the faculty member. The supervisor is authorized to use all legally permissible and appropriate discipline, consistent with their supervisory role, excluding Suspension or termination. Refusal to comply with, or disregard for, lawful directives of the supervisor constitute unsatisfactory work performance and is subject to misconduct sanctions under Policy 650.
3. All disciplinary actions for unacceptable Work Performance must be set out in writing and provided to the faculty member. Generally, such notice of

disciplinary action for unsatisfactory Work Performance should occur after discussion(s) between a supervisor and the faculty member regarding the unsatisfactory Work Performance and university expectations. In circumstances where the Work Performance is so egregious, unprofessional, or unacceptable as to merit an immediate action, the supervisor may give notice to the faculty member (and meet with the faculty member) after taking disciplinary action.

C. Faculty Suspension or Termination for Unacceptable Work Performance

1. Any unacceptable faculty Work Performance that, in the opinion of a supervisor, may reasonably result in Suspension or termination shall promptly be referred to the Provost (or designee).
2. Before deciding that the faculty member should be terminated or suspended, the Provost shall give the faculty member written notice, including a detailed statement of the grounds for termination or Suspension and the opportunity to respond to the stated grounds in a meeting with the Provost. The faculty member may choose to respond in writing instead of, or in addition to, a meeting with the Provost. Any written response must be submitted to the Provost within ten (10) calendar days of delivery of the written statement of the grounds for termination or Suspension. To the extent reasonable, all meetings between the faculty member and Provost must be concluded within ten (10) calendar days of delivery of the written statement of the grounds for termination or Suspension.
3. If, after considering the grounds for termination or Suspension and any information provided by the faculty member, the Provost concludes that discipline less than termination or Suspension is warranted, the Provost shall inform the faculty member in writing of the nature of the discipline to be imposed.
4. If, after considering the grounds for termination or Suspension and any information provided by the faculty member, the Provost concludes that the faculty member should be terminated or suspended, the Provost shall prepare a written recommendation of termination or Suspension to the President.
5. The President may accept, reject in whole or in part, or modify, the Provost's recommendation. The President may, but is not required to, consult with the appropriate dean, chair, or members of the departmental faculty.
6. If the President decides that termination or Suspension is appropriate, the President shall provide a written notice of termination or Suspension to the faculty member. The notice shall include the basis for the proposed termination or Suspension, including an explanation of the evidence justifying the action, and shall provide the faculty member with an opportunity to respond and to meet with the President within fourteen (14) calendar days of delivery of the written notice of termination or Suspension. The faculty member may choose to

respond in writing instead of, or in addition to, meeting with the President. Any written response must be submitted to the President within ten (10) calendar days of delivery of the written statement of the potential grounds for termination. The President may decide to extend the time in which to hold the meeting if the President, in his or her sole discretion, believes good reason to do so exists.

7. If, after considering any information provided by the faculty member, the President concludes that termination or Suspension is appropriate, the President shall provide written notice of termination or Suspension to the faculty member that includes a detailed statement of the grounds for termination or Suspension, the date on which the termination or Suspension will become effective, and the faculty member's right to contest the termination.

VII. Contesting Termination or Suspension for Unacceptable Work Performance

A. Hearing under the Tennessee Uniform Administrative Procedures Act

1. All properly requested UAPA hearings will be held pursuant to the contested case hearing provisions of the Tennessee Uniform Administrative Procedures Act, Tennessee Code Annotated Section 4-5-101 *et seq.*, and the procedures for UAPA contested case hearings, in accordance with Policy 112.

B. Administrative Hearing in Lieu of UAPA Hearing

1. A faculty member who is terminated or Suspended pursuant to this policy may waive the right to a UAPA hearing and select an Administrative Hearing in front of the Tribunal. The Tribunal shall consist of three members, one appointed by the President, one appointed by the Faculty Senate, and one agreed upon by the President and the Faculty Senate President. If the President and Faculty Senate President cannot agree upon the third member within ten (10) calendar days of initial deliberations, the President shall provide a list of no less than five (5) eligible persons, and the Faculty Senate President must select one from the provided list within three (3) calendar days. If no such selection is made, the President shall appoint the third member. If the members of the Tribunal are faculty members, they must hold tenure, must be full-time, and may hold administrative appointments.
 - a. Termination or Suspension shall be stayed pending completion of the Administrative Hearing.
 - b. The Tribunal shall provide the faculty member with written notice of a hearing date at least twenty-one (21) calendar days in advance of the hearing date. The faculty member may waive the right to a live hearing and rely on written evidence and argument.
 - c. The faculty member shall be permitted to provide documents, affidavits, and other written or electronic evidence and shall also be permitted to explain the faculty member's position. The Tribunal may engage in discussion with the faculty member throughout the hearing.

- d. No live witnesses are permitted at the hearing, but the Tribunal may require the appropriate dean, chair, or other college representative to attend the hearing to answer the Tribunal’s questions. The faculty member and college representatives shall not cross-examine each other.
- e. The Tribunal shall not be bound by the rules of civil procedure or evidence. The Tribunal shall make his or her decision following a fair and impartial hearing. The burden of proof shall be a preponderance, or greater weight, of the evidence.
- f. The Tribunal shall issue a written decision either upholding or reversing the decision within fifteen (15) calendar days, unless extended for good cause as determined by the Tribunal.

C. Waiver of Hearing

A faculty member who does not request a hearing under this section within fifteen (15) calendar days waives the right to a hearing. The election of one type of hearing will waive the faculty member’s right to the other type of hearing.

VIII. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

IX. Citation of Authority for Policy

T.C.A. § 49-8-301 et seq.

X. Approved by:

Academic Council:	April 10, 2019; September 3, 2025
Administrative Council:	April 3, 2019; August 27, 2025
University Assembly:	April 17, 2019; November 19, 2025
Board of Trustees:	June 20, 2019; December 4, 2025; June 25, 2026

President on May 29, 2026, pursuant to Policy 101, Section VII.A.

Received By:

Academic Council:
Administrative Council:
University Assembly:



Agenda Item Summary

Date: June 25, 2026

Agenda Item: TTU Policy 216 (Student Academic Integrity)

Review

Action

No action required

PRESENTERS: Dr. John Liu

PURPOSE & KEY POINTS:

Policy 216 (Student Academic Integrity) was presented as a new policy effective January 1, 2025. Throughout the first year of implementation we closely monitored the policy and procedures and noted questions and clarifications that would aid in understanding the policy.

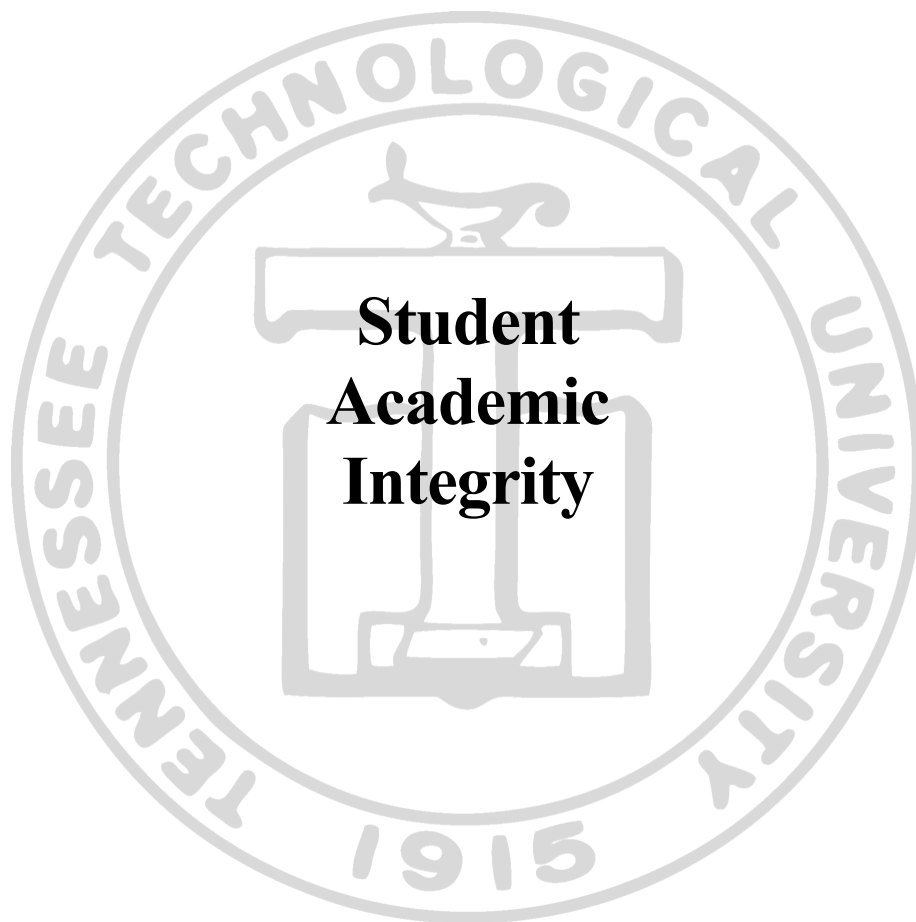
The purpose of the recommendations is to (i) better define Business Day; (ii) add two alternate Student Committee Members; (iii) ensure consistent timelines; and (iv) update details on dropping or withdrawing from the course based on guidance from Legal Counsel.

Major improvements of the updated policies include:

1. Added 8am-4:30pm time to the definition of Business Day.
2. Added two alternate Student Committee Members to allow flexibility and ensure maximum participation of students in the process.
3. Added "within five Business Days absent good cause" to one step in the process where this detail was originally overlooked; five Business Days aligns with other steps in the process.
4. Revised language and process for dropping/withdrawing from a class to adhere to the rights of a student to drop/withdraw (from a class they enrolled in and paid for) within the published university deadline period.

The proposed revisions have received all necessary university approvals, including Academic Council and University Assembly.

**Tennessee Technological University
Policy No. 216**



Original Effective Date: January 1, 2025

Revised Date: July 1, 2026

Policy No: 216

Policy Name: Student Academic Integrity

I. Purpose

This policy establishes the policies and procedures for addressing Student Academic Integrity at Tennessee Tech.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Associate Provost, with recommendations for revision presented to the Academic Council, University Assembly, and the Board of Trustees.

III. Guiding Principles

- A.** Academic integrity is at the foundation of the educational process. Maintaining high standards of academic integrity is critical to the reputation of Tennessee Tech, its Students, faculty, alumni, and the employers of Tennessee Tech graduates.
- B.** All Students have the right to due process as described in this policy when suspected of an Academic Integrity Violation.
- C.** When an Instructor reasonably believes an Academic Integrity Violation has occurred, it is the Instructor's responsibility to follow this policy.
- D.** Instructors may not penalize Students for an Academic Integrity Violation outside of the Student Academic Integrity Policy.
- E.** Instructors must clearly communicate the following to Students regarding Class Requirements:
 - 1.** which sources and/or materials are allowed and not allowed;
 - 2.** allowable use of generative artificial intelligence; and
 - 3.** the degree of collaboration allowed.

The Instructor has the final say regarding Class Requirements.

- F. Students are responsible for understanding which sources and/or materials are allowed and not allowed for Class Requirements and asking for clarification if necessary.

IV. Definitions

- A. Academic Integrity Expulsion: permanent academic dismissal from Tennessee Tech; the Student is prohibited from applying for readmission.
- B. Associate Provost: the Associate Provost who oversees Academic Integrity.
- C. Academic Integrity Suspension: a specified number of academic terms (Fall, Summer, and Spring) when the Student is prohibited from enrolling in Tennessee Tech courses, after which the Student may apply for readmission.
- D. Academic Integrity Violation: any action or attempted action that may create an unfair academic advantage for oneself or another Student.
- E. Academic Integrity Warning: a formal notification to the Student by the Provost's Office that additional Academic Integrity Violations may lead to Academic Integrity Suspension or Academic Integrity Expulsion.
- F. AIO (Academic Integrity Officer): the Provost's designee who coordinates the academic integrity process and chairs the University Academic Integrity Committee.
- G. Business Days: 8:00am-4:30pm on days when Tennessee Tech University offices are open.
- H. Class-level Penalty: course of action recommended by the Instructor related to the class grade, including, but not limited to, a reduced grade for the Class Requirement, F or zero for the Class Requirement, and F for the final class grade.
- I. Class Materials: materials provided by the Instructor for a specific class.
- J. Class Requirement: any assignment, project, exam, quiz, or assessment, regardless of its name, that is used to evaluate a Student's performance in the class.

- K.** Committee Members: Tennessee Tech employees and Students that are members of the University Academic Integrity Committee.
- L.** Course Dean: the Dean or designated representative of the College/School where the course is offered.
- M.** Instructor: the person listed as the primary instructor of record for the class.
- N.** Major Dean: the Dean or designated representative of the College/School of the Student's major.
- O.** Student: any person who is admitted and/or registered at Tennessee Tech. This also includes a person completing Class Requirements to clear an Incomplete grade even if he/she is not registered for classes.
- P.** University-level Penalty: course of action beyond a Class-level Penalty recommended by the Associate Provost, including Academic Integrity Warning, Academic Integrity Suspension, and Academic Integrity Expulsion.
- Q.** University Academic Integrity Committee: the committee that works with the AIO to evaluate appeals of Academic Integrity Violations.
 - 1.** There are 12 voting Committee Members: one faculty Committee Member from each College/School and four Student Committee Members.
 - a.** Each College/School Dean annually appoints one faculty Committee Member and one alternate faculty Committee Member to attend in the faculty's absence or if the faculty representative is also the charging Instructor.
 - b.** The President of the University annually appoints four Student Committee Members ~~are appointed annually by the President of the University, and two alternate Student Committee Members~~ selected from a list of names submitted by the President of the Student Government Association. All Student Committee Members must be from different Colleges/Schools. If a Student Committee Member is involved in the events leading to the appeal hearing, he/she cannot attend the appeal hearing as a Committee Member.

2. There are three non-voting Committee Members: the AIO, the Major Dean, and the Course Dean. In the case of a tie vote, the AIO shall vote by exception to break the tie.
3. The AIO serves as the chair.
4. An appeal hearing must have a quorum, which includes at least 7 voting Committee Members: at least 2 Students and at least 5 faculty.

V. Student Academic Integrity Violation Examples

Please note this list is not exhaustive.

- A. Copying or attempting to copy from others during an exam or other Class Requirement.
- B. Communicating exam content or answers with another Student who has not yet completed the exam.
- C. Taking an exam for someone else.
- D. Having someone else take an exam for you.
- E. Obtaining a copy of an exam, assignment, or other Class Materials prior to its approved release by the Instructor.
- F. Using sources and/or materials the Instructor does not allow during an exam or other Class Requirement, including generative artificial intelligence.
- G. Reusing your own paper or project from another class to satisfy a current Class Requirement without prior approval of the current Instructor.
- H. Collaborating with others on an exam or other Class Requirement without prior approval from the Instructor.
- I. Using work that is not yours and claiming it as your own (plagiarism).
 1. Copying someone else's work and pasting it into your own Class Requirement without using quotation marks and acknowledging/citing the source.

2. Paraphrasing someone else's views, opinions, or ideas without acknowledging/citing the source.
 3. Copying or paraphrasing content created by generative artificial intelligence without acknowledging/citing the source.
- J. Submitting false, misleading, or altered information for a Class Requirement.
- K. Allowing someone else to use your work for his/her Class Requirement.

VI. Procedures for Academic Integrity Violations

- A. All correspondence related to Tennessee Tech academic integrity and potential violations must be sent to and from @tntech.edu addresses as per Policy 803: Email Use. Students and Instructors must check their tntech.edu email addresses frequently to meet all deadlines specified in Policy 216.
- B. When an Instructor identifies a potential Academic Integrity Violation, the Instructor must notify the Student via email of the potential violation within five Business Days, absent good cause.
- C. Within five Business Days after notifying the Student of a potential Academic Integrity Violation, absent good cause, the Instructor must meet with the involved Student to determine if an Academic Integrity Violation may have occurred. If the Instructor determines at this meeting that no Academic Integrity Violation occurred, no further action is taken.
- D. After meeting with the Student, if the Instructor still believes the Student committed an Academic Integrity Violation warranting a Class-level Penalty, the Instructor must complete the Academic Integrity Violation Charging Document.
- E. Within seven Business Days after notifying the Student of the potential Academic Integrity Violation, absent good cause, the Instructor must email the Academic Integrity Violation Charging Document to the AIO and Associate Provost at AIO@tntech.edu.

- F. After emailing the Academic Integrity Violation Charging Document, the Instructor shall not assign a final course grade until the AIO emails the final result of the Academic Integrity Violation charge and the process is complete.
- G. The Associate Provost will review the Academic Integrity Violation Charging Document and may add a recommended University-level Penalty in cases of repeat or particularly severe Academic Integrity Violations.
- H. The AIO will forward a copy of the final Academic Integrity Violation Charging Document to the Student, Instructor, Course Dean, Major Dean, ~~the Registrar at registrar@tntech.edu,~~ and Associate Provost.
- I. Within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause, the Student must meet with the AIO to discuss Policy 216, the Academic Integrity Violation, and the procedures for appeal.
 - 1. If the Student fails to meet with the AIO within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause,
 - a. the Student waives the right to further participate in the process set out in Sections VI and VII, including the right to pursue a Uniform Administrative Procedures Act (UAPA) hearing as described in Policy 112;
 - b. the Student cannot use the Tech Grade Appeal process, as described in Policy 218, to appeal a Class-level Penalty for the Academic Integrity Violation;
 - c. ~~the Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203~~Class-level Penalty detailed on the final Academic Integrity Violation Charging Document goes into effect unless the student drops the class before the drop deadline (note: dropping the class does not remove the Academic Integrity Violation);
 - d. ~~the Class-level Penalty and~~ University-level Penalty detailed on the final Academic Integrity Violation Charging Document ~~gøgøes~~ into effect regardless of whether the Student dropped the class; and

- e. the AIO informs via email the Student, Instructor, Course Dean, Major Dean, ~~the Registrar at registrar@tntech.edu,~~ and Associate Provost that the charge shall be implemented.
2. If the Student wishes to appeal the Academic Integrity Violation charge, the Class-level Penalty, or University-level Penalty, the Student must, within five Business Days after meeting with the AIO, absent good cause, submit an Academic Integrity Violation Charge Appeal Form to AIO@tntech.edu.
 - a. In cases where the University-level Penalty includes Academic Integrity Suspension or Academic Integrity Expulsion, the Student may request a hearing pursuant to Tennessee Tech Appeal Procedures in Section VII, or, in the alternative, the Student may request a Uniform Administrative Procedures Act (UAPA) hearing, in accordance with Policy 112.
 - i. The Student must opt in or opt out of the UAPA process on the Academic Integrity Violation Charge Appeal Form.
 - ii. If the Student opts to pursue a UAPA hearing, the Tennessee Tech appeal process ends, and the UAPA process begins.
 - b. A Student who is not facing either Academic Integrity Suspension or Academic Integrity Expulsion does not have the right to request a UAPA hearing.
3. If the Student chooses not to appeal or fails to submit the Academic Integrity Violation Charge Appeal form within five Business Days after meeting with the AIO, absent good cause,
 - a. the Student waives the right to pursue a Uniform Administrative Procedures Act (UAPA) hearing as described in Policy 112;
 - b. the Student cannot use the Tech Grade Appeal process to appeal a Class-level Penalty for the Academic Integrity Violation;
 - c. the ~~Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203~~Class-level Penalty detailed on the final Academic Integrity Violation Charging Document goes

into effect unless the student drops the class before the drop deadline (note: dropping the class does not remove the Academic Integrity Violation);

- d. the ~~Class-level Penalty and~~ University-level Penalty detailed on the Academic Integrity Violation Charging Document ~~goes~~ into effect, regardless of whether the Student dropped the class; and
- e. the AIO informs via email the Student, Instructor, Course Dean, Major Dean, ~~the Registrar at registrar@tntech.edu,~~ and Associate Provost that the charge shall be implemented.

VII. Student Appeal Procedures

- A. The AIO facilitates an appeal hearing within eight Business Days of receiving the Academic Integrity Violation Charge Appeal Form, absent good cause.
 - 1. Upon selecting a date and time for the appeal hearing, the AIO shares all relevant documentation with the University Academic Integrity Committee.
 - 2. Attendees include only the Student, Instructor, and University Academic Integrity Committee.
 - a. If the Student wants to have an attorney present:
 - i. The Student must complete an Information Release Authorization before the appeal hearing to allow his/her attorney access to his/her education records. If this release has not been completed, the attorney cannot attend the appeal hearing.
 - ii. The Student must email AIO@tntech.edu at least 24 hours before the appeal hearing with the attorney's name and work email address.
 - iii. The attorney may not speak on behalf of the Student during the appeal hearing; the attorney may address questions about procedures to the AIO, provided the questions do not interfere with the proceedings.

3. The Instructor presents his/her case in the appeal hearing. In lieu of attending the meeting, the Instructor may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.
4. The Student presents his/her case. In lieu of attending the meeting, the Student may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.
5. The University Academic Integrity Committee may ask questions to the Instructor and the Student, if they attend the meeting.
6. When the appeal hearing ends, only the University Academic Integrity Committee Members stay to deliberate and vote.
7. If the University Academic Integrity Committee agrees by a majority vote that the evidence does not support an Academic Integrity Violation, the Student is held harmless, and there is no Class-level Penalty or University-level Penalty. The University Academic Integrity Committee's decision is final.
8. If the University Academic Integrity Committee agrees by majority vote that the evidence supports an Academic Integrity Violation:
 - a. The University Academic Integrity Committee votes for one of two options by majority vote:
 - i. Uphold the recommended Class-level Penalty and/or University-level Penalty. The University Academic Integrity Committee's decision is final, and the recommended Class-level Penalty and University-level Penalty go into effect.
 - ii. Reduce the recommended Class-level Penalty and/or reduce or eliminate the University-level Penalty. The University Academic Integrity Committee decides the new reduced Class-level Penalty and/or reduced or eliminated University-level Penalty by majority vote. The University Academic Integrity Committee's decision is final, and the reduced penalty goes into effect.
 - b. The Student cannot use the Tech Grade Appeal process to appeal a Class-level Penalty for the Academic Integrity Violation.

- c. ~~The Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203~~If the drop deadline has not passed, the student may drop the class.
- d. Within two Business Days of the appeal hearing completion, the AIO emails the appeal hearing outcome to the Student, Instructor, Course Dean, Major Dean, ~~the Registrar at registrar@tntech.edu,~~ and Associate Provost.

VIII. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

IX. Citation of Authority

T.C.A. § 49-8-203(a)(1)(D)

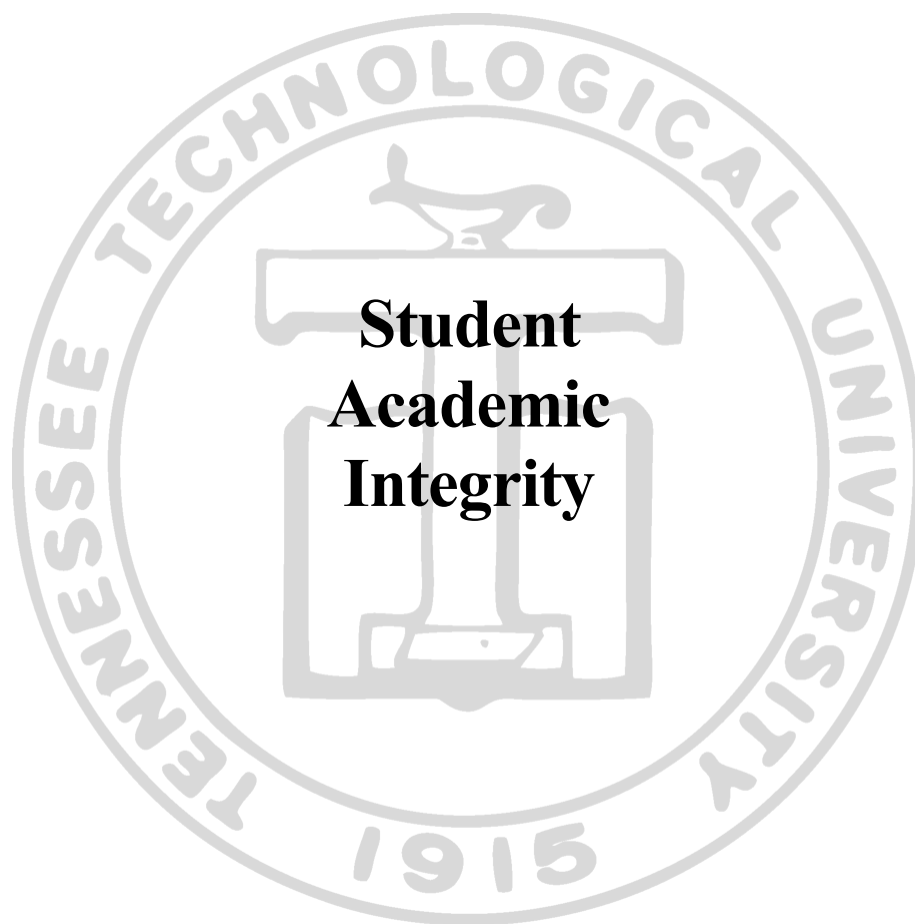
Approved by:

Academic Council: November 13, 2024~~;~~ April 8, 2026

University Assembly: November 20, 2024~~;~~ April 15, 2026

TTU Board of Trustees: December 5, 2024~~;~~

**Tennessee Technological University
Policy No. 216**



Original Effective Date: January 1, 2025
Revised Date: July 1, 2026

Policy No: 216

Policy Name: Student Academic Integrity

I. Purpose

This policy establishes the policies and procedures for addressing Student Academic Integrity at Tennessee Tech.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Associate Provost, with recommendations for revision presented to the Academic Council, University Assembly, and the Board of Trustees.

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3. The AIO serves as the chair.
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V. Student Academic Integrity Violation Examples

Please note this list is not exhaustive.

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 2. Paraphrasing someone else's views, opinions, or ideas without acknowledging/citing the source.

3. Copying or paraphrasing content created by generative artificial intelligence without acknowledging/citing the source.

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K. Allowing someone else to use your work for his/her Class Requirement.

VI. Procedures for Academic Integrity Violations

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- B. When an Instructor identifies a potential Academic Integrity Violation, the Instructor must notify the Student via email of the potential violation within five Business Days, absent good cause.
- C. Within five Business Days after notifying the Student of a potential Academic Integrity Violation, absent good cause, the Instructor must meet with the involved Student to determine if an Academic Integrity Violation may have occurred. If the Instructor determines at this meeting that no Academic Integrity Violation occurred, no further action is taken.
- D. After meeting with the Student, if the Instructor still believes the Student committed an Academic Integrity Violation warranting a Class-level Penalty, the Instructor must complete the Academic Integrity Violation Charging Document.
- E. Within seven Business Days after notifying the Student of the potential Academic Integrity Violation, absent good cause, the Instructor must email the Academic Integrity Violation Charging Document to the AIO and Associate Provost at AIO@tntech.edu.
- F. After emailing the Academic Integrity Violation Charging Document, the Instructor shall not assign a final course grade until the AIO emails the final result of the Academic Integrity Violation charge and the process is complete.

- G.** The Associate Provost will review the Academic Integrity Violation Charging Document and may add a recommended University-level Penalty in cases of repeat or particularly severe Academic Integrity Violations.
- H.** The AIO will forward a copy of the final Academic Integrity Violation Charging Document to the Student, Instructor, Course Dean, Major Dean, and Associate Provost.
- I.** Within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause, the Student must meet with the AIO to discuss Policy 216, the Academic Integrity Violation, and the procedures for appeal.
 - 1.** If the Student fails to meet with the AIO within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause,
 - a.** the Student waives the right to further participate in the process set out in Sections VI and VII, including the right to pursue a Uniform Administrative Procedures Act (UAPA) hearing as described in Policy 112;
 - b.** the Student cannot use the Tech Grade Appeal process, as described in Policy 218, to appeal a Class-level Penalty for the Academic Integrity Violation;
 - c.** the Class-level Penalty detailed on the final Academic Integrity Violation Charging Document goes into effect unless the student drops the class before the drop deadline (note: dropping the class does not remove the Academic Integrity Violation);
 - d.** the University-level Penalty detailed on the final Academic Integrity Violation Charging Document goes into effect regardless of whether the Student dropped the class; and
 - e.** the AIO informs via email the Student, Instructor, Course Dean, Major Dean, and Associate Provost that the charge shall be implemented.
 - 2.** If the Student wishes to appeal the Academic Integrity Violation charge, the Class-level Penalty, or University-level Penalty, the Student must, within five

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VII. Student Appeal Procedures

- A. The AIO facilitates an appeal hearing within eight Business Days of receiving the Academic Integrity Violation Charge Appeal Form, absent good cause.
 - 1. Upon selecting a date and time for the appeal hearing, the AIO shares all relevant documentation with the University Academic Integrity Committee.
 - 2. Attendees include only the Student, Instructor, and University Academic Integrity Committee.
 - a. If the Student wants to have an attorney present:
 - i. The Student must complete an Information Release Authorization before the appeal hearing to allow his/her attorney access to his/her education records. If this release has not been completed, the attorney cannot attend the appeal hearing.
 - ii. The Student must email AIO@tntech.edu at least 24 hours before the appeal hearing with the attorney's name and work email address.
 - iii. The attorney may not speak on behalf of the Student during the appeal hearing; the attorney may address questions about procedures to the AIO, provided the questions do not interfere with the proceedings.
 - 3. The Instructor presents his/her case in the appeal hearing. In lieu of attending the meeting, the Instructor may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.
 - 4. The Student presents his/her case. In lieu of attending the meeting, the Student may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.

5. The University Academic Integrity Committee may ask questions to the Instructor and the Student, if they attend the meeting.
6. When the appeal hearing ends, only the University Academic Integrity Committee Members stay to deliberate and vote.
7. If the University Academic Integrity Committee agrees by a majority vote that the evidence does not support an Academic Integrity Violation, the Student is held harmless, and there is no Class-level Penalty or University-level Penalty. The University Academic Integrity Committee's decision is final.
8. If the University Academic Integrity Committee agrees by majority vote that the evidence supports an Academic Integrity Violation:
 - a. The University Academic Integrity Committee votes for one of two options by majority vote:
 - i. Uphold the recommended Class-level Penalty and/or University-level Penalty. The University Academic Integrity Committee's decision is final, and the recommended Class-level Penalty and University-level Penalty go into effect.
 - ii. Reduce the recommended Class-level Penalty and/or reduce or eliminate the University-level Penalty. The University Academic Integrity Committee decides the new reduced Class-level Penalty and/or reduced or eliminated University-level Penalty by majority vote. The University Academic Integrity Committee's decision is final, and the reduced penalty goes into effect.
 - b. The Student cannot use the Tech Grade Appeal process to appeal a Class-level Penalty for the Academic Integrity Violation.
 - c. If the drop deadline has not passed, the student may drop the class.
 - d. Within two Business Days of the appeal hearing completion, the AIO emails the appeal hearing outcome to the Student, Instructor, Course Dean, Major Dean, and Associate Provost.

VIII. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

IX. Citation of Authority

T.C.A. § 49-8-203(a)(1)(D)

Approved by:

Academic Council: November 13, 2024; April 8, 2026

University Assembly: November 20, 2024; April 15, 2026

TTU Board of Trustees: December 5, 2024;



Agenda Item Summary

Date: June 25, 2026

Agenda Item: TTU Policy 282 (Graduate Faculty Appointment and Responsibilities)

Review

Action

No action required

PRESENTERS: Dr. John Liu

PURPOSE & KEY POINTS:

Policy 282 (Graduate Faculty Appointment and Responsibilities) was reviewed by a committee of graduate faculty, staff, and a student representative resulting in the updated policy.

The purpose of the revisions is to (i) more clearly define the various roles of graduate faculty; (ii) organize the roles in a more logical order; (iii) create clear guidance for faculty members who leave the university but continue to serve on a student committee; and (iv) better align details related to the graduate advisory committee, also covered in Policy 271 (General Graduate Degree Requirements).

Major improvements of the updated policies include:

1. Created consistent definitions.
2. Rename former "Adjunct member" to "Affiliate member" to reduce confusion and ensure distinction between a standard adjunct faculty member and a graduate faculty appointment.
3. Remove duplication between Policy 282 and Policy 271 related to the graduate advisory committee, including clarification and focus on responsibilities of advisory committee members in this policy leaving procedure, formation, qualifications, and student responsibilities in 271.

The proposed revisions have received all necessary university approvals, including Graduate Studies Executive Committee, Academic Council, and University Assembly.

**Tennessee Technological University
Policy No. 282**



**Graduate Faculty
Appointment and
Responsibilities
Policy**

Effective Date: July 1, 2017

Revised Date: July 1, 2026

Policy No: 282

Policy Name: Graduate Faculty Appointment and Responsibilities Policy

I. Purpose

This policy describes the appointment of graduate faculty and its procedures.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of the College of Graduate Studies, with recommendations for revision presented to the Graduate Studies Executive Committee (GSEC), Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

A. Graduate Faculty: –faculty members in one of four membership categories who are appointed by the Provost and by virtue of their academic performance and credentials are responsible for teaching graduate courses, advising graduate students, and possibly serving on the Graduate Studies Executive Committee.- There are four types of membership as defined below.

1. Full Member: full-time faculty member, emeritus, or academic administrator holding faculty rank of assistant professor or higher, who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution and who also has achieved and maintained an appropriate level of scholarship or creative activity and erudition characterized by peer reviewed publications, recitals, exhibitions, and/or externally funded research grants. Individuals with Joint Faculty Appointments (non-employee contractors) may be full members of the Graduate Faculty while on their appointment, if they meet the above requirements.

2. Associate Member: full-time faculty member not eligible for full membership who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution. An Associate Member may have (and not limited to) the title of Instructor, Lecturer, or Post-doc.

3. Affiliate Member: part-time faculty member or non-university professional responsible for graduate teaching, advisement, committee service, or research who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution. No more than one non-university professional may serve as a voting member on a student’s committee.

~~1. — Adjunct member: part time faculty member employed for graduate teaching, advisement, or research who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution. In addition, non-university professionals (consultants) are included in this definition.~~

~~B. Research Advisor: shall hold Graduate Faculty status and expertise in a discipline closely related to the student's research. Full member: full-time faculty member, emeritus, senior affiliate faculty, or academic administrator holding faculty rank at the rank of assistant professor or higher, tenured or tenure-track, who holds an earned doctorate or~~

IV. Policy

A. An instructor of any course for which students receive graduate credit must be a member of the ~~graduate faculty~~ Graduate Faculty.

B. Responsibilities of Departmental Chairperson

1. The chairperson of any department offering a graduate degree may act in any capacity open to a ~~graduate faculty~~ Graduate Faculty member and has certain administrative responsibilities pertaining to the graduate program.

~~2. — The chairperson is responsible for reviewing applications of prospective graduate students and making recommendations as to acceptance and status of applicants, acting as the advisor (or for designating one) for each student's first registration period, and nominating qualified faculty members for appointment to the graduate faculty~~ Graduate Faculty.

C. Appointment Process and Term of Appointments

1. ~~A faculty member and~~ The departmental chair ~~nominates the faculty of the faculty member must complete an~~ by completing the ~~Application for graduate faculty~~ Graduate Faculty membership application form. Once complete, the application is approved and signed by the college dean and Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies forwards the signed application to the Provost for final review and approval.

2. Once reviewed and approved by the Provost, the College of Graduate Studies notifies the faculty member, faculty member's chairperson, and the college dean of the approval to teach graduate level courses.

3. The term of appointment for full ~~graduate faculty~~ Graduate Faculty members is six years and all other member categories shall hold the term for three years. Criteria for reappointment are the same as used for the initial appointment.

~~3.4. Faculty members who leave the university may continue to serve in their prior role as chair, co-chair, advisor, or member of the student's committee for one year beyond their departure at the discretion of the department without~~

Graduate Studies exception. Service beyond one year must be approved by the degree-granting college and the College of Graduate Studies.

~~4.5.~~ It is also possible for a member of the Graduate ~~F~~Faculty to have his/her ~~g~~Graduate ~~f~~Faculty status revoked by the dean of their college or school, or, the Dean of the College of Graduate Studies, outside the periodic review process.

- a. Revocation may occur for egregious acts or when a Graduate ~~F~~Faculty member fails to fulfill the responsibilities of a member of the ~~Graduate Faculty~~ Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner; to do scholarly research and creative work of high quality or remain active in the practice of the profession; to adhere to university policies related to graduate programs; and to direct the research/professional development of graduate student(s) such that they progress toward graduation in a timely manner appropriate to the field.~~Dean of the College of Graduate Studies providing notification of the removal of Graduate Faculty status. The Provost is the final arbiter of the decision to revoke Graduate Faculty status.~~
- b. If ~~G~~Graduate ~~F~~Faculty status is revoked, the faculty member has the right to make an appeal against the decision to the ~~GSEC~~Provost. This appeal must be made in writing within 14 days of the revocation.

D. Requirements and Responsibilities of Members

1. Each ~~member instructor~~ is responsible for ensuring that students in graduate classes have sufficient background prerequisites required for the course.
2. Clinical ~~Member of the g~~Graduate ~~f~~Faculty may only teach clinical or practicum designated courses. All other ~~g~~Graduate ~~f~~Faculty appointments may teach any graduate level course.

~~3. All approved Graduate Faculty may serve as a committee member.~~

~~5.4.~~ Full ~~Member of the g~~Graduate ~~f~~Faculty may serve as a graduate student's academic advisor ~~and chair of the advisory committee~~ for master's, specialist, or doctoral degrees.

~~6.5.~~ An ~~approved -qualified-~~member of the ~~graduate faculty~~Graduate Faculty may be asked to serve as an instructor of a graduate course, as an instructor of a readings or special problems course, as a director of some phase of development of the research facilities of Tennessee Tech, as a member of the Graduate Studies Executive Committee, and/or as a member of a graduate student's advisory committee, including serving as the student's academic and/or Rresearch ~~A~~advisor.

~~7.6.~~ The ~~graduate faculty~~Graduate Faculty member who serves as the student's advisor ~~will -must chair typically normally chair~~ or co-chair the advisory committee and ~~must-shall will~~ hold faculty rank in the department in which the student is majoring or in an appropriate discipline. For a doctoral student, the

advisor ~~will~~must be an experienced faculty member and a Full Member of the ~~graduate faculty~~Graduate Faculty.

~~7. The Research Advisor is a graduate faculty~~Graduate Faculty member who provides oversight to the student's research endeavors.

~~8. A student's research advisor may hold faculty rank in a department other than that in which the student is majoring but must have the research capability in a discipline closely related to a discipline associated with the student's department. The research advisor must have demonstrated significant research capability and be experienced in directing independent study.~~

~~E. At the discretion of the departmental chairperson, responsibilities of an associate or adjunct member of the graduate faculty~~Graduate Faculty may be any of those normally given to a full member of the Graduate Faculty, except serving on the Graduate Studies Executive Committee, or serving as a doctoral level research advisor.

1. The chairperson of an advisory committee assists the student in the selection of a program course of study and works with the student in the selection of choosing a suitable thesis or dissertation topic. The chairperson is expected to support and advocate for the student throughout the program, furnish appropriate assistance and encouragement when excessive difficulties arise in the investigation of the problem.

2. All advisory committee members ~~are to~~shall consider the graduate student's application for admission to candidacy, including a review of both the proposed ~~p~~Program of ~~s~~Study and the research proposal, and, with other members of the advisory committee, will approve, make recommendations to improve, or disapprove. ~~The graduate student's committee chairperson must complete the Ph.D. comprehensive exam form, obtain all committee member signatures, and forward to the College of Graduate Studies by the deadline posted on the College of Graduate Studies calendar.~~

~~3. The graduate student's committee chairperson must complete the exit comprehensive exam form and forward it to the College of Graduate Studies by the deadline posted on the College of Graduate Studies calendar. Failure to submit the exit comprehensive exam form to the College of Graduate Studies by the posted deadline will result in the graduate student's ineligibility to graduate.~~

~~The graduate student's committee chairperson must complete the exit comprehensive exam form and forward it to the College of Graduate Studies by the deadline posted on the College of Graduate Studies calendar. Failure to submit the exit comprehensive exam form to the College of Graduate Studies by the posted deadline will result in the graduate student's ineligibility to graduate.~~

V. Interpretation

The Dean of the College of Graduate Studies or his/her designee has the final authority to interpret the terms of this policy.

VI. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(4)

Approved by:

Graduate Studies Executive Committee: November 1, 2016; April 2, 2019; September 2, 2025

Academic Council: November 11, 2016; April 10, 2019; February 11, 2026

University Assembly: November 16, 2016; April 17, 2019; April 15, 2026

Board of Trustees: June 15, 2017; June 20, 2019

Tennessee Technological University
Policy No. 282



**Graduate Faculty
Appointment and
Responsibilities
Policy**

Effective Date: July 1, 2017

Revised Date: July 1, 2026

Policy No: 282

Policy Name: Graduate Faculty Appointment and Responsibilities Policy

I. Purpose

This policy describes the appointment of graduate faculty and its procedures.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of the College of Graduate Studies, with recommendations for revision presented to the Graduate Studies Executive Committee (GSEC), Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

A. Graduate Faculty: faculty members in one of four membership categories who are appointed by the Provost and by virtue of their academic performance and credentials are responsible for teaching graduate courses, advising graduate students, and possibly serving on the Graduate Studies Executive Committee. There are four types of membership as defined below.

1. Full Member: full-time faculty member, emeritus, or academic administrator holding faculty rank of assistant professor or higher, who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution and who also has achieved and maintained an appropriate level of scholarship or creative activity and erudition characterized by peer reviewed publications, recitals, exhibitions, and/or externally funded research grants. Individuals with Joint Faculty Appointments (non-employee contractors) may be full members of the Graduate Faculty while on their appointment, if they meet the above requirements.

2. Associate Member: full-time faculty member not eligible for full membership who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution. An Associate Member may have (and not limited to) the title of Instructor, Lecturer, or Post-doc.

3. Affiliate Member: part-time faculty member or non-university professional responsible for graduate teaching, advisement, committee service, or research who holds an earned doctorate or equivalent terminal degree in an appropriate discipline from an appropriately accredited institution. No more than one non-university professional may serve as a voting member on a student's committee.

4. Clinical Member: full or part-time faculty member who participates in directing educational experiences in a clinical/professional setting where the faculty member practices, who holds at least a master's degree and professional certification in an appropriate discipline from an appropriately accredited institution/agency/association and relevant experience in the field of study.
- B.** Research Advisor: shall hold Graduate Faculty status and expertise in a discipline closely related to the student's research.

IV. Policy

- A.** An instructor of any course for which students receive graduate credit must be a member of the Graduate Faculty.
- B.** Responsibilities of Department Chairperson
1. The chairperson of any department offering a graduate degree may act in any capacity open to a Graduate Faculty member and has certain administrative responsibilities pertaining to the graduate program.
 2. Graduate FacultyThe department chairperson provides direction and coordination in supporting departmental faculty members in the development of research projects and in the appropriate utilization of facilities.
- C.** Appointment Process and Term of Appointments
1. The department chair nominates the faculty member by completing the Graduate Faculty membership application form. Once complete, the application is approved and signed by the college dean and Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies forwards the signed application to the Provost for final review and approval.
 2. Once reviewed and approved by the Provost, the College of Graduate Studies notifies the faculty member, faculty member's chairperson, and the college dean of the approval to teach graduate level courses.
 3. The term of appointment for full Graduate Faculty members is six years and all other member categories shall hold the term for three years. Criteria for reappointment are the same as used for the initial appointment.
 4. Faculty members who leave the university may continue to serve in their prior role as chair, co-chair, advisor, or member of the student's committee for one year beyond their departure at the discretion of the department without Graduate Studies exception. Service beyond one year must be approved by the degree-granting college and the College of Graduate Studies.
 5. It is also possible for a member of the Graduate Faculty to have his/her graduate faculty status revoked by the dean of their college or school, or, the Dean of the College of Graduate Studies, outside the periodic review process.
 - a. Revocation may occur for egregious acts or when a Graduate Faculty member fails to fulfill the responsibilities of a member of the Graduate Faculty to teach

graduate student(s) effectively, in a civil, professionally appropriate manner; to do scholarly research and creative work of high quality or remain active in the practice of the profession; to adhere to university policies related to graduate programs; and to direct the research/professional development of graduate student(s) such that they progress toward graduation in a timely manner appropriate to the field.

- b. If Graduate Faculty status is revoked, the faculty member has the right to make an appeal against the decision to the GSEC. This appeal must be made in writing within 14 days of the revocation.

D. Requirements and Responsibilities of Members

1. Each member is responsible for ensuring that students in graduate classes have sufficient background prerequisites required for the course.
2. Clinical Member of the graduate faculty may only teach clinical or practicum designated courses. All other graduate faculty appointments may teach any graduate level course.
3. Graduate Faculty Associate Member of the Graduate Faculty may serve as a graduate student's academic advisor and chair of the advisory committee for master's or specialist degrees.
4. Full Member of the Graduate Faculty may serve as a graduate student's academic advisor and chair of the advisory committee for master's, specialist, or doctoral degrees.
5. An approved member of the Graduate Faculty may be asked to serve as an instructor of a graduate course, as an instructor of a readings or special problems course, as a director of some phase of development of the research facilities of Tennessee Tech, as a member of the Graduate Studies Executive Committee, and/or as a member of a graduate student's advisory committee, including serving as the student's academic and/or Research Advisor.
6. The Graduate Faculty member who serves as the student's advisor will typically chair or co-chair the advisory committee and shall hold faculty rank in the department in which the student is majoring or in an appropriate discipline. For a doctoral student, the advisor will be an experienced faculty member and a Full Member of the Graduate Faculty.
7. The Research Advisor is a Graduate Faculty member who provides oversight to the student's research endeavors.
8. A faculty member may not direct independent study/research courses taken by a student who is a relative of the faculty member and may not be a member of a relative's graduate advisory committee. For the purposes of this policy, "relative" means a parent, foster parent, parent-in-law, child, spouse, brother, foster brother, sister, foster sister, grandparent, grandchild, son-in-law,

brother-in-law, daughter-in-law, sister-in-law, or other family member, as defined in TTU Policy 685, who resides in the same household.

E. Graduate Faculty Graduate Faculty Graduate Faculty Graduate student advisory committee responsibilities are defined in TTU Policy 271 and include, but are not limited to, the following.

- 1.** The chairperson of an advisory committee assists the student in the selection of a program of study and in the selection of a suitable thesis or dissertation topic. The chairperson is expected to support and advocate for the student throughout the program.
- 2.** All advisory committee members shall consider the graduate student's application for admission to candidacy, including a review of both the proposed program of study and the research proposal, and, with other members of the advisory committee, will approve, make recommendations to improve, or disapprove.
- 3.** All advisory committee members shall participate in the administration of the comprehensive exam to ensure that the student has satisfactory knowledge of the subject matter covered in the program of study.

V. Interpretation

The Dean of the College of Graduate Studies or his/her designee has the final authority to interpret the terms of this policy.

VI. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(4)

Approved by:

Graduate Studies Executive Committee: November 1, 2016; April 2, 2019; September 2, 2025

Academic Council: November 11, 2016; April 10, 2019; February 11, 2026

University Assembly: November 16, 2016; April 17, 2019; April 15, 2026

Board of Trustees: June 15, 2017; June 20, 2019



Agenda Item Summary

Date: June 25, 2026

Agenda Item: TTU Policy 283 (General Graduate Transfer Credit Requirements)

Review

Action

No action required

PRESENTERS: Dr. John Liu

PURPOSE & KEY POINTS:

Policy 283 (General Graduate Transfer Credit Requirements) was reviewed by a committee of graduate faculty resulting in the updated policy.

The purpose of the recommendations is to (i) add a Definitions section to the policy; (ii) clarify policy related to evaluation of credit; and (iii) update reference to a SACSCOC Accreditation Principle.

Major improvements of the updated policies include:

1. Added definitions for Accredited Institution and Transfer Credit.
2. Clarified three major points related to credit evaluation.
3. Updated the SACSCOC reference from a Standard to Principle 9.5 and related language.

The proposed revisions have received all necessary university approvals, including Graduate Studies Executive Committee, Academic Council, and University Assembly.

Tennessee Technological University
Policy No. 283



**General Graduate
Transfer Credit
Requirements**

Effective Date: July 1, 2017
Revised Date: July 1, 2026

Policy No: 283

Policy Name: General Graduate Transfer Credit Requirements

I. Purpose

This policy describes the requirements that must be met ~~in order~~ to receive transfer credit for graduate courses taken at another accredited institution.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of the College of Graduate Studies, with recommendations for revision presented to the Graduate Studies Executive Committee (GSEC), Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

- A. Accredited Institution - refers to the institutional accrediting agencies or associations recognized by the database maintained by the United States Department of Education for the types of programs offered by Tennessee Tech.
- B. Transfer Credit - academic credit that a student earned at another educational institution being recognized and accepted by Tennessee Tech.

IV. Policy

- A. Students who request to transfer graduate course credits from an Accredited Institution to Tennessee Tech must request that the institution send official transcripts directly to Tech. Official transcripts must include all grades.
- B. The program department will determine, in its sole discretion, what transfer coursework is eligible for transfer to the student's program of study.
 - 1. The student is required to submit a syllabus for each course they wish to transfer to the program department along with the Graduate Transfer Request form.
 - 2. All Graduate Courses (including transfer) earned toward a graduate program must be taken within the applicable time limit as defined in Tech Policy 271 (six consecutive years for a Master's or EdS degree and eight years for a doctoral degree).
 - 3. Courses that exceed the time limit must be validated for currency at the discretion of the department. The department will complete the Course Validation form.
- C. The coursework transferred or accepted for credit toward a graduate degree must have a

minimum grade of “B” in each course.

D. For all graduate degree programs, the department will determine, in its sole discretion, the number of ~~T~~transfer ~~C~~redits it will accept, provided the department’s decision is in compliance with SACSCOC Accreditation ~~Principle Standard 9.5~~ Principle Standard 9.5 (at least one-third of the credit hours required for a graduate degree or a post-baccalaureate professional degree are earned through instruction offered by the degree granting institution)~~3.6.3~~ and any other applicable accreditation requirements.

E. Students applying for a second master’s degree should review Policy 271; Degree Requirements.

F. Tennessee Tech will exclude grades earned ~~in~~ ~~in~~ transferred courses (courses completed outside of Tennessee Tech) in the calculation of grade point averages.

~~III.~~ **V. Interpretation**

The Dean of the College of Graduate Studies or her/his designee has final authority to interpret the terms of this policy.

~~IV.~~ **VI. Citation of Authority for Policy**

T.C.A. § 49-8-203(a)(4) & (e)

Approved by:

Graduate Studies Executive Committee: November 1, 2016; October 7, 2025

Academic Council: November 9, 2016; February 11, 2026

University Assembly: November 16, 2016; April 15, 2026

Board of Trustees: June 15, 2017;

Tennessee Technological University
Policy No. 283



Effective Date: July 1, 2017
Revised Date: July 1, 2026

Policy No: 283

Policy Name: General Graduate Transfer Credit Requirements

I. Purpose

This policy describes the requirements that must be met to receive transfer credit for graduate courses taken at another accredited institution.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Dean of the College of Graduate Studies, with recommendations for revision presented to the Graduate Studies Executive Committee (GSEC), Academic Council, University Assembly, and the Board of Trustees.

III. Definitions

- A. Accredited Institution - refers to the institutional accrediting agencies or associations recognized by the database maintained by the United States Department of Education for the types of programs offered by Tennessee Tech.
- B. Transfer Credit - academic credit that a student earned at another educational institution being recognized and accepted by Tennessee Tech.

IV. Policy

- A. Students who request to transfer graduate course credits from an Accredited Institution to Tennessee Tech must request that the institution send official transcripts directly to Tech. Official transcripts must include all grades.
- B. The program department will determine, in its sole discretion, what transfer coursework is eligible for transfer to the student's program of study.
 - 1. The student is required to submit a syllabus for each course they wish to transfer to the program department along with the Graduate Transfer Request form.
 - 2. All Graduate Courses (including transfer) earned toward a graduate program must be taken within the applicable time limit as defined in Tech Policy 271 (six consecutive years for a Master's or EdS degree and eight years for a doctoral degree).
 - 3. Courses that exceed the time limit must be validated for currency at the discretion of the department. The department will complete the Course Validation form.
- C. The coursework transferred or accepted for credit toward a graduate degree must have a minimum grade of "B" in each course.

- D. For all graduate degree programs, the department will determine, in its sole discretion, the number of Transfer Credits it will accept, provided the department's decision is in compliance with SACSCOC Accreditation Principle 9.5 (at least one-third of the credit hours required for a graduate degree or a post-baccalaureate professional degree are earned through instruction offered by the degree granting institution) and any other applicable accreditation requirements.
- E. Students applying for a second master's degree should review Policy 271 Degree Requirements.
- F. Tennessee Tech will exclude grades earned in transferred courses (courses completed outside of Tennessee Tech) in the calculation of grade point averages.

V. Interpretation

The Dean of the College of Graduate Studies or her/his designee has final authority to interpret the terms of this policy.

VI. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(4) & (e)

Approved by:

Graduate Studies Executive Committee:	November 1, 2016; October 7, 2025
Academic Council:	November 9, 2016; February 11, 2026
University Assembly:	November 16, 2016; April 15, 2026
Board of Trustees:	June 15, 2017;



Agenda Item Summary

Date: June 25, 2026

Agenda Item: Athletics Update

Review

Action

No action required

PRESENTER(S): Athletics Director, Casey Fox

PURPOSE & KEY POINTS: Athletics Director, Casey Fox, will provide an update on Tennessee Tech athletics.