



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

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9:30 AM  
Tuesday  
November 13, 2018

MEC Training Room - 2<sup>nd</sup> Floor  
Miller Education Center  
503 East Bell Street  
Murfreesboro, Tennessee 37132





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

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Tuesday, November 13, 2018

**ORDER OF BUSINESS**

- I. Call to Order
- II. Roll Call
- III. Remarks by Committee Chairperson / President
- IV. Approval of the Minutes
  - August 28, 2018 and October 10, 2018 (Action) ..... [Tab 1](#)
- V. Approval of New Academic Degree Program (Action) ..... [Tab 2](#)
  - B.S., Tourism and Hospitality Management
- VI. Approval of Academic Degrees under Consideration (Action) ..... [Tab 3](#)
  - B.S., Data Science
- VII. Approval of Appointment of a Chair of Excellence (Action) ..... [Tab 4](#)
- VIII. Petition to Appeal Negative Recommendation for Tenure  
and Promotion (Action) ..... [Tab 5](#)
- IX. Adjourn





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

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Tuesday, November 13, 2018

Tab 1

Approval of Minutes





**Middle Tennessee State University  
Board of Trustees**

MEETING: Academic Affairs, Student Life, and  
Athletics Committee

SUBJECT: Minutes of the August 28, 2018 and October  
10, 2018 Academic Affairs, Student Life,  
and Athletics Committee Meetings

DATE: November 13, 2018

PRESENTER: Mark Byrnes

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Approval

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**BACKGROUND INFORMATION:**

The Academic Affairs, Student Life, and Athletics Committee met in regular session on August 28, 2018 and in special session on October 10, 2018.

Attached for your review and approval are the minutes from these meetings.



## **MINUTES OF THE ACADEMIC AFFAIRS, STUDENT LIFE, AND ATHLETICS COMMITTEE**

**August 28, 2018**

The Academic Affairs, Student Life, and Athletics Committee met on Tuesday, August 28, 2018, at Middle Tennessee State University. Chairwoman Pam Wright called the meeting to order at 11:30 a.m. A quorum was present with the following Committee members in attendance: J.B. Baker, Pete DeLay, Tony Johnston, Steve Smith, Peyton Tracy, Pam Wright, Keith Huber, and Chris Massaro. Trustee Joey Jacobs was unable to attend. Also present were Trustee Darrell Freeman; Sidney McPhee, President; Joe Bales, Vice President for University Advancement; Mark Byrnes, University Provost; Andrew Oppmann, Vice President for Marketing and Communications; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services; Alan Thomas, Vice President for Business and Finance; Kim Edgar, Executive Assistant to the President and Chief of Staff and, Heidi Zimmerman, University Counsel and Board Secretary.

Chairwoman Wright thanked everyone for being there and welcomed Peyton Tracy to his first committee meeting as the Student Trustee.

Dr. McPhee reported that MTSU is in the process of working with the Tennessee Higher Education Commission regarding transfer of a law school, and a special meeting of this committee may have to be called. He stated the having a law school would be transformative for the University.

The first action item on the agenda was approval of the minutes from the May 30, 2018 Committee Meeting. Trustee Smith made the motion, which was seconded by Trustee DeLay. A voice vote was taken and the Motion carried to approve the minutes from the May 30, 2018 Committee Meeting.

The next item was promulgation of a rule regarding academic misconduct as required by statute. Revisions to the corresponding policy, 312 Academic Misconduct, were also presented. The provisions of the rule and the policy are consistent with each other. Trustee Johnston made the motion to approve the rule and revisions to the policy. Trustee DeLay seconded the motion. A roll call vote was taken, and the Motion carried unanimously to approve Rules of Middle Tennessee State University, Murfreesboro, Chapter 0240-07-04, Academic Misconduct, and revisions to Policy 312, Academic Misconduct.

The next item was revisions to Chapter 0240-07-03, the rule initially approved March 27, 2018, regarding Student Conduct. To be consistent with the revised rule and to confirm recent legislative amendments (PC 824), revisions to the corresponding policy, 540 Student Conduct, were necessary. After discussion of the rights of the accused and the victim, Trustee Baker made the motion to approve

revisions to the rule and policy. Trustee Johnston seconded the motion. A roll call vote was taken, and the Motion carried unanimously to approve revisions to Rules of Middle Tennessee State University, Murfreesboro, Chapter 0240-07-03, Student Conduct and revisions to Policy 540, Student Conduct.

The next item for the committee was approval of expedited tenure for two faculty members currently serving as administrators. Dr. Byrnes told the committee that these two individuals were hired since the June meeting. Trustee Smith made the motion to approve expedited tenure for Anne Anderson and Cathy McElderry. Trustee DeLay seconded the motion. A voice vote was taken and the Motion carried to approve expedited tenure for Anne Anderson and Cathy McElderry.

The next item was notification of academic degrees under consideration: a Bachelor of Science in Data Science. Provost Byrnes said graduates from this interdisciplinary program would fill demand expressed by industry and labor statistics. Pending the results of feasibility studies, the University may submit Letters of Notification to THEC.

Next, Dr. Sells began by thanking the Trustees for their funding assistance to 35 students who were short of needed funds after financial aid came through. MTSU purged 5% fewer students than last year thanks in part to the Trustees' assistance. She noted that MTSU has made progress in the number of freshman applications and for ten years has enrolled the largest class of transfers of any university in Tennessee. Official census data will be available after September 9.

Finally, Chris Massaro gave the Trustees a "Year in Review" packet and highlighted academic and athletic accomplishments of MTSU student-athletes, coaches, and teams.

The meeting adjourned 12:31 p.m. (CST).

Respectfully submitted, Academic Affairs, Student Life and Athletics Committee

## MINUTES OF THE ACADEMIC AFFAIRS, STUDENT LIFE, AND ATHLETICS COMMITTEE

October 10, 2018

The Academic Affairs, Student Life, and Athletics Committee met on Wednesday, October 10, 2018, at Middle Tennessee State University.

### **Call to Order and Roll Call**

Chairwoman Pam Wright called the meeting to order at 10:10 a.m. Roll call was taken with the following Committee members physically present at the time of roll call: Peyton Tracy. Committee members participating telephonically at the time of roll call: J.B. Baker, Pete DeLay, Tony Johnston, Steve Smith, and Pam Wright. Committee member Joey Jacobs joined the call after the first motion. Committee members Keith Huber and Chris Massaro were unable to attend. Also present at the meeting were Trustee Andy Adams; Sidney A. McPhee, President; Joe Bales, Vice President for University Advancement; Mark Byrnes, University Provost; Andrew Oppmann, Vice President for Marketing and Communications; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services; Alan Thomas, Vice President for Business and Finance; Kim Edgar, Executive Assistant to the President and Chief of Staff; and Heidi Zimmerman, University Counsel and Board Secretary. Trustee Darrell Freeman also joined the meeting telephonically.

Pursuant to T.C.A. §8-44-108(c)(3), as several Committee members were participating telephonically, Committee members were individually asked the following questions by Ms. Zimmerman: (1) "Can you hear those present in the room and the others participating via phone so that you can participate in this meeting;" and, (2) "Is anyone else present in the room with you?" The first question was responded to in the affirmative by all. Responses to the second question indicated no additional individuals were present with Trustees Johnston and Wright. Trustees Baker, Delay, and Smith were in the same room together on the call. Those physically present at the meeting were asked the additional following question by Ms. Zimmerman: "Are you able to hear the Committee members present on the phone clearly?" The response was in the affirmative.

### **Statement of Necessity**

Ms. Zimmerman stated that a quorum of the Committee was not physically present but that a quorum existed with the inclusion of those members participating by telephone. In accordance with T.C.A. §8-44-108(b)(2), the necessity of proceeding with a meeting without a physical quorum required a determination by the Committee of the necessity for the meeting. Ms. Zimmerman presented the following facts to support the meeting's necessity:

- (1) The agenda items include consideration of a new academic program proposal and creation of a new academic unit. It is necessary for the Academic Affairs, Student Life, and Athletics Committee to meet in order to consider these matters and make recommendations regarding

them to the Board of Trustees. The Board of Trustees will next meet at a Special Called Meeting following the conclusion of this Committee meeting. The new academic program proposal and creation of a new academic unit must be approved by the Tennessee Higher Education Commission. Therefore, these matters must be considered so that they may be presented to the Tennessee Higher Education Commission.

- (2) There was not adequate time for all trustees to be physically present for the meeting to form a quorum.

Based on the aforementioned facts, Chairman Wright requested a motion be made and a roll call vote taken for a determination on the necessity of holding this meeting. The motion was made by Trustee DeLay and seconded by Trustee Baker. Committee Chairman Wright asked if there was any discussion. Hearing none, she requested a roll call vote on the motion. Chairman Wright stated that a vote in the affirmative will signify that a necessity does exist for this meeting to proceed. A negative vote will signify that a necessity does not exist for this meeting to continue. A roll call vote was taken and the motion carried unanimously. Necessity for the meeting was established and the meeting then proceeded.

#### **Educational Collaboration Agreement - Information**

The first item on the agenda was notification of an Educational Collaboration Agreement between MTSU and Valparaiso University. President McPhee informed the Trustees that the Agreement expresses the desire of both universities to transfer the Valparaiso University Law School to Middle Tennessee State University, and if approved by the MTSU Board of Trustees and the Tennessee Higher Education Commission, it will become the MTSU College of Law. The two universities began discussions in November 2017. Dr. McPhee stated that the parties have gone to great lengths to assure that this opportunity is in the best interests of MTSU, the City of Murfreesboro, and the citizens of middle Tennessee. Prior to entering into the Agreement, MTSU engaged in a very extensive due diligence process that included two separate feasibility studies to assess the need for a public law school in middle Tennessee. MTSU senior staff made multiple visits to Valparaiso to meet with their university and law school administrators, as well as faculty and key staff. Meetings were held with staff members of the American Bar Association (ABA) regarding continuation of accreditation during and after the transfer. There were also multiple meetings and discussions with the staff of the Tennessee Higher Education Commission. Lastly, we have maintained communication with the Southern Association of Colleges and Schools, Commission on Colleges, MTSU's accrediting body, as well as, The Higher Education Commission, Valparaiso's accreditors, and the staff of the U.S. Department of Education throughout this process. Dr. McPhee explained that the Agreement sets forth the conditions for which the transfer of the Valparaiso University Law School will occur. It makes clear that MTSU will not purchase the law school or its assets, although Valparaiso will be reimbursed for some of the transfer expenses incurred on MTSU's behalf during the transition period. The Agreement is contingent upon receiving approval from the MTSU Board of Trustees, the Tennessee Higher Education Commission, and the acquiescence of the ABA to transfer both assets and change of control of the law school to MTSU. It is also contingent on MTSU receiving full or provisional accreditation from the ABA. Dr. McPhee told the trustees that this has been a very deliberate undertaking in which he feels confident that it is both academically and fiscally sound.

Chairman Wright thanked President McPhee for this information and indicated that the Committee would consider action items in one roll call vote.

### **Proposed New Academic Unit and New Academic Degree Program - Action**

Provost Byrnes then discussed the proposed new academic unit, the College of Law, which will serve as the administrative home for the new degree program, be led by a dean, who will report to the university provost, housed in the division of Academic Affairs and will be physically located in the Andrew Woodfin Miller, Sr. Education Center. The ABA mandates a separate unit and this also fits with the structure of MTSU which currently has nine academic colleges.

Dr. Byrnes next discussed the proposed new academic program which would be a Doctor of Jurisprudence (J.D.) degree. The existing J.D. degree curriculum, currently accredited by the ABA and meeting national standards, will be moved from the Valparaiso University Law School. The program is aligned with the state academic master plan, MTSU's academic master plan and within the purview of MTSU. Dr. Byrnes pointed out that the materials contain details about what the program entails. Two feasibility studies demonstrate a need for this degree program as there is no public, accredited law school in middle Tennessee

### **Motion on the Proposed New Academic Unit and New Academic Degree Program**

Chairman Wright called for a motion for approval of the transfer of the law school, approval of the new academic unit (College of Law), and approval of the new academic program (Doctor of Jurisprudence). The motion was made by Trustee DeLay and seconded by Trustee Johnston. Chairman Wright asked if there was any discussion. Hearing none, a roll call vote was taken and the motion to approve the transfer of the law school, approval of the new academic unit, and approval of the new academic program was passed unanimously. In concluding the business of the meeting, Chairman Wright thanked everyone for all the work that was done on this, acknowledging that this matter was still in process.

President McPhee noted that, should the full Board approve the Committee's recommendations, MTSU's presentation regarding the transfer, the new academic unit and a new degree program to the Tennessee Higher Education Commission will be Monday, October 15, 2018.

The meeting adjourned 10:35 a.m.

Respectfully submitted,

Academic Affairs, Student Life and Athletics Committee





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

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Tuesday, November 13, 2018

**Tab 2**

**Approval of New Academic Degree Program  
B.S., Tourism and Hospitality Management**





**Middle Tennessee State University  
Board of Trustees**

MEETING: Academic Affairs, Student Life, and  
Athletics Committee

SUBJECT: Approval of New Academic Degree Program  
B.S., Tourism and Hospitality Management

DATE: November 13, 2018

PRESENTER: Mark Byrnes

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Approval

**BACKGROUND INFORMATION:**

THEC has the statutory responsibility to review and approve new academic programs (THEC Policy A 1.0).

Before submission to THEC, the proposal for a new academic program must be approved by the MTSU Board of Trustees.

The proposal to create a B.S. in Tourism and Hospitality Management is attached for review and approval.



**MIDDLE TENNESSEE STATE UNIVERSITY  
NEW ACADEMIC PROGRAM PROPOSAL  
B.S. in Tourism and Hospitality Management**

Submitted September 2018

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## LETTER OF NOTIFICATION

Submitted: November 2017

### **Proposed Program Name:**

Tourism and Hospitality Management

### **Proposed Degree Designation:**

Bachelor of Science (B.S.)

### **Proposed CIP Code:**

**52.0901** - Hospitality Administration/Management, General

**Definition:** A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

### **Proposed implementation date:**

Fall 2019

### **Academic Program Liaison (APL) name and contact information:**

Dr. Peter H. Cunningham  
Vice Provost for Academic Programs  
Middle Tennessee State University  
Cope Administration Building, Rm: 111  
Murfreesboro, TN 37132  
Office: 615-494-7611  
Email: [Peter.Cunningham@mtsu.edu](mailto:Peter.Cunningham@mtsu.edu)

### **Purpose and Nature of Program:**

We propose to establish a program of study that leads to a baccalaureate degree in Tourism and Hospitality Management. The Tourism and Hospitality industry is a primary driver of the economy in the state of Tennessee. As the tourism and hospitality industry continues to grow, it is struggling to find and employ qualified professional staff. The geographic location of Middle Tennessee State University, our nationally recognized Leisure, Sport, and Tourism Studies program, and the resources of our AACSB

accredited College of Business combine to create an environment within which a high quality program of study that prepares individuals for career opportunities in this dynamic and growing industry sector can be established. In addition to local and regional employers, national and international tourism and hospitality employers will also benefit from the graduates produced by this major at MTSU.

The Tourism and Hospitality Management degree at Middle Tennessee State University will prepare students for a variety of careers in this fast growing multi-trillion-dollar industry. The major will be characterized by an industry-informed curriculum based on corporate partnerships, best practices, and accreditation standards. The curriculum will consist of a core of foundational courses with opportunities for a specialized focus based on student's career goals in areas such as travel and tourism, hotel and resort management, and convention and special event planning. Students will combine campus-based academic courses with supervised industry experiences through required internships and field experiences. Furthermore, this degree will attract both traditional and adult learners, offering opportunities to raise the educational attainment levels of Tennesseans and supporting the Governor's Drive to 55 initiative.

#### **Alignment with state master plan and institutional mission:**

The Master Plan for Tennessee Postsecondary Education 2015-2025<sup>1</sup> calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state's economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed Tourism and Hospitality Management degree meets the State Master Plan in the following ways:

- *Creates an undergraduate degree program and associated curriculum that focuses on one of Tennessee's largest economic sectors: tourism and hospitality.*

As reported by the U.S. Travel Association (USTA)<sup>2</sup>, Tennessee tourism's direct domestic and international travel expenditures reached an all-time record high of \$19.3 billion in 2016, a 4.7 percent increase over the previous year. The travel industry generated \$1.7 billion in state and local tax revenue, 176,500 jobs and \$4.3 billion in travel related payroll income.

While the entire state has experienced growth in the tourism and hospitality industry, middle Tennessee has far outpaced all other regions of the state. Nashville alone accounts for roughly a third of the major travel and tourism market in Tennessee and is the number one job provider (65,050) among 95 counties. The location of Middle Tennessee State University, in the heart of this region, ideally positions the university to supply highly trained professionals for the tourism and hospitality work force.

- *Provides Tennesseans with the opportunity to prepare for careers in and be part of a growing and sustained workforce in the tourism and hospitality industry.*

The Tennessee Department of Labor and Workforce Development rates all three major occupational clusters for this sector as having a “Very Good” or “Excellent” employment outlook. All are expected to be in demand over the long-term. Their 2014 to 2024 projection is that there will be 820 job openings annually<sup>3</sup> National data from the Bureau of Labor Statistics supports these local analyses. It projects between five and eleven percent growth in jobs associated with hospitality and tourism between 2016 and 2026.<sup>4</sup>

The Proposed Tourism and Hospitality Management degree also aligns with the mission of Middle Tennessee State University as expressed in the goals of the university’s Academic Master Plan.<sup>5</sup>

- *MTSU will advance academic Quality through excellence in teaching, scholarship, and service and the celebration of MTSU’s strengths:*

This degree will be offered through the Department of Health & Human Performance in collaboration with the Jones College of Business. The quality of the LSTS program is well documented by its continuous national accreditation for over 35 years and the Jones College of Business is among the five-percent of institutions world-wide holding AACSB accreditation in both Business and Accounting. Incorporating new and existing coursework, this degree will challenge students in the classroom, offer opportunities to participate in undergraduate research, and engage in field-based learning, including through required internships.

- *MTSU will develop purposeful and sustainable partnering relationships and outreach:*

The B.S. in Tourism and Hospitality Management will be developed in close collaboration with industry partners and will include an advisory committee of individuals with leadership experience in the industry. In addition to the advisory board, this degree provides an almost ideal opportunity for field study and internship experiences that place students in direct contact with tourism professionals, providing students with “real world” experiences that prepare them to enter the workforce during their college study as well as immediately upon graduation.

### **Program Feasibility:**

A comprehensive study of the feasibility of offering a baccalaureate degree in Tourism and Hospitality Management was conducted by the MTSU Business and Economic Research Center (BERC) during fall 2017. The final report for the study is attached as Appendix A. Pertinent finding are provided below.

### **Student interest for the proposed academic program.**

Student interest was examined from four perspectives: national trends, state experience, local interest and “feeder” institutions, and surveys of current MTSU students.

**National Trends:** National evidence of student interest in a Tourism and Hospitality Management major comes from two sources: the NSF’s dataset on degrees by major and the UCLA Higher Education Research Institute’s (HERI) annual survey “The American Freshman: National Norms.” Extrapolating data from the HERI survey<sup>6</sup> (which first included Hospitality/Tourism in 2013), and including only institutions with tourism and hospitality programs, produces corresponding estimate of enrollment at MTSU of over 400 students. Using the NSF dataset, nationally 12,199 bachelor's degrees were awarded in the tourism and hospitality field (CIP 52.09) in 2015, the last reported year. There has been a steady annual increase in degrees awarded.<sup>7</sup> These degrees were awarded by 182 universities and four-year colleges having programs in this area.<sup>8</sup> This is an average of sixty-seven degrees awarded annually per institution.

**Evidence from Tennessee:** Tennessee has one private university with a degree program in this area (Christian Brothers) and two public universities, the University of Tennessee at Knoxville (“Hotel, Restaurant, and Tourism”) and the University of Memphis (“Hospitality and Resort Management”). Western Kentucky University also has a concentration in Hotel, Restaurant, and Tourism Management within its Hospitality Management and Dietetics major. This out-of-state institution is the closest baccalaureate program of study in this field to residents of middle Tennessee.

Degree programs in the three regional public institutions that currently offer the major consistently maintain over one hundred majors per academic year. The program at the University of Memphis has had majors numbering between 114 and 177 per year since 2011. Approximately forty bachelor’s degrees a year have been awarded in this major at Memphis. The UT/Knoxville program has had a very similar experience, with majors totaling between 117 and 174 over the past five years. It has awarded an average of just over fifty bachelor’s degrees per year. Western Kentucky, also offers a major, though it was recently reorganized into a concentration within a “Hospitality Management and Dietetics” major. It, too, averages over 100 majors.

Note that the number of majors and degrees awarded in this field in Tennessee exceeds what one would calculate from simple national averages. This offers support for an expectation that MTSU majors in a Tourism and Hospitality Management Program would do so as well.

**Regional and “Feeder Institution” Pipelines:** Chattanooga State, Columbia State, Nashville State, Pellissippi State, and Southwest Tennessee Community College all offer AA or certificate programs in this area. In 2016, the Columbia State and Southwest programs each had more than one hundred students, while fifty-four were in the Chattanooga program. Lastly, thirteen high schools in Rutherford, Davidson, Wilson, and Williamson counties have courses in culinary arts, another source of potential students for the MTSU program.

**MTSU Survey:** A survey instrument was delivered to students enrolled in six different undergraduate courses within the Colleges of Behavioral and Health Sciences and Business to assess student reaction to a Tourism and Hospitality Management program. One hundred and thirty-four students participated. About twenty five of these students (nineteen percent) indicated they would have been “very likely” to have considered majoring in this program had it been offered, or would now major in it if it were offered. Another thirty-three of the respondents (twenty-five percent) indicated they would have been “likely” to have considered the major while thirty-seven (27.6 percent) would now consider the major. While we cannot extrapolate these results to the entire population of MTSU undergraduates they do reflect the high degree of interest in the potential program.

When considering all four perspectives, it is evident that significant interest in a tourism and hospitality management program exists among potential students and both enrollment and degree production will far exceed the numbers needed to launch and maintain a successful degree program.

#### **Local and regional need/demand for the proposed academic program.**

The THEC’s 2017 report on Academic Supply and Occupational Demand identifies “Hospitality and Tourism” as one of the state’s twenty-five “highest demand fields.”<sup>9</sup> It estimates that more than 2,000 jobs will be added by 2024 with about 730 new openings a year. It projects a deficit of over 400 workers to fill those jobs. The Tennessee Department of Labor and Workforce Development reports substantial employment growth in the leisure and hospitality industry across Tennessee, but particularly within the Nashville area. Its figures show the Nashville metro area to have added almost 20,000 jobs in this sector since 2012. There are now some 105,600 individuals working in this industry in the Nashville area.

#### **Employer need/demand**

The Tennessee Department of Labor and Workforce Development rates all three major occupational clusters for this sector as having a “Very Good” or “Excellent” employment outlook. All are expected to be in demand over the long-term. Their 2014 to 2024 projection is that there will be 820 job openings annually.<sup>10</sup>

In the hotel sector alone, we project that 2,600 jobs will be added within the Nashville area simply from completion of the hotels currently under planning or construction.<sup>11</sup> National data from the Bureau of Labor Statistics supports these local analyses. It projects between five and eleven percent growth in jobs associated with hospitality and tourism between 2016 and 2026.<sup>12</sup>

The hospitality and tourism programs of the University of Memphis and the University of Tennessee/Knoxville together produced 106 graduates in 2016.<sup>13</sup> Assuming this degree production is stable, there are fewer degrees being produced than jobs available. The supply/demand ratio is .81, meaning that about twenty percent of the bachelor’s level job openings in the Tennessee Hospitality and Tourism sector cannot be filled with the existing number of students graduating from state programs.

Over the previous four years, just about sixty percent of all state jobs added in the tourism and hospitality sector were in Middle Tennessee. New hotels alone in this area will require some 270 college or university graduates in the coming few years.

**Future sustainable need/demand as evidenced in letters from employers.** The planning and development of this Letter of Notification follows numerous inquiries from and encouragement by employers in the surrounding region who experience difficulty in filling positions in the tourism / hospitality sector. Evidence of this need / demand is found in the attached letters of support provided by leaders and organizations in the tourism and hospitality industry including the Tennessee Hospitality & Tourism Association, Nashville Chamber of Commerce, Nashville Convention & Visitors Corp., Rutherford County Convention & Visitors Bureau, and the Rutherford County Hospitality Association (Appendix E). These organizations recognize the need for increased post-secondary education opportunities for persons in these fields and have offered their support of the proposed baccalaureate program at MTSU. The common theme expressed by each of these industry leaders is reflected by Butch Spyridon, President/CEO of the Nashville Convention & Visitors Corp when he states, “Currently, there are hundreds of job vacancies throughout the hospitality industry, each providing strong and creative career options with tremendous growth opportunities.... It would be ideal to have a hospitality-focused program at Middle Tennessee State University that directly links our residents to vibrant, rewarding careers in this region.”

### **Program Costs/Revenues:**

This degree will not require special facilities or equipment. MTSU already offers many of the tourism and hospitality management courses and has full-time faculty qualified to instruct and lead this program. In addition, the Jones College of Business offers a number of courses that will be incorporated in the curriculum. However, we have budgeted for additional full-time and adjunct faculty during the first five years of the proposed program to ensure the implementation of a high quality program that will meet the projected demand.

A complete accounting of one-time and recurring costs, as well as revenue projections are provided in Attachment A (THEC Financial Projections Form). Expenses include salaries for additional full-time and adjunct faculty as the program grows as well as funds to support recruitment and program promotion during and after implementation. The proposed degree will be funded entirely through tuition and fee revenue. For purposes of this Letter of Notification, we have calculated tuition and fee revenue based on a conservative enrollment projection and have used a 3 percent annual increase for recurring expenses as well as for tuition.

### **Existing programs offered at public and private Tennessee institutions:**

There are currently only two public institutions in Tennessee with baccalaureate degree programs within the 52.09 CIP series. The University of Tennessee-Knoxville offers a

bachelor of science (B.S.) with a major in Hotel, Restaurant & Tourism and the University of Memphis offers a bachelor of business administration (B.B.A.) with a major in Hospitality and Resort Management. Tennessee State University and Christian Brothers University both offer undergraduate concentrations in Hospitality and Tourism Management within their Business Administration majors but not in this CIP classification. (both in CIP Classification 52.0201).

Several Tennessee Board of Regents community colleges (e.g., Nashville State, Columbia State, Chattanooga State, Pellissippi State) have implemented hospitality and tourism programs and while not at the same level, these programs are noted as they have the potential to be an additional source of students through transfer pathways.

## Sources

- <sup>1</sup> Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education 2015-2025. Tennessee Higher Education Commission.
- <sup>2</sup> [http://industry.tnvacation.com/sites/default/files/2016\\_Economic\\_Impact.pdf](http://industry.tnvacation.com/sites/default/files/2016_Economic_Impact.pdf)
- <sup>3</sup> Tennessee Department of Labor and Workforce Development, <https://www.jobs4tn.gov>.
- <sup>4</sup> <https://data.bls.gov/projections/occupationProj>
- <sup>5</sup> The Reach to Distinction: Middle Tennessee State University Academic Master Plan, 2015-2025
- <sup>6</sup> <https://heri.ucla.edu/heri-data-archive/> and <https://ncesdata.nsf.gov/webcaspar/index.jsp?subHeader=WebCASPARHome> respectively.
- <sup>7</sup> Data is from NSF “National Center for Science and Engineering Statistics,” <https://ncesdata.nsf.gov/webcaspar/>
- <sup>8</sup> The College Board, “Big Future. <https://bigfuture.collegeboard.org/> college-search?major=1765\_Hospitality%20Administration%20and%20Management
- <sup>9</sup> THEC, *Academic Supply and Occupational Demand in Tennessee: Workforce Needs and Degree Production*. January 15, 2017.
- <sup>10</sup> Tennessee Department of Labor and Workforce Development, <https://www.jobs4tn.gov>.
- <sup>11</sup> STR data for hotels under planning or construction. Estimates were derived using the average number of jobs per hotel using Tennessee data from the Census Bureau, *County Business Patterns*.
- <sup>12</sup> <https://data.bls.gov/projections/occupationProj>
- <sup>13</sup> For UT/K, <https://oira.utk.edu/reports/fb.degrees-level>. For Memphis, <http://www.memphis.edu/oir/tools/graduationgenerator.php>

**CURRICULUM** - An adequately structured curriculum which meets the stated objectives of the academic program, and reflects breadth, depth, theory and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation, where applicable, and meet the criteria for the general education core as well as articulation and transfer.

The proposed curriculum is in accordance with disciplinary standards and is similar to established baccalaureate tourism and hospitality curricula at similar institutions. The curriculum is designed to

- Provide students with principle knowledge of the interconnected sectors of tourism and the hospitality industry and to help them become trustworthy and ethical team players as well as independent and innovated frontrunners within this fast growing industry.
- Equip students with specialized skills and expertise by incorporating fundamental tourism and hospitality theories and concepts with hands-on projects, case studies, and field experiences to meet the needs of a growing and evolving job market.
- Prepare students through extensive training in marketing, management, business operation, finance, and legal issues for supervisory or executive positions where they will be effective decision-makers and be poised to assume leadership positions in the industry.
- Nurture students to become responsible global citizens who protect and treasure precious natural resources, preserve traditional culture and humanitarian values, improve quality of life, and make impact on local as well as international communities.

**Program Requirements** – Include the minimum number of SCH overall, required curriculum, (course prefix and number, title, SCH) and any special requirements including theses, internships.

<b>Major Core</b>				<b>37 credits</b>
	THM	3100	Introduction to the Tourism & Hospitality Industry	3 credits
	THM	3110	Sustainable Tourism & Hospitality Planning & Development	3 credits
	THM	3390	Travel & Entertainment Industry	3 credits
	THM*	3530	Program Planning in Leisure, Sport, and Tourism	3 credits
	THM	4200	Hospitality & Hotel Industry	3 credits
	THM	4210	Customer Service in Tourism & Hospitality	3 credits
	LSTS	4660	Research & Evaluation in Leisure, Sport, & Tourism Studies	3 credits
	LSTS	4890	Senior Seminar in Leisure, Sport, and Tourism	3 credits
	EXL	4000	Experiential Learning Seminar	1 credit
	Internship – (select one)			
	THM*	4904	Internship in Tourism Management	12 credits
	THM	4905	Internship in Hospitality Management	
	THM	4906	Internship in Event Planning	

<b>Specialization – Student may select one of the following specializations</b>				
<b>Tourism Management Specialization</b>				<b>15 credits</b>
	THM*	4850	Cross Cultural Perspectives in Leisure, Sport, & Tourism	3 credits

	THM	4220	International Tourism	3 credits
	MKT	3900	Social Media Marketing & E-commerce	3 credits
	Select six (6) hours of advised electives from the approved list of courses			6 credits
<b>Hospitality Management Specialization</b>				<b>15 credits</b>
	THM	4300	Current Issues in Hospitality Management	3 credits
	NFS	4100	Food Service Management for Culinary Arts	3 credits
	THM	4140	Food & Beverage Tourism	3 credits
	Select six (6) hours of advised electives from the approved list of courses.			6 credits
<b>Event Planning Specialization</b>				<b>15 credits</b>
	THM	4350	Special Event Planning	3 credits
	BCED	4300	Professional Meeting, Event, Exhibition, and Convention Industry	3 credits
	BCED	4400	Tools of the Professional Meeting, Event, Exhibition, and Convention Industry	3 credits
	Select six (6) hours of advised electives from the list of approved courses			6 credits
<b>No Specialization</b>				
Student electing not to specialize will, in consultation with their advisor, select 15 hours from the list of approved courses (Appendix C).				<b>15 credits</b>

<b>Required Minor: Select one of the following minors</b>			<b>15-18 credits</b>
	Business Administration Minor (18 hours)		
	Entrepreneurship Minor (15 hours)		

<b>Electives</b>	<b>9 - 12</b>
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		<b>TOTAL HOURS REQUIRED FOR DEGREE</b>	<b>120</b>
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\*Cross-listed with Leisure, Sport, and Tourism Studies (LSTS).

+ **NOTE: No more than 30 hours taken in the College of Business may count toward the degree.**

### Articulation with Tennessee Transfer Pathways

This program of study is designed to promote articulation with Tennessee Community Colleges. The following Tennessee Transfer Pathways have been identified as containing the requisite number of credit hours that could transfer as the general electives allotted for Bachelor of Science in Tourism and Hospitality Management, ensuring students can graduate with 120 credit hours.

TTP	Yes	No
Accounting	X	
Agriculture-AGBUS		X
Agriculture-Animal Science		X
Agriculture-Plant and Soil Science		X
Anthropology	X	

Art (Studio)		X
Biology		X
Business Administration	X	
Chemistry		X
Civil Engineering		X
Computer Science		X
Criminal Justice		X
Economics-Business	X	
Economics-Liberal Arts	X	
Electrical Engineering		X
English		X
Exercise Science	X	
Finance	X	
Foreign Language		X
Geography	X	
History	X	
Information Systems		X
International Affairs	X	
Kinesiology		X
Management	X	
Marketing	X	
Mathematics		X
Mass Communication	X	
Mechanical Engineering		X
Music		X
Philosophy	X	
Physics		X
Political Science	X	
Pre-Health (Pre-Dental, Vet, Med, OPT, Pharm)		X
PreK-12		X
Pre-Nursing		X
Pre-Occupational Therapy		X
Pre-Physical Therapy		X
Psychology	X	
Social Work	X	
Sociology	X	
Speech Communication	X	
Sport & Leisure management	X	
Theatre Arts	X	

**Current Courses and Existing Programs-** *List current courses and existing institutional programs which will give strength to the proposed program.*

The Department of Health & Human Performance offers bachelors, masters, and doctoral study in the areas of leisure, sport, and tourism studies. The B.S. in Leisure, Sport, and Tourism Studies has been continuously accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) since 1994. Because this program already exists, many of the courses, academic resources, and industry relationships necessary

for successfully launch the B.S. in Tourism and Hospitality Management are already in place. In addition to core and specialization courses listed above, the LSTS program offers a number of other courses as well as an Accelerated Bachelor's – Master's program of study. Upon approval of the Tourism and Hospitality Management major, the department will submit the necessary curriculum change forms to rename the existing major to Leisure and Sport Management, matching the title of the current master's degree. The department will also submit a curriculum change to phase out the tourism focus of the existing degree with a termination date of fall 2021, allowing current students to complete their program of study.

The Jennings Jones College of Business at MTSU is one of the largest schools of business in the region and maintains AACSB accreditation of both business and accounting programs. Signature programs include the nationally ranked programs in accountancy (#39), Entrepreneurship (17) and Management (#21). Students in the Tourism and Hospitality Management program are required to complete a minor in Business or in Entrepreneurship. In addition to courses required for the minor, THM students may enroll in additional courses within the Jones College to complete a second minor or to fulfill elective requirements. The following courses are examples of existing courses that might be selected by THM students.

- ACTG 2110: Principles of Accounting I, 3 credits
- ACTG 2120: Principles of Accounting II, 3 credits
- ACTG 3000: Survey of Accounting for General Business, 3 credits
- BCED 4300: Professional Meeting, Event, Exhibition, and Convention (MEEC) Management, 3 credits
- BCED 4400: Tools of the MEEC Industry (Meeting, Event, Exhibition, and Convention [MEEC] Management), 3 credits
- BLAW 3400: Legal Environment of Business, 3 credits
- ENTR 2900: Entrepreneurship, 3 credits
- ENTR/MGMT 4920: Small Business Management, 3 credits
- FIN 3000: Survey of Finance, 3 credits
- FIN 3040: Finance for Entrepreneurs, 3 credits
- MGMT 3610: Principles of Management, 3 credits
- MGMT 3730: Management of Innovation, 3 credits
- MGMT 3810: Human Resources Management, 3 credits
- MGMT 3940: Business Ethics, 3 credits
- MGMT 4000: Not-for-Profit Management, 3 credits
- MGMT 4200: Leadership in Organizations, 3 credits
- MKT 3200: Marketing for Entrepreneurs, 3 credits
- MKT 3820: Principles of Marketing, 3 credits
- MKT 3900: Social Media Marketing and E-Commerce, 3 credits

Additional programs found in the departments of Human Sciences, Communication, and Global Studies and Human Geography, as well as the School of Agribusiness and Agriscience (including Fermentation Science) offer coursework and faculty expertise that will directly support the Tourism and Hospitality Management degree. The following are just a small sampling of related courses.

AGBS 4115: Agritourism, 3 credits  
FCSE 4502: Food Production and Management, 3 credits  
FERM 2500: Wine Appreciation, 3 credits  
GS 4150: Ecotourism, Geotourism, and Sustainable Development, 3 credits  
NFS 3100: Food and Culture in the United States, 3 credits  
NFS 4260: Food Safety Issues from Production to Consumption, 3 credits  
NFS 3100: Food and Culture in the United States, 3 credits  
NFS 4100: Food Service Management for Culinary Arts, 3 credits  
COMM 3500: Communication for Organizational Effectiveness, 3 credits  
COMM 3650: Conflict in Communication, 3 credits

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

THM 4210 Customer Service in Tourism & Hospitality Management, 3 credits – Prepares students to meet and exceed customers’ expectations within the tourism and hospitality industry. Review of customer service philosophy, theory, and techniques in tourism and hospitality. Service quality issues, service design and delivery, customer interactions and service recovery, customer relationships, and customer loyalty in tourism and hospitality are addressed.

THM 4220 International Tourism, 3 credits - Patterns, principles and management of international travel and tourism and examination of its role within the international hospitality industry. Focus on current and future trends in global travel; evaluation of the barriers to future development and expansion; and examination of the global impact of travel, tourism and hospitality services.

THM 4300 Current Issues in Hospitality Management, 3 credits – study of current issues and trends with the hospitality industry. Focus is on understanding causes and impacts of trends affecting the broad hospitality industry as well as specific sectors within the industry.

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

The Tourism and Hospitality Management major is not being proposed as an online degree program. However, some courses may offer online sections. Depending on growth and demand, the major may consider offering courses via distance learning in the future.

**Course Syllabi:** Syllabi for existing courses are provided in Appendix G.

**ACADEMIC STANDARDS** – The admission, retention and graduation standards should be clearly stated, be compatible with institutional or governing board policy, and encourage high quality.

All Tourism and Hospitality Management majors must meet the established admission, retention, and graduation requirements of the university. Requirements for admission are found at:

[http://catalog.mtsu.edu/content.php?catoid=23&navoid=4174#Requirements\\_for\\_Admission](http://catalog.mtsu.edu/content.php?catoid=23&navoid=4174#Requirements_for_Admission).

Policies governing academic performance requirements and retention standards are found at:  
[http://catalog.mtsu.edu/content.php?catoid=23&navoid=4176#Academic\\_Regulations](http://catalog.mtsu.edu/content.php?catoid=23&navoid=4176#Academic_Regulations).

Undergraduate degree requirements can be found at:  
<http://catalog.mtsu.edu/content.php?catoid=23&navoid=4169>.

**DIVERSITY** – Provide information regarding how the proposed program will serve a diverse population of students (e.g., adult learners, students working and unable to relocate, students with preference for various delivery modes) or an underserved, historically underrepresented population of students or international students.

The proposed major will provide educational opportunities for adult learners and/or working students who seek employment and/or advancement in the tourism and hospitality industry, particularly those in the Nashville, Murfreesboro, and surrounding area. The Tourism and Hospitality program will provide opportunities for students to attend full-time and part-time. Since the proposed MTSU Tourism & Hospitality program promotes articulation with Tennessee community colleges via transfer pathways, and TN High School Hospitality programs this will provide an additional path for underserved populations, who often initially access higher education at the community-college level, to obtain the bachelor’s-level credential through the MTSU program. Given the very nature of the tourism and hospitality industry, international students will be drawn to MTSU to study. Finally, we will work closely with the MTSU Veterans and Military Families Center to identify veterans whose career goals align with the THM degree.

**PROGRAM ENROLLMENT AND GRADUATES** – Provide the projected number of declared majors and graduates expected over the first three years (associate and certificate), 5 years (baccalaureate and master’s programs) or 7 years (doctoral programs).

We assume a fall 2019 start for this program and use a conservative estimate of enrollment. Full-time enrollment is figured at 12 credits per semester and part-time enrollment is figured at 6 credits per semester with enrollment in fall and spring terms although many students will also enroll during summers. (Sample programs of study for full-time and part-time students are included as Appendix B). We also incorporate a 10 percent yearly attrition rate after the first year. This is comparable to the attrition rate in the existing Leisure, Sport, and Tourism Studies degree program.

<b>Year</b>	<b>Full-Time Headcount</b>	<b>Part-time Headcount</b>	<b>Total Year Headcount</b>	<b>FTE</b>	<b>Graduates</b>
1	10	2	12	11	0
2	20	4	24	22	0
3	30	6	36	33	2
4	40	08	48	44	5
5	50	10	60	55	10

**ADMINISTRATIVE STRUCTURE** – Provide the administrative unit and program director that will be responsible to ensure success of the proposed program.

The Tourism and Hospitality Management major will be part of the Leisure, Sport, and Tourism Studies division in the Department of Health & Human Performance, within the College of Behavioral and Health Sciences. Professor Nicky Wu (Ph.D. – Michigan State University) will serve as the director of the Tourism and Hospitality Management program.

**FACULTY RESOURCES** - Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed program should be included in the documentation.

**Current Faculty** – *List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If the proposed program is at the graduate level, designate current graduate faculty status in relation to eligibility to chair thesis and/or dissertation. Attach a three page vita for each faculty member listed including relevant related activities for the past five years.*

Joey Gray	Associate Professor	PhD - Indiana University	Leisure, Sport, & Tourism Studies	50%
Nicky Wu	Assistant Professor	PhD - Michigan State Univ.	Leisure, Sport, & Tourism Studies	100%
Rudy Dunlap	Associate Professor	PhD – Univ. of Georgia	Leisure, Sport, & Tourism Studies	30%
Steve Estes	Professor	PhD - Ohio State University	Leisure, Sport & Tourism Studies	10%
Dawn Shelar	Professor	PhD – Univ. of Maryland	Leisure, Sport & Tourism Studies	10%
Tony Johnston	Professor	PhD – Univ. of Arkansas	Agribusiness & Agriscience	10%
Alanna Vaught	Instructor	EdD - Texas A&M Univ.	Agribusiness & Agriscience	20%
Mike Bowman	Adjunct Professor	BA - Freed-Hardeman Univ.	General Hospitality Services Corp.	20%
Sandra Poirier	Professor	EdD - Florida International University	Nutrition & Food Science	20%

**Anticipated Faculty** - *Describe the additional faculty needed during the next five years for the initiation of the program and list the anticipated schedule for addition of these faculty members.*

MTSU will search for an additional faculty member with expertise in hospitality during the planning year, to begin in year one of the program. Based upon projected growth in enrollment, an additional full-time tenure-track faculty member will be recruited during 2021 (year three) to start in fall 2022.

Both faculty lines are budgeted (see attachment A) and include a 3% inflation factor. In addition to full-time, tenure-track faculty members we have budgeted for adjunct faculty drawn from area business and industry organizations as the program grows and to provide specialized expertise. Adjunct faculty salaries are budgeted in attachment A as follows: year 2 - \$12,600 (6 courses), year 3 - \$16,800 (8 courses), year 4 - \$12,600 (6 courses) and year 5 - \$12,600 (6 courses).

**LIBRARY AND INFORMATION TECHNOLOGY RESOURCES** – Provide documentation to demonstrate adequate current and/or anticipated library and information technology resources to support a high quality program which meets recognized standards for study at a particular level or in a particular field.

**Library and Information Technology Acquisitions Needed** - *Describe additional library and information technology acquisitions needed during the first three years (associate and certificate), 5 years (undergraduate and master's programs) or 7 years (doctoral programs) for the successful initiation of the program.*

Because we already offer the B.S. in Leisure, Sport, and Tourism Studies and many of the courses that make up the curriculum of the proposed B.S. in Tourism and Hospitality Management we require minimal additional resources to support this program. Because we project continued growth in the industry and anticipate continuing increases in the cost of subscriptions we have included recurring dollars in the budget to supplement current library resources.

**SUPPORT RESOURCES** - Provide documentation to demonstrate adequate other existing and/or anticipated support resources including clear statements of support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful program.

**Evidence of willingness to partner** - *Include government, education, health and business entities.*

We have received overwhelming support from local, regional, and statewide organizations as we initiated planning for this degree. We provided seven (7) letters of support at the time we submitted our initial Letter of Notification. These provide evidence of willingness on the part of business and industry to partner and are included as Appendix E.

**Other Support Currently Available** - *Include support staff, university and non-university assistance.*

The Department of Health & Human Performance is fully staffed and requires no additional resources in order to implement this degree. We have budgeted for a one course reassignment every semester to provide adequate time for the program director to carry out administrative duties.

In addition to resources in the HHP department, the College of Behavioral and Health Sciences employs 17 professional advisors who provide academic advising and the University Office of Student Success is nationally recognized for its focus on student success.

**Other Support Needed** -- *List additional staff and other assistance needed during the first three years (associate and certificate), 5 years (baccalaureate and master's programs) or 7 years (doctoral programs).*

No additional direct staff support is required for this program. While every faculty member

automatically receives funding support for professional travel, we have also budgeted an additional \$500 annually to support professional development activities during the first five years for each faculty member with primary responsibility in this program.

**FACILITIES AND EQUIPMENT-** Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment. New/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of funds to cover costs.

**Existing Facilities and Equipment** - *Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.*

Existing classroom and laboratory facilities are adequate to implement this proposed degree program and no additional laboratory or space needs are required.

It should be noted that the Governor's 2018 capital budget includes \$35,100,000 to construct a new classroom to house programs in the College of Behavioral and Health Sciences. Additional state of the art instructional facilities will be available to faculty and students in this program when this facility is completed.

**Additional Facilities and Equipment Required or Anticipated** - *Describe physical facilities and equipment that will be required/anticipated during the first three years (associate or certificate programs), 5 years (undergraduate and master's programs) or 7 years (doctoral programs).*

No additional facilities or equipment will be required nor do we anticipate a need in the future.

**MARKETING AND RECRUITMENT PLAN** - A plan, including marketing and recruitment, to ensure all prospective students will have equitable access to the program so as not to impede the state's commitment to diversity and access in higher education (Post Geier). *Note: Programs may not be advertised nor students admitted prior to Commission approval.*

The B.S. in Tourism and Hospitality Management will be implemented in fall 2019 and will be subject to post-approval monitoring for the first five years of operation. The university's assessment of program viability (the basis for the decision to seek approval to implement a new degree) is based upon a projection of enrollment sufficient to offset program costs. With these targets and the requirements of the post-approval monitoring process in mind, it is critical that MTSU develop and carryout a comprehensive strategic plan for recruitment of students to this major. The MTSU Strategic Recruitment Plan for the B.S. in Tourism and Hospitality Management is provided in Attachment D.

**ASSESSMENT/EVALUATION** - Although the primary responsibility for program quality rests with the institution and its institutional governing board or its system, THEC considers pertinent information to verify that high standards have been established for the operation and Evaluation of the programs. Evidence must be proposed to demonstrate that careful evaluation is

undertaken periodically throughout the lifetime of the program indicating:

**The schedule for program assessments or evaluations, (including program evaluations associated with Quality Assurance, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation),**

The Tourism and Hospitality Management major will conduct regular scheduled external reviews of this program in accordance with university and THEC policies. The office of Institutional Effectiveness, Planning, and Research is responsible for overseeing external program reviews. The Tourism and Hospitality Management degree program will utilize both formative and summative evaluation to assess the extent to which the program is meeting institutional goals and objectives. The University, the College of Behavioral and Health Sciences, the Health and Human Performance Department and Leisure, Sport, and Tourism Studies program place instructional and program quality among their highest priorities and will assess both on an ongoing basis.

- The THM major will seek accreditation from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), under the National Recreation and Park Association (NRPA). COAPRT accreditation involves a comprehensive self-study, external review, and formation of an advisory board. COAPRT accreditation may be sought after the major has been in operation 3 years and is renewed every 7 years.
- In line with the requirements of the COPART Accreditation Standards and best practices, we will establish an advisory board consisting of key professionals in the Tourism and Hospitality Industry for the purpose of advising on current THM trends, employee/employer needs, and curriculum.
- Students' perceptions of instructional quality will be measured through the use of student instructional evaluations in all tourism and hospitality courses each semester.
- Graduating seniors will also complete the "Graduating Senior Survey" encompassing all aspects of their educational experience at MTSU as well as a Major Field Test to measure content knowledge, retention, and areas that need improvement within the curriculum.
- Student competencies will also be evaluated by internship supervisors who will be asked to complete a comprehensive evaluation of student knowledge, skills, and abilities in tourism and hospitality management. These evaluations will be analyzed to assess common areas of weakness that can be traced back and corrected through curriculum revisions.
- Employment of graduates in appropriate business and industry settings is the ultimate goal of the program and is the final metric upon which program success may be measured. Placement data for new graduates and alumni will be tracked and analyzed to identify program strengths as well as opportunities for expanded placement efforts

**Responsible parties for conducting program assessments or evaluations, and accreditation.**

The Tourism & Hospitality Management program director, Dr. Nicky Wu, will be responsible for conducting program assessments/evaluations and accreditation. To carry out these duties, the program director works closely with the LSTS Program Director, the Health & Human Performance

Department Chair and dean of the College of Behavioral and Health Sciences, who have responsibility for faculty evaluation and budgetary allocations (both conducted annually) as well as ultimate oversight of instructional programs.

**A plan for how results will inform the program post-approval.**

- The COAPRT accreditation self-study and external review results will be used to adjust curriculum, student, and faculty needs.
- The Advisory Board will be used to adjust curriculum to meet industry standards/trends and employer/employee needs.
- Student recruitment, retention, and graduation will be monitored by the director.
- The graduating senior exit evaluation and major field test will be used to adjust curriculum.

**ACCREDITATION** - Where appropriate, professional disciplinary accreditation organizations should be identified. The proposed accreditation timeline must be submitted. Any substantive change that may require a SACS-COC review should be indicated.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The implementation of this major does not comprise a substantive change requiring SACS-COC review.

The Jones College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The use of College of Business courses for the required minors as well as for elective credits does not require modification or review of its existing AACSB accreditation.

The current Leisure, Sport, and Tourism Studies (LSTS) program is a Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accredited program, under the National Recreation and Park Association (NRPA). As such, the proposed major in Tourism and Hospitality Management will be included within the scope of the existing COAPRT academic accreditation.

Note: The current LSTS major is accredited by COAPRT. The next accreditation review is 2021. To be eligible the program must be in existence for three years. Thus, the Tourism and Hospitality Management major will:

- Notify NRPA of intent to accredit the THL major fall 2021
- Begin a COAPRT self-study in November of 2021, conclude May 2022 and submit self-study to COAPRT reviewers by June of 2022.
- External Reviewers conduct campus visit fall 2022.
- Reviewers report submitted to COAPRT Council spring 2023
- Response report (if needed) and hearing spring 2023
- Accreditation confirmation received 2023

**FUNDING** –A budget projection using the THEC Financial Projection form that documents the institution’s capacity to deliver the proposed program within existing and projected resources must

be submitted including an explanation of the current departmental budget in which the proposed program will be housed and estimated additional costs for the first three years (associate degrees), 5 years (undergraduate and master's degrees) or 7 years (doctoral degrees) for the proposed program. Please note that these costs for each year are incremental costs not cumulative costs. Include all accreditation costs and proposed external consultations as related to accreditation. Identify any grants or gifts which have been awarded or anticipated.

THEC Financial Projection form is provided as Attachment A.

It should be noted that the attached THEC form has been modified to include a "planning year" as acknowledgment that some expenses of a new program (e.g., student recruitment) are incurred prior to year one of the program and are funded through institutional reallocation.

In addition, Section B. (Recurring Expenses) includes an "Other" line under Operating Expenses. On this line we include both direct and indirect recurring expenses. Direct expenses include funds to support instructional materials and supplies, library acquisitions and subscriptions, faculty development, travel, external speakers, travel to instructional sites, and other expenditures that are linked directly to the delivery of instruction in this particular program. This line also includes all those functions and expenditures of the university that indirectly support this program of study. For example, the university must fund and staff the Office of the University Registrar, the Bursar's office, the Office of Scholarships and Financial Aid, as well as a myriad of other support functions (utilities, benefits, Human Resources, etc.) necessary to the operation of the university. Lastly, tuition and fees as well as state funding are not differentiated based upon cost of instruction although instructional costs vary across programs (i.e., although student tuition rates and Tennessee's outcomes-based funding formula do not recognize it, there are greater costs associated with some academic programs, such as Nursing, Aerospace, and Engineering than in other programs such as Education, English, or Tourism and Hospitality Management). Therefore, if tuition revenues exceed direct and indirect expenses for one academic program they may be used to offset direct and indirect instructional expenses of other academic programs.

**Tennessee Higher Education Commission  
Attachment A: THEC Financial Projections  
Middle Tennessee State University  
B.S. in Tourism and Hospitality Management**

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Expenditures</b>						
<b>A. One-time Expenditures</b>						
New/Renovated Space		\$ -	\$ -	\$ -	\$ -	\$ -
Equipment		-	-	-	-	-
Library		-	-	-	-	-
Consultants		-	-	-	-	-
Travel		-	-	-	-	-
Other	\$5,000					
<b>Sub-Total One-time</b>	\$5,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>						
<b>Personnel</b>						
<b>Administration</b>						
Salary		\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200
Benefits						
<b>Sub-Total Administration</b>		\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200
<b>Faculty</b>						
Salary		\$ 60,000	\$ 74,400	\$ 80,454	\$ 143,164	\$ 147,081
Benefits		19,800	20,394	21,006	43,086	43,379
<b>Sub-Total Faculty</b>		\$ 79,800	\$ 94,794	\$ 101,460	\$ 186,250	\$ 190,460
<b>Support Staff</b>						
Salary (adjunct)						
Benefits		-	-	-	-	-
<b>Sub-Total Support Staff</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>						
Salary						
Benefits		-	-	-	-	-
Tuition and Fees* (See Below)		-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>						
Travel		\$ 2,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Printing		750	750	750	750	750
Equipment						
Other		11,000	11,000	14,500	15,000	15,000
<b>Sub-Total Operating</b>		\$ 14,250	\$ 13,250	\$ 16,750	\$ 17,250	\$ 17,250
<b>Total Recurring</b>		\$ 98,250	\$ 112,244	\$ 122,410	\$ 207,700	\$ 211,910
<b>TOTAL EXPENDITURES (A + B)</b>		\$ 98,250	\$ 112,244	\$ 122,410	\$ 207,700	\$ 211,910

**\*If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate  
 Number of Graduate Assistants

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
<b>II. Revenue</b>					
Tuition and Fees <sup>1</sup>	\$100,584	\$206,976	\$319,968	\$439,296	\$564,960
Institutional Reallocations <sup>2</sup>	5000 (2,334)	(94,732)	(197,558)	(231,596)	(353,050)
Federal Grants <sup>3</sup>	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$5,000</b>	<b>\$ 98,250</b>	<b>\$ 112,244</b>	<b>\$ 122,410</b>	<b>\$ 207,700</b>
					<b>211,910</b>

**Notes:**

**(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.**

Year 1 (2019) tuition is estimated at \$381 per credit hour. Tuition in subsequent years has a 3% inflation factor.  
 Year 1: 10 students x 12 hours x 2 semesters x \$381 = \$91,440 + 2 students x 6 credits x 2 semesters x \$381 = \$9,144 (Total = \$100,584)  
 Year 2: 20 students x 12 hours x 2 semesters x \$370 = \$188,160 + 4 students x 6 credits x 2 semesters x \$370 = \$18,816 (Total = \$206,976).  
 Year 3: 30 students x 12 hours x 2 semesters x \$404 = \$290,880 + 6 students x 6 credits x 2 semesters x \$404 = \$29,088 (Total = \$319,968).  
 Year 4: 40 students x 12 hours x 2 semesters x \$392 = \$399,360 + 8 students x 6 credits x 2 semesters x \$416 = \$39,936 (Total = \$439,296).  
 Year 5: 50 students x 12 hours x 2 semesters x \$428 = \$513,600 + 10 students x 6 credits x 2 semesters x \$428 = \$51,360 (Total = \$564,960).

**(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

Marketing expenses in the planning year will be covered through reallocation within Academic Affairs. There are no other reallocations.

**(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

No Federal grants are used to fund this degree.

**(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

No external grants or gifts are used to fund this degree.

**(5) Please provide information regarding other sources of the funding.**

With the exception of the planning year, this degree is funded entirely through tuition revenue  
 NOTE: One-time expenses (Other) includes costs associated with program implementation (e.g., promotion/advertising expenses)  
 Recurring expenses (Other) includes \$7,000 for direct expenses (e.g., library subscriptions, instructional materials, faculty development, etc.) in year 1 & 2 and \$10,500 in years 3 - 5. Beginning in Year one, \$1,500 is included for faculty development, (increasing to \$2,000 in Year 4).  
 Beginning in year one, \$2,500 in recurring funds is also budgeted to support student recruitment  
 Recurring expenses (Other) also includes indirect expenses associated with student support (e.g., academic advising, financial aid, Registrar, etc.) and academic program delivery (Instructional technology and classroom support, utilities, etc.). This amount increases enrollment increases in order to support additional students and classes.

NOTE: Tuition revenue in excess of direct & indirect program costs is included in Institutional Reallocation to support other programs.



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

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Tuesday, November 13, 2018

**Tab 3**

**Approval of Academic Degree under Consideration  
B.S., Data Science**





**Middle Tennessee State University  
Board of Trustees**

MEETING: Academic Affairs, Student Life, and  
Athletics Committee

SUBJECT: [Approval of Academic Degree under Consideration  
B.S., Data Science](#)

DATE: November 13, 2018

PRESENTER: Mark Byrnes

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Approval

**BACKGROUND INFORMATION:**

The following academic program is under consideration. Pending the results of feasibility studies, the university may submit a Letter of Notification (LON) to THEC.

Per THEC Policy A1.0 “The submission of the LON must also include a letter of support from the President/Chancellor signifying institutional governing board or system office support for development.”

**Bachelor of Science in Data Science**

The area of data science continues to grow in popularity, as many of the emerging fields include big data concepts, analytics and machine learning. With the recent establishment of the Data Science Institute at MTSU, the university has the potential to become a leader in this field. A degree program would be interdisciplinary and would focus on practical implications of data, programming, data cleansing and mining, big data concepts, statistics and business intelligence, and predictive analytics and machine learning. It would also be a feeder to stem related Masters degrees. This degree would include faculty and staff from the departments of Math, Computer Science, Information Systems and Analytics, as well as many other departments that embrace data science.





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

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Tuesday, November 13, 2018

**Tab 4**

**Approval of Appointment of Chair of Excellence**





## Middle Tennessee State University Board of Trustees

MEETING: Academic Affairs, Student Life, and  
Athletics Committee

SUBJECT: [Approval of Appointment of Chair of Excellence](#)

DATE: November 13, 2018

PRESENTER: Mark Byrnes

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Approval

### **BACKGROUND INFORMATION:**

MTSU Policy 800, General Personnel, (Section III, A, 2) requires the approval of the President and the Board of Trustees for appointments of Chairs of Excellence.

The National Health Care Chair of Excellence in Nursing chairholder will increase the visibility of nursing excellence in Middle Tennessee, collaborate with nursing faculty on scholarly productivity, increase research productivity for the MTSU School of Nursing, provide consultative and educational support to nurses in local clinical agencies and increase research collaboration between the School of Nursing and local clinical agencies.

Deborah A. Lee has been recommended by a peer search committee, Director of the School of Nursing, Dean of the College of Behavioral and Health Sciences, Assistant to the President for Institutional Equity and Compliance, Provost, and President.





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

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Tuesday, November 13, 2018

**Tab 5**

**Petition to Appeal Negative Recommendation for  
Tenure and Promotion**





**Middle Tennessee State University  
Board of Trustees**

MEETING: Academic Affairs, Student Life, and  
Athletics Committee

SUBJECT: [Petition to Appeal Negative Recommendation  
for Tenure and Promotion](#)

DATE: November 13, 2018

PRESENTER: Heidi Zimmerman

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Deny Petition

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**BACKGROUND INFORMATION:**

MTSU Policy 60, Appeals and Appearances before the Board, sets the conditions and procedures for appeals to, and appearances before, the Board of Trustees.

Section III, A. Petition to Appeal

5. The appropriate standing committee of the Board shall review the petition for appeal and the decision of the President on the basis of the record submitted to the President, with any new evidence, which for good cause shown was not previously considered, and determine whether the petition to appeal will be granted.

6. The Board committee, in determining whether to grant an appeal, may consider the following:

- a) Whether policy has been followed;
- b) Whether or not there is material evidence to substantiate the decision appealed from; and/or,
- c) Whether or not there has been a material error in the application of the law which prima facie results in substantial injustice.

The listing in a.- c. above is not exhaustive and, in the discretion of the Board committee, other considerations may be taken into account.

Attached is the petition of Dr. Erin McClelland appealing the decision of the President of the University to deny tenure and promotion of Dr. McClelland and the University's response to her appeal.

Appeal to MTSU Board of Trustees pursuant to MTSU Policy 60 (A) by Erin McClelland from a denial of tenure under MTSU Policy 204 and MTSU Department of Biology Tenure Policies (October 2005).

A. The Decision Being Appealed. I am appealing the decision of the President of the University based upon and upholding the tenure and promotion denial as set forth in my initial tenure and promotion appeal attached here to as **Exhibit A**, specifically Grounds for Appeal section 6(a). I received the President's letter on March 30, 2018 and this appeal to the Board of Trustees is timely under MTSU Policy 60 (III)(A)(2).

B. Brief Statement of the Facts. I am an Assistant Professor at MTSU. I began my position at MTSU August 1, 2013 with two years credit towards tenure. I stopped my clock once when my first daughter was born. My mid-tenure review 1.5 years ago was positive (9 votes for, 1 against) and my annual review in May 2017 from the department chair was excellent across all three areas of research, teaching and service. In addition, every review letter I have had over the last four years has emphasized that I would need to have "publications derived from work done at MTSU" for my tenure application to be successful. When I submitted my dossier, I had seven publications, of which six were derived from work done at MTSU. Thus, the decision not to recommend tenure and promotion came as a complete surprise. I have detailed more fully the history of my tenure evaluations in **Exhibit A**.

I specifically object to the stated reasoning of the committees that it was hard to ascertain that I had an independent research program. Given that my previous employment was as an Assistant Professor at The Commonwealth Medical School for four years, I have developed an independent program of research that I have continued at MTSU. At MTSU, I have been lead author on three and senior author on six of my nine publications, which by itself, is evidence of

an independent research program, since in the field of Biology, it is common knowledge that the first or last (senior) author contributed most to the work. In addition, my colleague and I were awarded an R15 grant in August by the National Institutes of Health. This external evidence of my independent research program awards MTSU \$300,000 over the next 3 years for my groundbreaking research in understanding the pathogenesis and disease of the yeast *Cryptococcus neoformans* and an additional \$92,400 towards indirect costs (see **Exhibit B**).

C. Statement of Applicable Law and Policy. The Tenure policies for the University and the Department of Biology, when read in conjunction, form the objective basis by which a tenure applicant can understand they will be held in order to be granted tenure. This process is meant to be as objective as possible and without bias and, as stated in Policy 204, all department policies are reviewed for consistency. The candidates are to be judged by the criteria as set forth and not on any bias or misapprehension or misunderstanding of facts. The appeals process is there to rectify any mistakes or evidence of bias and my appeal to the Board of Trustees is based upon that procedure.

D. Argument in Favor of Appeal and Citations to the Record.

1. The statements made by the Department Chair and the Committees concerning my publication record misrepresent the facts about my contributions to my publications. Because I did not know I had to provide an explanation of my contributions to my papers in the OFD, I have described my contributions to each of my publications from MTSU below. These contributions clearly indicate I have an independent research program. I have also attached letters from all of my collaborators describing my contributions to these publications. Furthermore, the committee had my dossier and attended my tenure presentation to the department where they could have easily asked me about my contributions. They did not ask

any questions during my presentation where I clearly outlined all of my publications nor did they request that information from my tenured collaborators in the department (which they were required to do per the Biology P&T policy). Thus, if such information was needed to make a decision and the committee went on to render a refusal for tenure in the absence of that information, the committee has erred. Additionally, I am confident that MTSU is seeking the most qualified candidates to teach their students. My record speaks for itself on the issue of publication and independent research and as a woman in an important STEM field that is especially relevant as an indicator of the University's commitment to ensuring equal representation in all fields of academia. In support of my appeal, and to substantiate my argument that this process was applied differently to me, I attach a letter from the chapter President of the AAUP at MTSU concerning the unequal process and issues of bias present in the decision to deny my tenure application (**Exhibit C**).

Contributions:

1. **McClelland, E.E.**, Hobbs, L.M., Rivera, J., Casadevall, A., Potts, W.K., Smith, J.M. and Ory, J.J. 2013. The Role of Host Gender in the Pathogenesis of *Cryptococcus neoformans* Infections. PLoS ONE 8(5): e63632

I am lead author of this paper. I conceived the ideas, I did all of the data collection and analysis and wrote the paper.

2. Eisenman HC, Duong R, Chan H, Tsue R, **McClelland E.E.** 2014. Reduced virulence of melanized *Cryptococcus neoformans* in *Galleria mellonella*. *Virulence* 5(5):611-618.

I am senior author on this paper. I contributed intellectually (~50%), analyzed data and wrote the paper collaboratively with Dr. Eisenman. Dr. Eisenman has provided a letter supporting my contribution stating that I “contributed substantially to the experimental

design, data analysis and manuscript writing and revision. Without her contributions, the project would not have been completed or published.” See **Exhibit D**.

3. Hayes J.B., Sircy, L.M., Heusinkveld, L.E., Ding, W., Leander, R.N., **McClelland, E.E.\*** and Nelson, D.E.\* 2016. Modulation of Macrophage Inflammatory Nuclear Factor  $\kappa$ B (NF- $\kappa$ B) Signaling by Intracellular *Cryptococcus neoformans*. J Biol Chem.; 291(30): 15614-27. \* Joint corresponding authors

I am co-senior author on the paper, with Dr. Nelson and I being listed alphabetically. I approached Dr. Nelson and we collectively conceived the original idea. Together we collaboratively came up with the experiments and helped analyze the data. [REDACTED] did 90% of the data collection as his master’s thesis and wrote the first draft of the paper with our help. After that Dr. Nelson and I collaboratively wrote the paper. Dr. Nelson has provided a letter supporting my contributions above and going on to state that “this project would not have come about without Dr. McClelland”. See **Exhibit E**.

4. **McClelland E.E.**, Ramagopal, U.A., Rivera, J., Cox, J., Nazouzi, A., Prabu, M.M., Almo, S.C. and Casadevall, A. 2016. A small protein associated with fungal energy metabolism affects the virulence of *Cryptococcus neoformans* in mammals. PLoS Pathogens. Sep 1;12(9):e1005849.

I am lead author on this paper. I conceived the idea and brought the project with me to my post-doctoral appointment. The final data collection that was instrumental in determining a function of this protein was done at MTSU. I did data collection and analysis for >50% of the data and I wrote the paper. Dr. Casadevall has provided a letter emphatically stating that this was all my work stating “this [paper] is the fruition of a project she began working on as a PhD student and it is entirely hers. I state

unequivocally that we have not worked on this project since she left the laboratory and that I have no projects related to this protein. Her perseverance and determination in elucidating [the function of] HVA1 is a testament to her excellence as an independent scientist.” **See Exhibit F.**

5. Corson, A.E. Armstrong, S.A., Wright, M.E., **McClelland, E.E.** and Bicker, K.L. 2016  
Discovery and Characterization of a Peptoid with Antifungal Activity against  
*Cryptococcus neoformans*. ACS Med. Chem. Lett., 7 (12), pp 1139–1144.

I conceived the original idea and approached Dr. Bickers. All of the MIC data (~25%) was done in my lab under my supervision. Dr. Bickers and I wrote the paper collaboratively. Dr. Bickers has provided a letter supporting my contribution stating, “Because of her idea and participation, we (we being the team of Dr. McClelland, Ashley Corson (student) and myself) successfully identified a potent antifungal against *C. neoformans*” and “published an article detailing this work”. “Dr. McClelland’s role in the development of this research project has been invaluable and I can say with assurance that without her, our research would not be where it is today. We continue to rely on her knowledge, guidance and input regarding the development of this compound and the identification of new antifungal compounds.” **See Exhibit G.**

6. Jones, T.H.\*, **McClelland, E.E.\***, McFeeters, H. and McFeeters, R.L. 2017. Novel Antifungal Activity for the Lectin Scytovirin: Inhibition of *Cryptococcus neoformans* and *Cryptococcus gattii*. Front Microbiol. May 9;8:755. \*Joint first-authors

I am co-lead author on the paper. I conceived the original idea and approached Dr. McFeeters. I collected 75% of the data and I wrote the paper collaboratively with Dr. McFeeters. Dr. McFeeters has provided a letter supporting my contribution stating, “Dr.

McClelland made a significant contribution to the conception of the original idea, data collection, data interpretation and analysis and writing of the paper.” He went on to say that “Our publication has six data sections. Dr. McClelland played a [significant] role in all but one.” **See Exhibit H.**

7. [REDACTED] and **McClelland, E.E.** 2017. Ch. 29: “An Updated Overview of the Gender-Specific Response to Infection” in *The Principles of Gender-Specific Medicine*, Third Edition, editor: Marianne J. Legato, MD, publisher: Elsevier, London.

I am senior author on this book chapter. I conceived the idea and wrote the chapter collaboratively with [REDACTED]

8. [REDACTED] Lai, H., Smith, S.E., Sircy, L., Cunningham, K., Nelson, D.E. and **McClelland E.E.** 2018. Size Matters: Measurement of Capsule Diameter in *Cryptococcus neoformans*. *J. Vis. Exp.* Feb 27;(132). doi: 10.3791/57171.

I am senior author on this paper and co-corresponding author with Dr. Nelson. Dr. Nelson and I collaboratively conceived the idea, [REDACTED], and I did the data collection, [REDACTED] and Dr. Nelson analyzed the data and [REDACTED] [REDACTED] wrote the paper with our help.

9. [REDACTED] Rosen, J. and **McClelland, E.E.** An Overview of Sex Bias in *C. neoformans* Infections. 2018. *J. Fungi* 2018, 4(2), 49; doi:10.3390/jof4020049.

I am senior and corresponding author. I conceived the ideas and [REDACTED] [REDACTED], and I wrote the paper. My [REDACTED] contributed a figure.

10. [REDACTED] Rosen, J., Castro-Lopez, N., Wormley, F.L. and **McClelland, E.E.** An inherent immune deficit in healthy males to *C. neoformans* infection may begin to explain the sex susceptibility in incidence of cryptococcosis. This manuscript is currently

in revision at *Biology of Sex Differences* (Impact factor 3.635). I am senior and corresponding author. I conceived the ideas and [REDACTED], did 90% of the work.

2. I am also appealing the apparent bias of the Department Chair shown when I decided to have children while employed at MTSU.

a. When my oldest daughter was about a year old, I went into the chair's office to tell her some good information. Her response to my statement that "I have good news" was "Please don't tell me you are pregnant again", which is defined as discrimination under MTSU policy 27 III.J.2d.

b. The semester after having my second daughter, the chair scheduled me to teach an early morning class, even though she knew I was breast-feeding. When I spoke to her about it, she said I should "ask someone else to switch with you". Luckily, Dr. Anthony Newsome agreed to switch class times with me.

c. Teaching schedule – I taught every day of the week for the entire year after my second daughter was born. I also taught a 2-2 instead of the 1-2 teaching load stated for high research faculty. My youngest daughter was 15 months old when I submitted my tenure dossier.

3. I am also concerned that the Department Chair was biased against my research and specifically the money and equipment needed to create and sustain the Vivarium as required for my field of research. Specifically:

a. In early April, 2017, when another faculty member was going to start using BSL-2 level pathogens in the vivarium, I went to the chair's office and told her she was going to have to buy another biosafety cabinet for the other animal room. Moving the one in my room back and forth between the two rooms would be a violation of the Guide for the Care and Use of

Laboratory Animals, which is required to be used by the Public Health Service Policy and the Animal Welfare Act. Her response was, “well, since I don’t know much about this, I am going to bring in an outside person for their advice.” Since I have over 20 years’ experience working in vivariums, I said, “Sure, go ahead”. On May 5, 2017, she and Jeff Porter from the Office of Research Services brought in the Biosafety officer (Robin Trundy) from Vanderbilt who met with all of us, toured the facility and then gave us her recommendations. She recommended that we had to buy 3 biosafety cabinets (not 1). The chair was not happy about that finding.

b. Shortly after the Vanderbilt Biosafety officer visit in early May 2017, the autoclave in the vivarium went down and needed to be repaired. The proper maintenance of the vivarium is a federal requirement. Failure to adhere by the law would lead to the cancellation of PHS funds, including existing NIH grants, and possibly fees and prison time to University officials. When I mentioned this to our accounting person, she asked Dr. Boyd who said we didn’t have the money and that we would have to wait until the next fiscal year (July 2017). Luckily, I wasn’t doing any animal work, but I am not sure if any of the other three male users of the vivarium were. Technically we couldn’t because the Guide states that “hazardous wastes are rendered safe before removal from facility” (Guide, pg. 73-74) and the only way to sterilize hazardous wastes is to sterilize them using the autoclave.

But when the autoclave still hadn’t been repaired in mid-September, I asked her about it. Her response was, “Well, I can’t really justify spending \$5000 on you to fix the autoclave when the department is already spending most of its materials fee on you”. The next day I met with the Dean and conveyed this conversation. He told me he would take care of it and then told her he noticed the autoclave in the vivarium was not working and she had to fix it. I gave my tenure presentation to the department on September 20, 2017, around the same time. Because all

previous reviews from the chair were excellent, I am concerned that my attempt to uphold federal law and get the autoclave fixed instigated her to retaliate against me and negatively affected my tenure application.

The autoclave was not fixed and in the Institutional Animal Care and Use Committee's (IACUC) semi-annual inspection in the first week of November, they noticed the autoclave was not working. The IACUC temporarily suspended everyone's animal protocols until the autoclave was fixed, because with the autoclave not functional, all our animal policies were in violation of PHS policy and the Animal Welfare Act. It was finally fixed in mid-November, 2017, six months after it originally went down. Because any research done during that time would put MTSU in violation of its PHS Assurance number, which allows MTSU to receive grants from the NIH, this prevented me from conducting any experiments, effectively putting any animal research on hold.

4. The decision to deny my tenure application evinces a gender bias as is clearly indicated by the public information available regarding the publications of the professors in the Biology Department who have been granted tenure over the past four years.

Dr. Brian Robertson was granted tenure last year with only four publications. In addition, his H index was a 5. An H index is an external and objective, author-level metric that attempts to measure both the productivity and citation impact of the publications of a scientist or scholar. Thus, the H-index reflects both the number of publications and the number of citations per publication, so higher is better. My H index (from 2013 onwards) when I submitted my tenure dossier was an 11. The score of the other male who received tenure in the past four years, Chris Herlihy, was a 12. The score of Ashley Morris was a 7. I believe this, in conjunction with the stated reasoning by the Chair and the Committee that my independent research and

publications were somehow lacking, belies that as a legitimate, unbiased reason for their decision to deny my tenure application. See **Exhibit I** attached.

Due to the apparent gender bias by the department chair and department P&T committee, I filed a Title IX complaint in May, 2018. The Title IX coordinator conducted an investigation over the summer and found no evidence of gender discrimination. I appealed that finding (see **Exhibit J**) to President McPhee. After reviewing my appeal, Dr. McPhee concurred with the Title IX investigator that there was no evidence of gender discrimination because I did not identify any other male faculty members that had been awarded tenure, but who had also not described their contributions. I would like to note here that I do not have access to that information so I could not include that evidence in my appeal.

E. Conclusion. For the reasons stated above and based upon the inconsistent application of the requirements for tenure I respectfully request that the Board of Trustees grant my application to appeal. I have more than met the University's requirements for promotion and tenure through research accomplishments, high-quality education of students, and service to the University and the community. In addition, I have greatly contributed to the career aspirations of 12 young, female future scientists from the great state of Tennessee.



MIDDLE TENNESSEE STATE UNIVERSITY  
FACULTY APPEAL FORM

1. NAME OF PERSON APPEALING: Erin McClelland
2. DATE: February 7, 2018
3. DEPARTMENT: Biology
4. DATE OF RECEIPT OF NOTIFICATION CONCERNING TENURE AND/OR PROMOTION RECOMMENDATION FROM THE PROVOST: January 25, 2018.
5. REASON FOR THE APPEAL:
  - A. Notification of a negative recommendation for tenure: \_\_\_\_\_ X
  - B. Notification of a negative recommendation for promotion: \_\_\_\_\_ X
6. GROUNDS FOR THE APPEAL. SEE POLICY 206, SECTION IV.

I am appealing the denial of my application for tenure and promotion under section 206(IV)(A)(2) of the Tenure and Promotions Appeal Process as approved by the Board of Trustees on June 5, 2017. As grounds, I submit that the decision of the Provost, as supported by: 1) the October 5, 2017 letter from Lynn Boyd, Professor and Chair of the Department of Biology, 2) the October 20, 2017 letter from Andrew V.Z. Brower, Chair of the Biology Promotion and Tenure Committee, 3) the November 14, 2017 memo from Bill Allen, Chairman of the Promotion and Tenure Review Committee, College of Basic and Applied Sciences and, 4) the November 27, 2017 letter from Dean Robert Fischer, violates the policies and procedures of the University.

- a. **The grounds for denial of tenure as stated are arbitrary, capricious and violate the tenure policies of both the University (Policy 204) and the Department of Biology Supplement to the MTSU Policies and Procedures for Tenure (as rev'd 2016).**

#### **Policies at Issue**

As the Biology Department's policies and procedures for tenure (P&T Policy, Dept. of Biology) states, "The Biology Department holds paramount the openness, fairness and objectivity of its evaluations of faculty members for promotion and tenure. No evidence regarding a candidate's performance or character, positive or negative, which is not documented in the dossier or other University records will be considered in deliberations and recommendations for tenure or promotion. Anonymous accounts and hearsay are thus inadmissible." (Biology Policy and Procedures Preamble). Additionally, the University Policy and Procedures relating to academic tenure requires as a material part

of the tenure process that “c. The faculty member will receive two (2) formal reviews during the tenure process: a pre-tenure review of progress toward tenure and a final review during the sixth (6<sup>th</sup>) year of the probationary period. The pre-tenure review will follow the process of the final tenure review through the department and college level . . .” Likewise, the Department of Biology recognizes the general tenure criteria set forth in the University policy and evaluates faculty members considered for tenure with respect to their performance in: a. teaching; b. research/scholarship; and c. service (specifically omitting the criteria of “creativity”).

Candidates for tenure are to submit an Outline of Faculty Data form (OFD) and a file of supporting materials. After submitting that form, the Promotion and Tenure Committee (P&T) of the Dept. of Biology “**will meet with the tenured faculty** to discuss candidates under evaluation **and obtain feedback** that may inform the Committee’s vote. Feedback from faculty should be limited to **discussion of the candidate’s P&T dossier** and other information recorded in University documents.” (P&T Policy, Dept. of Biology (I)(n), emphasis added).

As set forth in the University P&T policy, the supporting materials accompanying the OFD are to be stored in the candidate’s department. However, administrators and committees involved in the review process “may ask to review any or all of the supporting materials at their discretion. Departments and/or colleges may require additional specific supplemental documentation as outlined in department and/or college policies, subject to approval by the provost and president.” (University Policy 204 (B)).

The University and the Department of Biology policies recognize that the tenure candidate is to be reviewed annually as they proceed towards the final evaluation. The “ultimate aim of these reviews is **transparency and consistency, so that there are no surprises when the final evaluation for promotion and tenure takes place**” (P&T Policy, Dept. of Biology, VII emphasis added).

The University P&T policy also establishes that research/scholarship activity is expected of tenure candidates and that “[a]lthough academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria: ...b. Seeking internal and external funding for research, scholarship, and/or creative activity. **Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.**” (University P&T Policy 204 (IV)(D)(2)(b), emphasis added).

## **Procedural Background**

In my pre-tenure review dated March 21, 2016, the P&T review committee of the College of Basic and Applied Sciences met to review my OFD. The stated purpose of that review was to provide an early assessment of my progress toward tenure at MTSU.

At that time, the committee noted that my teaching evaluations were average for my department. Additionally, they noted that my service to the professional community was “highly praised”. On the third prong of the tenure requirements, that of research, the committee noted that my trajectory at that time had “a lot of potential.” However, I had not yet produced the expected research products which “can testify to the quality of [my] research program.” They noted that my “in progress” activities needed to be brought to fruition in terms of presentations and publications prior to applying for tenure.

Additionally, in my annual evaluation performed by Lynn Boyd, Biology Dept. Chair, she noted that my performance in research had been “excellent” during the 2016-2017 academic year. In that evaluation, Dr. Boyd noted that two of my three papers were the “result of work done at MTSU.” She also noted that two other manuscripts had been submitted and that my students and I had made 10 presentations at international/national/regional meetings. Dr. Boyd made this notation on my annual evaluation after having noted on May 26, 2016 in my 2015-2016 evaluation that it would be important for me to “have publications derived from work done at MTSU.” Clearly, Dr. Boyd recognized in May 2017 that there had been productivity in my lab and at a minimum, two of my published works were directly derived from work done in my lab at MTSU.

Despite that recognition, in her October 5, 2017 letter to Dean Fischer, Dr. Boyd stated that there was “little productivity from the McClelland lab itself. Of the six papers that have been published since she has been at MTSU, none *seem* to be from work done in the McClelland lab at MTSU.” (Emphasis added). Dr. Boyd goes on to state that her presumptions concerning my papers “point(s) to a scenario where Dr. McClelland’s role is to supply *Cryptococcus* organisms, the actual work is done in other labs. This scenario does not meet the expectation for an active research program.” Dr. Boyd’s assumptions about my research and her projected “scenarios” are not based in fact.

Similarly, Dr. Boyd’s letter to Dean Fischer states that, in her opinion, my teaching is not of the “highest quality”. This is directly belied by her statements in my 2016-2017 academic year performance evaluation that “Dr. McClelland has had excellent performance in teaching this year.” Similarly, Dean Fischer himself noted on January 31, 2017 that I was “doing a very good job as a teacher.” And in the evaluation summary he notes that “[my] teaching evaluations are good.”

Dr. Boyd’s letter declining to recommend me for tenure based upon two factors: “research progress and teaching ability” is arbitrary and not supported in fact and is belied by her own evaluation of my performance at the conclusion of the 2016-17 academic year. The recommendation to deny me tenure also clearly violates the stated policies of the University and the Biology Department that the candidate’s performance be evaluated with “transparency” and “consistency” so that this critical decision not come as a “surprise” to the candidate. Based upon my prior reviews and my University and Departmental record, the decision to deny my tenure and promotion application was a complete surprise and anyone reading the prior reviews from the committee and the department chair could not form any other conclusion.

b. **The alleged failures in my tenure and promotion application are not based in fact and the Committee failed to make an informed decision based on my actual record of teaching and research at MTSU.**

My mid-tenure review 1.5 years ago was positive (9 votes for, 1 against) and my annual review in May 2017 was excellent across all three areas of research, teaching and service. In addition, every review letter I have had over the last four years has emphasized that I would need to have “publications derived from work done at MTSU” for my tenure application to be successful. When I submitted my dossier, I had seven publications, of which six were derived from work done at MTSU. Thus, the decision not to recommend tenure and promotion came as a complete surprise.

The committees stated that it was hard to ascertain that I had an independent research program. Given that my previous employment was as an Assistant Professor at The Commonwealth Medical School for four years, I strongly argue that I have developed an independent program of research that I have continued to grow at MTSU. At MTSU, I have been lead author on 3 and senior author on 5 of my 8 publications.

Concerning my publication record, the department chair’s letter misrepresented the facts about my contributions to my publications. Because I did not know I had to provide an explanation of my contributions to my papers in the OFD, I have described my contributions to each of my publications from MTSU below. I have also attached letters from all of my collaborators describing my contributions to these publications. Furthermore, the committee had my dossier and they could have easily requested that information from my tenured collaborators in the department or tabled a decision until that information was available. If such information is needed to make a decision and the committee went on to render a refusal for tenure decision in the absence of that information then I contend that the committee has erred.

1. PLoS One paper, 2013: I am lead author of this paper. I conceived the ideas, I did all of the data collection and analysis and wrote the paper.
2. Virulence paper, 2014. I am senior author on this paper. I contributed intellectually (~50%), analyzed data and wrote the paper collaboratively with Dr. Eisenman. Dr. Eisenman has provided a letter supporting my contribution stating that I “contributed substantially to the experimental design, data analysis and manuscript writing and revision. Without her contributions, the project would not have been completed or published.”
3. JBC paper, 2016: I am co-senior author on the paper, with Dr. Nelson and I being listed alphabetically. I approached Dr. Nelson and we collectively conceived the original idea. Together we collaboratively came up with the experiments and helped analyze the data. [REDACTED] did 90% of the data collection as his [REDACTED] and wrote the first draft of the paper with our help. After that Dr. Nelson and I collaboratively wrote the paper. Dr. Nelson has provided a letter

supporting my contributions above and going on to state that “this project would not have come about without Dr. McClelland”.

4. PLoS Pathogens paper, 2016: I am lead author on this paper. I conceived the idea and brought the project with me to my post-doctoral appointment. The final data collection that was instrumental in determining a function of this protein was done at MTSU. I did data collection and analysis for >50% of the data and I wrote the paper. Dr. Casadevall has provided a letter emphatically stating that this was all my work stating “this [paper] is the fruition of a project she began working on as a PhD student and it is entirely hers. I state unequivocally that we have not worked on this project since she left the laboratory and that I have no projects related to this protein. Her perseverance and determination in elucidating [the function of] HVA1 is a testament to her excellence as an independent scientist.”
5. Medicinal Chemistry paper, 2016: I conceived the original idea and approached Dr. Bickers. All of the MIC data (~25%) was done in my lab under my supervision. Dr. Bickers and I wrote the paper collaboratively. Dr. Bickers has provided a letter supporting my contribution stating, “Because of her idea and participation, we (we being the team of Dr. McClelland, [REDACTED] and myself) successfully identified a potent antifungal against *C. neoformans*” and “published an article detailing this work”. “Dr. McClelland’s role in the development of this research project has been invaluable and I can say with assurance that without her, our research would not be where it is today. We continue to rely on her knowledge, guidance and input regarding the development of this compound and the identification of new antifungal compounds.”
6. Frontiers paper, 2017: I am co-lead author on the paper. I conceived the original idea and approached Dr. McFeeters. 75% of the data was collected in my lab and I wrote the paper collaboratively with Dr. McFeeters. Dr. McFeeters has provided a letter supporting my contribution stating, “Dr. McClelland made a significant contribution to the conception of the original idea, data collection, data interpretation and analysis and writing of the paper.” He went on to say that “Our publication has six data sections. Dr. McClelland played a [significant] role in all but one.”
7. Book chapter, 2017: I am senior author on this paper. I conceived the idea and wrote the paper collaboratively with my [REDACTED]
8. JOVE paper, 2018, in press. I am senior author on this paper and co-corresponding author with Dr. Nelson. Dr. Nelson and I collaboratively conceived the idea, my [REDACTED], and I did the data collection, [REDACTED] and Dr. Nelson analyzed the data and [REDACTED] wrote the paper with our help.

9. Journal of Immunology paper, 2018. This manuscript is currently in review. I am senior and corresponding author. I conceived the ideas and my [REDACTED], did 90% of the work.
10. Journal of Fungi paper, 2018. This manuscript is currently in review. I am senior and corresponding author. I conceived the ideas and my [REDACTED] and I wrote the paper collaboratively.

(All cited collaboration letters are attached hereto)

The letter from the departmental committee stated that only one of my publications involved “students that she mentored (and those were co-mentored with another faculty mentor)” and that “despite the many URECA-sponsored projects in her lab, only one of these (co-advised with another faculty member) has resulted in published results, to date”. The letter from the departmental chair, Dr. Lynn Boyd, stated that “none of the many students that Dr. McClelland lists as student mentees have been authors on papers with the exception of one paper with two students who were co-mentored by Dr. David Nelson”. These comments were very surprising as it was never explicitly stated by anyone that a successful tenure application would require students to be authors on papers and that the committees would use that as the primary way they would determine that I had an independent research program. In fact, it is NOT explicitly stated in any policy that students are required to be authors on publications for a successful tenure application.

While my goal is for all of my students to have authorship on projects, the reality for undergraduates is that they cannot get enough data for authorship of a publication in the 1-2 years they are in the lab. Thus, I will have undergraduate authors on papers, but it will be the compilation of 2-3 students’ work on the project to get the paper published. I am currently writing two papers where this is the case.

While having authorship on a publication is certainly one way to measure student success, there are many other ways to make that measurement. I would argue that a superior indication of student success is their career advancement. The skill sets, work ethic and scientific training they received in my lab all helped them to pursue higher studies. All of my (mostly female, first generation college) students from diverse ethnicities have presented their work at regional and/or national meetings in addition to the 25 presentations at Scholar’s week at MTSU (which was only briefly credited by Dr. Boyd). Many of my students have received prestigious URECA grants for their projects so have gained experience in grant writing. All of my graduating students have gone on to graduate or professional schools. One of my current students is a semi-finalist for the Fulbright Scholarship for which she applied based upon my encouragement. Thus, while I agree a publication is important, their future success in life is more important. Below is a list of my students and their accomplishments.

<b>Undergraduate Student</b>	<b>Accomplishments while at MTSU</b>	<b>Where they are now</b>
██████████	2 URECA grants; presented at a national conference	Univ. of Georgia, PhD program
██████████	2 URECA grants, Sigma Xi grant; presented at a national conference; author on JBC 2016 publication	NIH INRO program; applying for medical school
██████████	2 URECA grants	MSW graduate program
██████████	2 URECA grants; presented at a national conference and three regional conferences	Medical school
██████████	2 URECA grants; Biology scholarship; presented at a regional conference	Michigan State University PhD program
██████████	2 URECA grants; Biology scholarship; presented at a national conference	Finalist for the NIH INRO program; applying for PhD programs
██████████	2 URECA grants; Biology scholarship; presented an oral presentation at a regional meeting; semi-finalist for Fulbright Scholarship	Applying for PhD programs
██████████	3 URECA grants; presented an oral presentation at a regional conference; writing a paper	Starting medical school in Fall 2018
██████████	Presented at a regional conference; writing a paper	Starting pharmacy school in Fall 2018
██████████	Writing a paper	Interviewing for medical school
██████████	1 URECA grant so far; presented at a regional meeting	Junior at MTSU
██████████	1 URECA grant so far	Junior at MTSU
██████████	2 URECA grants so far	Sophomore at MTSU

<b>Graduate Student</b>	<b>Accomplishments while at MTSU</b>	<b>Where they are now</b>
██████████	Awarded the Mary C. Dunn scholarship; presented at 2 national meetings and 1 regional meeting (oral presentation); First author of JBC 2016 publication	Research technician; interviewing for PhD programs
██████████	Presented at an international	Applying for clinical post-

	meeting; First author of book chapter 2017; 1 publication in press and 2 publications under review	doctoral positions
██████████	Awarded the Mary C. Dunn summer stipend scholarship; presented at a national meeting and 2 regional meetings; writing a paper	Applying for PhD programs
██████████	Presented at a regional meeting	First year MS student
		First year MSPS student
		First year PhD student

Likewise, there are other ways to determine if I have a robust independent research program, including using the H index and asking other faculty members in the department for clarification. My H index, as listed at <https://scholar.google.com/citations?user=v-Wbx4QAAAAJ&hl=en>. Even with the Nature Genetics paper removed, my H index is higher than any of the three previous people who were awarded tenure in the Biology department. In addition, it is stated in the Biology Department policy that, “[p]rior to voting on tenure or promotion for a candidate, the committee will meet with the tenured faculty to discuss candidates under evaluation and obtain feedback that may inform the committee’s vote.” Thus, if the committee found itself unable to determine my contributions to publication and research (as was listed in my dossier), the committee should have followed policy and asked for additional information from the faculty and my collaborators. As far as I can ascertain, they did not.

Regarding the statements concerning extramural funding, the description of my funding history by the department chair is incorrect. I have had one extra mural grant funded previously in addition to the two grants I have received at MTSU. Additionally, my grant proposal with Dr. Dave Nelson where I am co-PI was scored a 23 in June 2017. The NIH R15 funding payline was a 22 so we missed being funded by 1 point. That proposal has been resubmitted and will be reviewed in late February. I have also submitted an R15 application to the NIH on the gender susceptibility differences observed in *C. neoformans* infections. The proposal was scored and discussed twice in the study section, but not funded ultimately because the reviewers did not believe the preliminary data, which was biologically and statistically significant. The summary statement noted that the proposal was “focused and straight-forward” and the investigator was “excellent and well-trained”. As the reviewers are all physicians, they likely have preconceived opinions about the pathogenesis of *C. neoformans* infections and do not credit that a biological gender bias exists, but instead presume that the reason men make up 70% of the patient population with cryptococcosis is that they are non-compliant with their medications. We have solid data that refute that belief and that manuscript is now in review with the Journal of Immunology. Thus, it is highly probable that I will be successful in getting grant funding on this project.

One of the comments in my annual review letters from the Biology department chair was that I should focus on one specific project in order to be successful in obtaining tenure. What is not examined and credited by the chair and other faculty from different disciplines on the P&T committees is that I work on host-pathogen interactions, which, by definition, is a broad topic that involves both the host and the pathogen. I explained this in my tenure talk (which is a material part of the tenure process) before the departmental committee met to discuss my dossier. As part of understanding the interaction of *C. neoformans* with its hosts, my lab is working on various facets of this interaction. My students are characterizing different genes that have been identified in microarrays that may be involved in the pathogenesis of this yeast, which may affect how the yeast interacts with host macrophages. Thus, the collaborative work I have been doing with Dr. Nelson directly addresses how *C. neoformans* interacts and modulates macrophages during infection. The other side of the host-pathogen interaction is the host. There are a number of students characterizing the host immune response to *C. neoformans* and how that response differs between males and females. A manuscript describing this data is currently in review at the Journal of Immunology (impact factor 4.92). Finally, a number of students are screening potential drug candidates to determine if any have inhibitory action against *C. neoformans*. As the current treatments for patients with cryptococcosis are toxic and cause liver and kidney failure, new treatments are desperately needed to help the host immune response control and clear an infection. Thus, all of the papers I have published since coming to MTSU are focused on different facets of the *C. neoformans*-host interaction and are indeed focused on contributing directly to the *Cryptococcus* field – to state otherwise is to misunderstand the work.

Regarding the chair's description of my teaching performance, the few times where my teaching evaluations were below the university averages were after the first time I taught the course. In one instance, my evaluations for one section of Microbiology (BIOL 2230) were slightly below the university averages while the other section I taught that SAME semester were well above the university averages. I am very passionate about my teaching and continually strive to improve the courses I teach to facilitate student success. For every class I teach, I ask for constructive comments and suggestions from the students on ways to improve the course. Thus, the chair's opinion that my teaching is below the highest quality was very surprising, especially since it was never mentioned in any of my annual reviews, and indeed is belied by my 2016-2017 annual review.

The chair and the P&T committees rendered their decisions with incomplete information, which they had the power and obligation to obtain in order to ensure consistency and a fully informed discussion and decision on my tenure application. My publication output exceeds what has historically been required for tenure and promotion at our institution. I submit that the denial of my tenure and promotion application be reconsidered in light of the actual facts and the policies of the University and the Department and that I be awarded tenure and promotion.

Although the chair rightly noted that I am generally well-liked in the department, I agree that the decision about tenure and promotion cannot be based upon likeability alone. However, I do want to assure you that I am very happy at MTSU, I have established a

novel research program at our institution that I am incredibly excited about, my students are thriving and I am remarkably close to having grants funded during a very tough funding environment. I have worked hard to teach, publish and pursue independent research to a level that qualifies me for tenure and promotion to associate professor at MTSU and I respectfully request that my appeal be granted.



NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES

**Grant Number:** 1R15AI135826-01  
**FAIN:** R15AI135826

**Principal Investigator(s):**  
ERIN E MCCLELLAND, PHD  
David Edward Nelson (contact), PHD

**Project Title:** Modulation of Macrophage Polarization by a Facultative Intracellular Pathogen

Mr. Jeffrey Porter  
Director, Research Services  
Box 124, 1301 E Main ST  
Murfreesboro, TN 371320001

**Award e-mailed to:** jeffry.porter@mtsu.edu

**Period Of Performance:**  
**Budget Period:** 08/24/2018 – 07/31/2021  
**Project Period:** 08/24/2018 – 07/31/2021

Dear Business Official:

The National Institutes of Health hereby awards a grant in the amount of \$392,400 (see "Award Calculation" in Section I and "Terms and Conditions" in Section III) to MIDDLE TENNESSEE STATE UNIVERSITY in support of the above referenced project. This award is pursuant to the authority of 42 USC 241 42 CFR 52 and is subject to the requirements of this statute and regulation and of other referenced, incorporated or attached terms and conditions.

Acceptance of this award including the "Terms and Conditions" is acknowledged by the grantee when funds are drawn down or otherwise obtained from the grant payment system.

Each publication, press release, or other document about research supported by an NIH award must include an acknowledgment of NIH award support and a disclaimer such as "Research reported in this publication was supported by the National Institute Of Allergy And Infectious Diseases of the National Institutes of Health under Award Number R15AI135826. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health." Prior to issuing a press release concerning the outcome of this research, please notify the NIH awarding IC in advance to allow for coordination.

Award recipients must promote objectivity in research by establishing standards that provide a reasonable expectation that the design, conduct and reporting of research funded under NIH awards will be free from bias resulting from an Investigator's Financial Conflict of Interest (FCOI), in accordance with the 2011 revised regulation at 42 CFR Part 50 Subpart F. The Institution shall submit all FCOI reports to the NIH through the eRA Commons FCOI Module. The regulation does not apply to Phase I Small Business Innovative Research (SBIR) and Small Business Technology Transfer (STTR) awards. Consult the NIH website <http://grants.nih.gov/grants/policy/coi/> for a link to the regulation and additional important information.

If you have any questions about this award, please contact the individual(s) referenced in Section IV.

Sincerely yours,

Vandhana Khurana  
Grants Management Officer  
NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES

Additional information follows

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**SECTION I – AWARD DATA – 1R15AI135826-01****Award Calculation (U.S. Dollars)**

Salaries and Wages	\$175,200
Fringe Benefits	\$13,313
Personnel Costs (Subtotal)	\$188,513
Materials & Supplies	\$84,046
Travel	\$9,000
Other	\$13,941
Publication Costs	\$4,500

Federal Direct Costs	\$300,000
Federal F&A Costs	\$92,400
Approved Budget	\$392,400
Total Amount of Federal Funds Obligated (Federal Share)	\$392,400
<b>TOTAL FEDERAL AWARD AMOUNT</b>	<b>\$392,400</b>

**AMOUNT OF THIS ACTION (FEDERAL SHARE)** \$392,400

SUMMARY TOTALS FOR ALL YEARS		
YR	THIS AWARD	CUMULATIVE TOTALS
1	\$392,400	\$392,400

**Fiscal Information:**

**CFDA Name:** Allergy and Infectious Diseases Research  
**CFDA Number:** 93.855  
**EIN:** 1626005794A1  
**Document Number:** RAI135826A  
**PMS Account Type:** P (Subaccount)  
**Fiscal Year:** 2018

IC	CAN	2018
AI	8472302	\$392,400

**NIH Administrative Data:**

**PCC:** M31 / **OC:** 414A / **Released:** KHURANAV 08/20/2018  
**Award Processed:** 08/24/2018 12:04:52 AM

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**SECTION II – PAYMENT/HOTLINE INFORMATION – 1R15AI135826-01**

For payment and HHS Office of Inspector General Hotline information, see the NIH Home Page at <http://grants.nih.gov/grants/policy/awardconditions.htm>

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**SECTION III – TERMS AND CONDITIONS – 1R15AI135826-01**

This award is based on the application submitted to, and as approved by, NIH on the above-titled project and is subject to the terms and conditions incorporated either directly or by reference in the following:

- a. The grant program legislation and program regulation cited in this Notice of Award.
- b. Conditions on activities and expenditure of funds in other statutory requirements, such as those included in appropriations acts.
- c. 45 CFR Part 75.
- d. National Policy Requirements and all other requirements described in the NIH Grants Policy Statement, including addenda in effect as of the beginning date of the budget period.
- e. Federal Award Performance Goals: As required by the periodic report in the RPPR or in the final progress report when applicable.
- f. This award notice, INCLUDING THE TERMS AND CONDITIONS CITED BELOW.

(See NIH Home Page at <http://grants.nih.gov/grants/policy/awardconditions.htm> for certain references cited above.)

**Research and Development (R&D):** All awards issued by the National Institutes of Health (NIH) meet the definition of "Research and Development" at 45 CFR Part§ 75.2. As such, auditees should identify NIH awards as part of the R&D cluster on the Schedule of Expenditures of Federal Awards (SEFA). The auditor should test NIH awards for compliance as instructed in Part V, Clusters of Programs. NIH recognizes that some awards may have another classification for purposes of indirect costs. The auditor is not required to report the disconnect (i.e., the award is classified as R&D for Federal Audit Requirement purposes but non-research for indirect cost rate purposes), unless the auditee is charging indirect costs at a rate other than the rate(s) specified in the award document(s).

An unobligated balance may be carried over into the next budget period without Grants Management Officer prior approval.

This grant is excluded from Streamlined Noncompeting Award Procedures (SNAP).

**MULTI-YEAR FUNDED AWARD:** This is a multi-year funded award. A progress report is due annually on or before the anniversary of the budget/project period start date of the award, in accord with the instructions posted at: <http://grants.nih.gov/grants/policy/myf.htm>.

This award is subject to the requirements of 2 CFR Part 25 for institutions to receive a Dun & Bradstreet Universal Numbering System (DUNS) number and maintain an active registration in the System for Award Management (SAM). Should a consortium/subaward be issued under this award, a DUNS requirement must be included. See <http://grants.nih.gov/grants/policy/awardconditions.htm> for the full NIH award term implementing this requirement and other additional information.

This award has been assigned the Federal Award Identification Number (FAIN) R15AI135826. Recipients must document the assigned FAIN on each consortium/subaward issued under this award.

Based on the project period start date of this project, this award is likely subject to the Transparency Act subaward and executive compensation reporting requirement of 2 CFR Part 170. There are conditions that may exclude this award; see <http://grants.nih.gov/grants/policy/awardconditions.htm> for additional award applicability information.

In accordance with P.L. 110-161, compliance with the NIH Public Access Policy is now mandatory. For more information, see NOT-OD-08-033 and the Public Access website: <http://publicaccess.nih.gov/>.

This award represents the final year of the competitive segment for this grant. See the NIH Grants Policy Statement Section 8.6 Closeout for complete closeout requirements at: <http://grants.nih.gov/grants/policy/policy.htm#gps>.

A final expenditure Federal Financial Report (FFR) (SF 425) must be submitted through the eRA Commons (Commons) within 120 days of the period of performance end date; see the NIH Grants Policy Statement Section 8.6.1 Financial Reports, <http://grants.nih.gov/grants/policy/policy.htm#gps>, for additional information on this submission requirement. The final FFR must indicate the exact balance of unobligated funds and may not reflect any unliquidated obligations. There must be no discrepancies between the final FFR expenditure data and the Payment Management System's (PMS) quarterly cash transaction data. A final quarterly federal cash transaction report is not required for awards in PMS B subaccounts (i.e., awards to foreign entities and to Federal agencies). NIH will close the awards using the last recorded cash drawdown level in PMS for awards that do not require a final FFR on expenditures or quarterly federal cash transaction reporting. It is important to note that for financial closeout, if a grantee fails to submit a required final expenditure FFR, NIH will close the grant using the last

recorded cash drawdown level. If the grantee submits a final expenditure FFR but does not reconcile any discrepancies between expenditures reported on the final expenditure FFR and the last cash report to PMS, NIH will close the award at the lower amount. This could be considered a debt or result in disallowed costs.

A Final Invention Statement and Certification form (HHS 568), (not applicable to training, construction, conference or cancer education grants) must be submitted within 120 days of the expiration date. The HHS 568 form may be downloaded at: <http://grants.nih.gov/grants/forms.htm>. This paragraph does not apply to Training grants, Fellowships, and certain other programs—i.e., activity codes C06, D42, D43, D71, DP7, G07, G08, G11, K12, K16, K30, P09, P40, P41, P51, R13, R25, R28, R30, R90, RL5, RL9, S10, S14, S15, U13, U14, U41, U42, U45, UC6, UC7, UR2, X01, X02.

Unless an application for competitive renewal is submitted, a Final Research Performance Progress Report (Final RPPR) must also be submitted within 120 days of the period of performance end date. If a competitive renewal application is submitted prior to that date, then an Interim RPPR must be submitted by that date as well. Instructions for preparing an Interim or Final RPPR are at: [https://grants.nih.gov/grants/rppr/rppr\\_instruction\\_guide.pdf](https://grants.nih.gov/grants/rppr/rppr_instruction_guide.pdf). Any other specific requirements set forth in the terms and conditions of the award must also be addressed in the Interim or Final RPPR. *Note that data reported within Section I of the Interim and Final RPPR forms will be made public and should be written for a lay person audience.*

NIH strongly encourages electronic submission of the final invention statement through the Closeout feature in the Commons, but will accept an email or hard copy submission as indicated below.

Email: The final invention statement may be e-mailed as PDF attachments to: [NIHCloseoutCenter@mail.nih.gov](mailto:NIHCloseoutCenter@mail.nih.gov).

Hard copy: Paper submissions of the final invention statement may be faxed to the NIH Division of Central Grants Processing, Grants Closeout Center, at 301-480-2304, or mailed to:

National Institutes of Health  
Office of Extramural Research  
Division of Central Grants Processing  
Grants Closeout Center  
6705 Rockledge Drive  
Suite 5016, MSC 7986  
Bethesda, MD 20892-7986 (for regular or U.S. Postal Service Express mail)  
Bethesda, MD 20817 (for other courier/express deliveries only)

NOTE: If this is the final year of a competitive segment due to the transfer of the grant to another institution, then a Final RPPR is not required. However, a final expenditure FFR is required and should be submitted electronically as noted above. If not already submitted, the Final Invention Statement is required and should be sent directly to the assigned Grants Management Specialist.

In accordance with the regulatory requirements provided at 45 CFR 75.113 and Appendix XII to 45 CFR Part 75, recipients that have currently active Federal grants, cooperative agreements, and procurement contracts with cumulative total value greater than \$10,000,000 must report and maintain information in the System for Award Management (SAM) about civil, criminal, and administrative proceedings in connection with the award or performance of a Federal award that reached final disposition within the most recent five-year period. The recipient must also make semiannual disclosures regarding such proceedings. Proceedings information will be made publicly available in the designated integrity and performance system (currently the Federal Awardee Performance and Integrity Information System (FAPIIS)). Full reporting requirements and procedures are found in Appendix XII to 45 CFR Part 75. This term does not apply to NIH fellowships.

**Treatment of Program Income:**  
Additional Costs

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## SECTION IV – AI Special Terms and Conditions – 1R15AI135826-01

Clinical Trial Indicator: No

This award does not support any NIH-defined Clinical Trials. See the NIH Grants Policy Statement Section 1.2 for NIH definition of Clinical Trial.

The budget period anniversary start date for future year(s) will be **August 1st**.

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This award is issued in accordance with PA-16-200, April 18, 2016:

<https://grants.nih.gov/grants/guide/pa-files/PA-16-200.html> .

## STAFF CONTACTS

The Grants Management Specialist is responsible for the negotiation, award and administration of this project and for interpretation of Grants Administration policies and provisions. The Program Official is responsible for the scientific, programmatic and technical aspects of this project. These individuals work together in overall project administration. Prior approval requests (signed by an Authorized Organizational Representative) should be submitted in writing to the Grants Management Specialist. Requests may be made via e-mail.

**Grants Management Specialist:** Bora Uzima Mpinja

**Email:** Bora.Mpinja@nih.gov **Phone:** 301-451-8990 **Fax:** 301-493-0597

**Program Official:** Dona Love

**Email:** donalove@mail.nih.gov **Phone:** 301-761-7788

## SPREADSHEET SUMMARY

**GRANT NUMBER:** 1R15AI135826-01

**INSTITUTION:** MIDDLE TENNESSEE STATE UNIVERSITY

Budget	Year 1
Salaries and Wages	\$175,200
Fringe Benefits	\$13,313
Personnel Costs (Subtotal)	\$188,513
Materials & Supplies	\$84,046
Travel	\$9,000
Other	\$13,941
Publication Costs	\$4,500
TOTAL FEDERAL DC	\$300,000
TOTAL FEDERAL F&A	\$92,400
TOTAL COST	\$392,400

Facilities and Administrative Costs	Year 1
F&A Cost Rate 1	30.8%
F&A Cost Base 1	\$300,000
F&A Costs 1	\$92,400



RE: Dr. Erin McClelland's appeal

FROM: Dr. Amy Sayward, MTSU AAUP President *Amy L. Sayward*

DATE: 14 April 2018

I am a proud member of the faculty at Middle Tennessee State University (MTSU) and am serving this year as the MTSU Chapter President of the American Association of University Professors. I have been asked to comment on the tenure & promotion process as it was applied to Dr. Erin McClelland, which I believe was fundamentally flawed from the beginning. It is my hope that you will be willing and able to remedy the situation in a way that safeguards the university's investment in Dr. McClelland and protects her very promising career. As stated in the foreword to the "Recommended Institutional Regulations on Academic Freedom and Tenure" of the American Association of University Professors (AAUP), "The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution." Indeed, MTSU has invested a substantial number of resources into the career of Dr. McClelland and has a material interest in reaping the benefits of that investment through the academic publications, grant-writing, teaching, and service that she has done and will presumably do in the future that will bring honor and prestige to the university.

Foundational to the entire tenure process is that the faculty, administrators, and board members making judgments on the faculty member's record must have *an accurate representation of that record* to evaluate. This is common sense, and all policies should flow from this fundamental principle. However, in the case of Dr. McClelland, the Department of Biology's tenure and promotion committee did not have nor seek an accurate representation of her record. Instead its members seem to have simply discounted some of her co-authored publications, since they decided they could not judge her specific contribution to each article. Rather than seek clarification from Dr. McClelland before reaching a decision, they cited a very particular interpretation of policy (that the record could not be changed after being submitted), and they provided no remedy to Dr. McClelland so that she could present an accurate record for evaluation. This stands in opposition to the AAUP principle that "The faculty member . . . will be given the opportunity to submit material believed to be helpful to an adequate consideration of the faculty member's circumstances." (Section 2.c., p.80) Additionally, while "freezing" the tenure file is a university policy, that goal of that policy is to ensure that everyone reading the file is evaluating the same record. It is not meant to punish faculty or to prevent an accurate record from going forward. Indeed, some MTSU departments (including my own) have interpreted this policy to mean that the record cannot be changed *after* it has been evaluated by the departmental tenure & promotion committee, but some department have—in the spirit of the regulation—communicated with the candidate when there has been confusion and sought clarification. Such a common-sense approach to this policy especially makes sense since tenure is an all-or-nothing, one-shot process.

In addition to the procedural issue laid out in the previous paragraph, my conversations with Dr. McClelland have provided me with reason to believe that there may be an underlying civil rights issue that may have led the department chair and committee to judge her in a different light and not to take the common-sense approach laid out above. I have been distressed to hear about the ways in which Dr. McClelland's pregnancies during her probationary appointment have been viewed and commented upon during the past several years. It seems that her decisions to and not to "stop the tenure clock" to start her family have led some in her department to view her tenure application in a negative and very narrow light that is not in keeping with foundational principles of equity and equality.

Dr. McClelland has established a strong record of excellence in teaching, research, and service during her years at MTSU. In fact, her record was strong enough that she felt confident in going up for tenure a year before required. And I believe that if her accurate and full file had been evaluated that she would have been awarded tenure, and it seems to me that if Dr. McClelland were allowed to go through the process in the coming academic year with an accurate record of her accomplishments that MTSU would be gaining a valuable addition to its faculty.



One Bernard Baruch Way  
New York, NY 10010-5585



[Exhibit D]

Natural Sciences, Box A0506  
helene.eisenman@baruch.cuny.edu  
October 24, 2017

Promotion and Tenure Committee  
Middle Tennessee State University  
1301 East Main Street  
Murfreesboro, TN 37132-0001

RE: Dr. Erin McClelland

Dear Committee Members,

Dr. Erin McClelland and I collaborated on a research project on the role of melanization in the pathogenesis of the fungus, *Cryptococcus neoformans*, in the larvae of the waxmoth, *Galleria mellonella*. I am writing to clarify Dr. McClelland's role on the following peer-reviewed publication:

Eisenman, H. C., Duong, R., Chan, H., Tsue, R., & McClelland, E. (2014).  
Reduced virulence of melanized *Cryptococcus neoformans* in *Galleria mellonella*. *Virulence*, 5, 611-618

Dr. McClelland contributed equally on all aspects of this project. Specifically, Dr. McClelland contributed substantially to the following: 1) experimental design, 2) data analysis and 3) manuscript writing and revision. Without her contributions the project would not been completed or published.

Sincerely,

Helene C. Eisenman  
Associate Professor & Deputy Chair of Biology





Biology Department  
MTSU Box 60  
Murfreesboro, TN 37132  
(615) 898-2847



October 24, 2017

To whom it may concern,

I am writing to describe the contribution of Dr. Erin E. McClelland to two papers that we co-authored together over the past 2 years.

Paper 1: Hayes et al 2016, Journal of Biological Chemistry. This paper concerned the measurement of the effect of intracellular *Cryptococcus neoformans* on host macrophage pro-inflammatory signaling. We collectively conceived of the original idea for the project and co-mentored the first author of the manuscript [REDACTED] who collected 90% of the data for this particular study. [REDACTED] wrote the first draft of the paper and this was extensively revised by Dr. McClelland and myself to produce the final version. This project would not have come about without Dr. McClelland.

Paper 2: [REDACTED] et al. This second manuscript, which is currently under review at JOVE, was jointly conceived by Dr. McClelland and myself. 90% of the data was collected by Dr. McClelland's [REDACTED]. The manuscript was written as a joint-effort between [REDACTED], McClelland and myself. Dr. McClelland and I are joint corresponding authors.

In closing, I would like to make it known that Erin has been an excellent and invaluable collaborator on all of our joint endeavors (including 4 NIH grant applications, which we have co-authored), providing intellectual input, mentoring of students, and with her lab and students providing their share of the data in all cases.

Sincerely,

David E. Nelson, PhD  
Assistant Professor,  
Department of Biology,  
Middle Tennessee State University,  
Murfreesboro,  
TN 37132,

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January 3, 2018

To whom it may concern,

This letter is to clarify the contributions of Dr. Erin McClelland to McClelland EE, Ramagopal UA, Rivera J, Cox J, Nakouzi A, Prabu MM, Almo SC, Casadevall A. A Small Protein Associated with Fungal Energy Metabolism Affects the Virulence of *Cryptococcus neoformans* in Mammals. PLoS Pathog. 2016 Sep 1;12(9):e1005849. doi: 10.1371/journal.ppat.1005849, which led to the identification of a new small protein in the virulence of *C. neoformans*.

The genesis of this project dates to Dr. McClelland Ph.D. work, when she studied the evolution of virulence among mouse-passaged *C. neoformans* strains. When she arrived to do her post-doctoral studies in my laboratory in 2003, she brought those strains with her and continued to analyze them in the hope of identifying genetic markers associated with changes in virulence. During her time in our laboratory she identified a small protein, subsequently known as HVA1 (hypervirulence-associated protein 1) that seemed to be associated with changes in virulence. However, despite tremendous efforts she was not able to assign a function to HVA1.

Dr. McClelland left my laboratory in 2009 to become an independent investigator and she took the HVA1 project with her. The problem that she faced was that the protein had no homology to proteins of known function despite being highly prevalent among fungal species. To her credit she was determined to solve the puzzle and continued to work on the HVA1 structure function problem. In the five years between leaving my laboratory and completing the above manuscript, Dr. McClelland crystallized the protein and from the structure deduced a metabolic function. She then organized a collaboration that established a role for HVA1 in *C. neoformans* metabolism and thus established that modulation of fungal metabolism was associated with changes in cryptococcal virulence. Hence, the critical work of elucidating HVA1 function was done while Dr. McClelland was an independent investigator and I credit her persistence, determination and resourcefulness for taking this very important work to completion.

Dr. McClelland deserves all the credit for discovering HVA1. I state unequivocally that we have not worked on HVA1 since she left our laboratory and that I have no projects related to this protein. Her perseverance and determination in elucidating HVA1 is a testament to her excellence as an independent scientist. Please note that this the fruition of a project that she began working on as a PhD student and it is entirely hers. I also state unequivocally that her research program at MTSU trying to identify the mechanistic basis for differences in sex susceptibility is entirely her own. She has taken a very innovative multidisciplinary approach to understand why males are more susceptible to *C. neoformans* infections that is unique in the fungal field. I think she is doing terrific work and I am very proud to have been her postdoctoral mentor.

Sincerely yours,



Arturo Casadevall, M.D., Ph.D.  
The Alfred and Jill Sommer Professor and Chair  
W. Harry Feinstone Department of Molecular Microbiology & Immunology  
Bloomberg Distinguished Professor  
Johns Hopkins Bloomberg School of Public Health  
Johns Hopkins School of Medicine



October 24, 2017



To Whom It May Concern;

I have been collaborating with Dr. Erin McClelland on work involving the development of antifungal compounds against *Cryptococcus neoformans* for several years. It is my understanding that there is some confusion regarding our individual roles and responsibilities within this collaboration so I write this letter to clarify this point and emphasize the value of Dr. McClelland in my research efforts. The collaboration began late in 2014 when our lab was in the process of developing a high-throughput assay to identify antimicrobial compounds. When she learned about this assay at a talk I gave, Dr. McClelland approached me and suggested that we could adapt and apply our assay to identify compounds with antifungal activity against *Cryptococcus neoformans* (*Cn*). At that time, I had never heard of this organism and the only microorganism we had been working with in our assay was non-pathogenic *E. coli*. Dr. McClelland assured me that it was possible and detailed the changes we could make in our assay to accommodate *Cn*. She subsequently spent significant time working in her lab with an undergraduate from my lab to train this student on how to properly handle *Cn*. Her expertise and effort were immeasurably valuable in adapting our assay to *Cn*. Regarding the division of effort at this point in our collaboration, all work with *Cn* in developing the assay was under her supervision in her lab and work regarding MS analysis was done in my lab.

Because of her idea and participation, we (we being the team of Dr. McClelland, [REDACTED], and myself) successfully identified a potent antifungal against *Cn*. This compound, was then assayed for potency via a minimum inhibitory concentration (MIC) assay against a host of *Cn* strains and serotypes that were only available to us through Dr. McClelland. Our lab had zero knowledge regarding how to conduct an MIC, so throughout this period of research [REDACTED] essentially became Dr. McClelland's student. At this time, Dr. McClelland also began working with [REDACTED], to train him on how to work with *Cn*, how to conduct MIC assays, how to perform synergy assays, and how to undertake fungicidal vs. fungistatic assays. We would have been totally inept at these assays without Dr. McClelland. Given our dearth of knowledge in antifungal development, she guided us on the sequence of our testing and how to proceed with the characterization of our compound. Upon completion of mammalian cell testing in our lab, Dr. McClelland and I, along with several students, published an article detailing this work in *ACS Medicinal*

*Chemistry Letters*. This publication most certainly would not have been possible without Dr. McClelland and I combining the expertise and resources of both of our labs.

Since this publication, Dr. McClelland has continued to be a key intellectual partner and hands-on team member in our development of the antifungal compound. Dr. McClelland suggested we move the compound into animal testing, which I had no knowledge of. She designed and carried out the animal experiments that we have conducted, including pharmacokinetic testing and sub-chronic toxicity testing. My only role in these experiments has been working with a shared undergraduate honors student to synthesize the compound, which at this point is quite trivial.

Dr. McClelland's role in the development of this research project has been invaluable and I can say with assurance that without her, our research would not be where it is today. We continue to rely on her knowledge, guidance, and input regarding the development of this compound and the identification of new antifungal compounds. It is very difficult for me to envision how our lab will continue to be successful in this work without Dr. McClelland's active involvement. In today's scientific environment, where cross-disciplinary, multi-PI research projects are what is being funded by the NIH and other organizations, the collaborative research being undertaken by Dr. McClelland, myself, and several other young faculty within the departments of Chemistry and Biology is an absolute must. I am more than willing to discuss these points with any interested parties.

With Kind Regards,



Kevin L. Bicker, Ph.D.  
Assistant Professor  
Department of Chemistry  
Middle Tennessee State University  
1301 E. Main St.  
Murfreesboro, TN 37132

Dear Tenure Committee,

In regards to our collaborative publication, “Novel Antifungal Activity for the Lectin Scytovirin: Inhibition of *Cryptococcus neoformans* and *Cryptococcus gattii*,” Dr. Erin McClelland made a significant contribution to the conception of the original idea, data collection, data interpretation and analysis, and writing of the paper. This aim of this letter is to provide an accurate indication of her contribution.

My collaboration with Dr. McClelland began literally minutes after giving a seminar at MTSU. She approached me said that she worked on a pathogenic microorganism that had a carbohydrate capsule and wanted to test if the antimicrobial carbohydrate binding protein I was working on would inhibit it. This was my first introduction to *Cryptococcus*. We sent a sample of our protein and Dr. McClelland showed that it inhibited *C. neoformans*. That was the beginning from which our publication came together.

Our publication, mentioned above, has six data sections. Dr. McClelland played a role in all but one. For the first section, we demonstrated that our antimicrobial protein inhibited Cryptococcal growth. To do this, a graduate student, a research associate, and myself came to MTSU to work in Dr. McClelland’s laboratory. We stayed for several days during which Dr. McClelland showed us how to grow, plate and count *C. neoformans*. We collected data for several strains reported in the paper, repeating and validating Dr. McClelland’s initial independent results. Over the course of the next year, my graduate student and research associate obtained multiple other strains of *C. neoformans*, all provided by Dr. McClelland, and acquired data based on what was learned from our visit. My graduate student returned to MTSU where he, directly under the supervision of Dr. McClelland, quantitated inhibition of the most hazardous strains, *C. gattii*.

For the second section of the paper, we showed that Scytovirin localized to the fungal cell wall. Dr. McClelland contributed to the experimental design and provided a crucial antibody. My graduate student performed the initial experiments at MTSU and the subsequent experiments at UAH with guidance from Dr. McClelland and her past experience with the procedure.

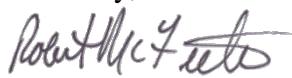
The third and fourth sections of the paper were done exclusively by Dr. McClelland. We sent our antimicrobial protein and her group was able to show that it affected capsule size and prevented release of capsular polysaccharides as well as that it did not affect cell wall integrity or melanin production. It was my understanding that Dr. McClelland was personally involved in most of the experiments, directing multiple students who aided with parts of the data collection.

The fifth section of the paper involved determining that our antimicrobial peptide did not interact with chitin. This was done entirely by my research associate. The sixth and final section of the paper involved measuring synergy between our antifungal protein and existing antifungals. Dr. McClelland contributed to the experimental design and troubleshooting. A majority of the work was done by my graduate student.

While Dr. McClelland’s contribution was significant and impacted 85% of the paper, we decided that it was most appropriate for her to share first authorship with my graduate student. Part of that decision was also the understanding that the next paper would list her as corresponding author. Also note, a number of her students contributed to that data collection, but no individual to the level of authorship.

If there is anything else I can do to further clarify, do not hesitate to get in touch.

Sincerely,



Robert McFeeters  
Associate Professor, Department of Chemistry  
The University of Alabama in Huntsville



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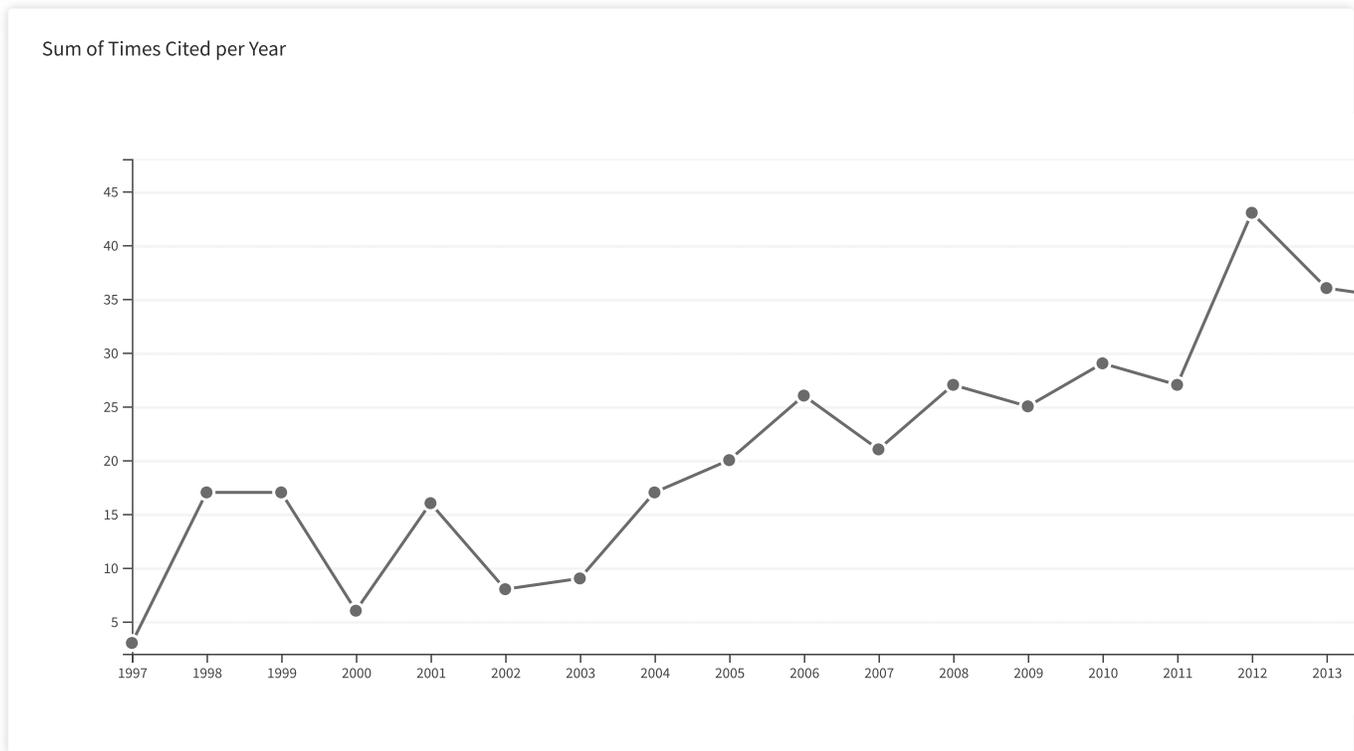
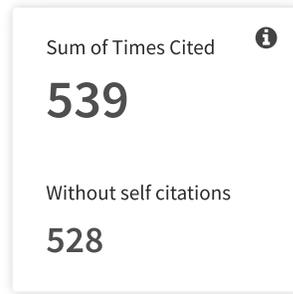
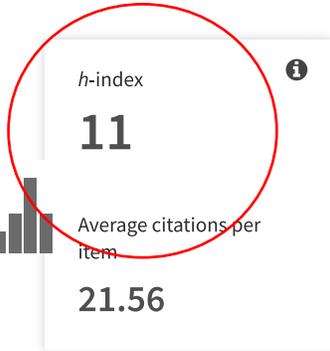
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<input type="checkbox"/>	2. <b>A 1.1-Mb transcript map of the hereditary hemochromatosis locus</b>  By: Ruddy, DA; Kronmal, GS; Lee, VK; et al. GENOME RESEARCH Volume: 7 Issue: 5 Pages: 441-456 Published: MAY 1997	0	1	1	1	1	76	3.45
<input type="checkbox"/>	3. <b>Gender Specific Differences in the Immune Response to Infection</b>  By: McClelland, Erin E.; Smith, Jennifer M. ARCHIVUM IMMUNOLOGIAE ET THERAPIAE EXPERIMENTALIS Volume: 59 Issue: 3 Pages: 203-213 Published: JUN 2011	9	9	12	8	5	58	7.25
<input type="checkbox"/>	4. <b>Ab binding alters gene expression in Cryptococcus neoformans and directly modulates fungal metabolism</b>  By: McClelland, Erin E.; Nicola, Andre M.; Prados-Rosales, Rafael; et al. JOURNAL OF CLINICAL INVESTIGATION Volume: 120 Issue: 4 Pages: 1355-1361 Published: APR 2010	3	7	6	6	4	53	5.89
<input type="checkbox"/>	5. <b>Estimating the relative contributions of virulence factors for pathogenic microbes</b>  By: McClelland, EE; Bernhardt, P; Casadevall, A INFECTION AND IMMUNITY Volume: 74 Issue: 3 Pages: 1500-1504 Published: MAR 2006	5	1	5	2	1	42	3.23
<input type="checkbox"/>	6. <b>A haplotype and linkage disequilibrium analysis of the hereditary hemochromatosis gene region</b>  By: Thomas, W; Fullan, A; Loeb, DB; et al. HUMAN GENETICS Volume: 102 Issue: 5 Pages: 517-525 Published: MAY 1998	0	1	0	0	0	42	2.00
<input type="checkbox"/>	7. <b>Major histocompatibility complex-dependent susceptibility to Cryptococcus neoformans in mice</b>  By: McClelland, EE; Granger, DL; Potts, WK INFECTION AND IMMUNITY Volume: 71 Issue: 8 Pages: 4815-4817 Published: AUG 2003	1	2	1	1	0	23	1.44
<input type="checkbox"/>	8. <b>The Role of Host Gender in the Pathogenesis of Cryptococcus neoformans Infections</b>  By: McClelland, Erin E.; Hobbs, Letizia M.; Rivera, Johanna; et al. PLOS ONE Volume: 8 Issue: 5 Article Number: UNSP e63632 Published: MAY 31 2013	2	8	6	4	1	22	3.67
<input type="checkbox"/>	9. <b>Coping with multiple virulence factors: Which is most important?</b>  By: McClelland, Erin E.; Bernhardt, Paul; Casadevall, Arturo PLOS PATHOGENS Volume: 1 Issue: 4 Pages: 287-288 Article Number: e40 Published: DEC 2005	1	1	0	0	1	17	1.21
<input type="checkbox"/>	10.							

Relationship of virulence factor expression to evolved virulence in mouse-passaged *Cryptococcus neoformans* lines

By: McClelland, EE; Perrine, WT; Potts, WK; et al.

INFECTION AND IMMUNITY Volume: 73 Issue: 10 Pages: 7047-7050 Published: OCT 2005

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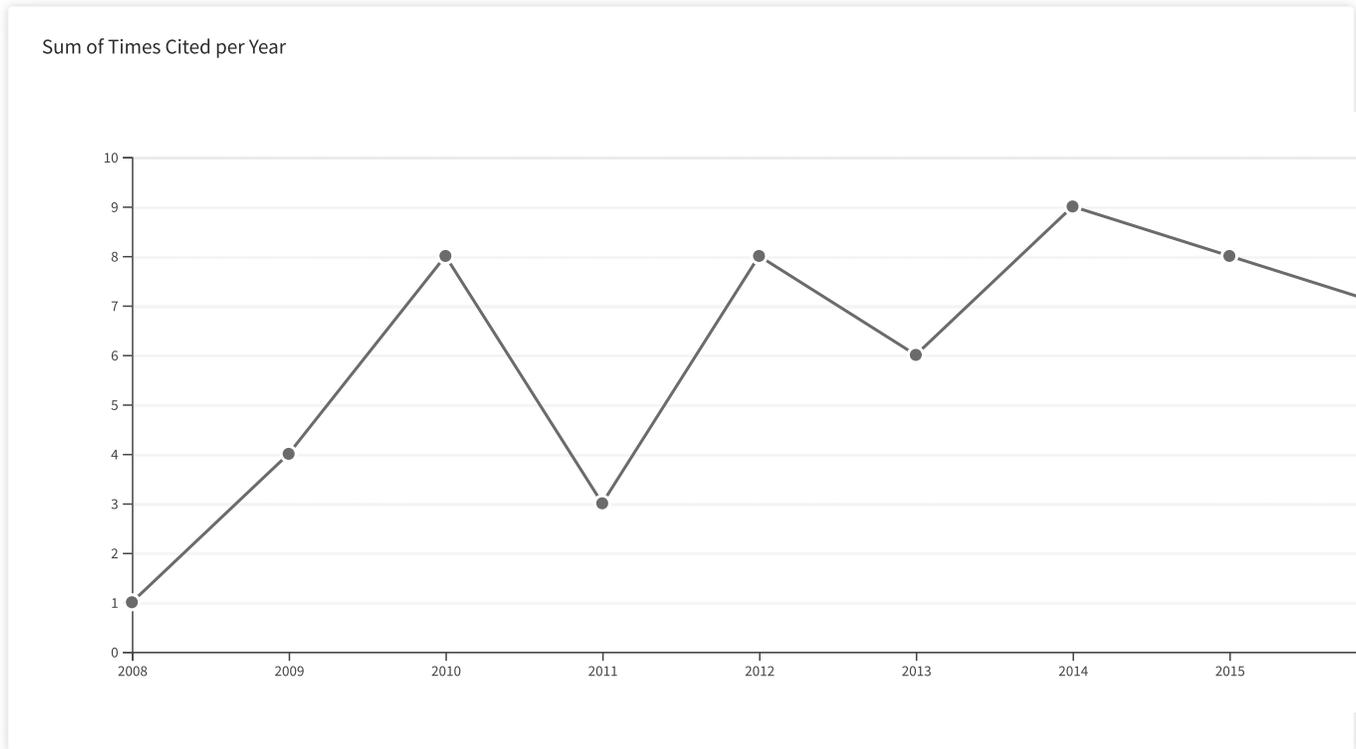
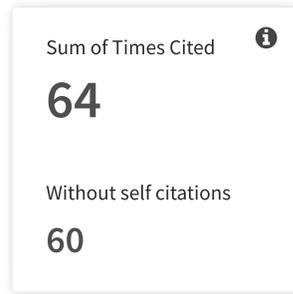
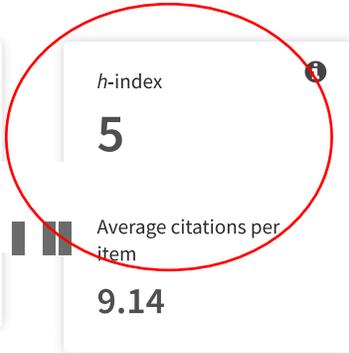
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	By: Yan, Yingjun; Jiang, Liwei; Aufderheide, Karl J.; et al. MICROSCOPY AND MICROANALYSIS Volume: 20 Issue: 1 Pages: 141-151 Published: FEB 2014							
<input type="checkbox"/>	3. <b>Periodic Fermentor Yield and Enhanced Product Enrichment from Autonomous Oscillations</b>	2	1	0	1	0	9	0.90
	By: Stowers, Chris C.; Robertson, J. Brian; Ban, Hyunju; et al. APPLIED BIOCHEMISTRY AND BIOTECHNOLOGY Volume: 156 Issue: 1-3 Pages: 489-505 Published: MAY 2009							
<input type="checkbox"/>	4. <b>pHlash: A New Genetically Encoded and Ratiometric Luminescence Sensor of Intracellular pH</b>	1	2	1	1	0	8	1.14
	By: Zhang, Yunfei; Xie, Qiguang; Robertson, J. Brian; et al. PLOS ONE Volume: 7 Issue: 8 Article Number: e43072 Published: AUG 14 2012							
<input type="checkbox"/>	5. <b>CMF1-Rb interaction promotes myogenesis in avian skeletal myoblasts</b>	0	1	0	1	0	7	0.64
	By: Robertson, J. Brian; Zhu, Tianli; Nasreen, Shampa; et al. DEVELOPMENTAL DYNAMICS Volume: 237 Issue: 5 Pages: 1424-1433 Published: MAY 2008							
<input type="checkbox"/>	6. <b>Specific deletion of CMF1 nuclear localization domain causes incomplete cell cycle withdrawal and impaired differentiation in avian skeletal myoblasts</b>	0	0	0	0	0	2	0.15
	By: Dees, Ellen; Robertson, J. Brian; Zhu, Tianli; et al. EXPERIMENTAL CELL RESEARCH Volume: 312 Issue: 16 Pages: 3000-3014 Published: OCT 1 2006							
<input type="checkbox"/>	7. <b>Dual-Color Monitoring Overcomes the Limitations of Single Bioluminescent Reporters in Fast-Growing Microbes and Reveals Phase-Dependent Protein Productivity during the Metabolic Rhythms of Saccharomyces cerevisiae</b>	0	0	0	0	1	1	0.25
	By: Krishnamoorthy, Archana; Robertson, J. Brian APPLIED AND ENVIRONMENTAL MICROBIOLOGY Volume: 81 Issue: 18 Pages: 6484-6495 Published: SEP 2015							

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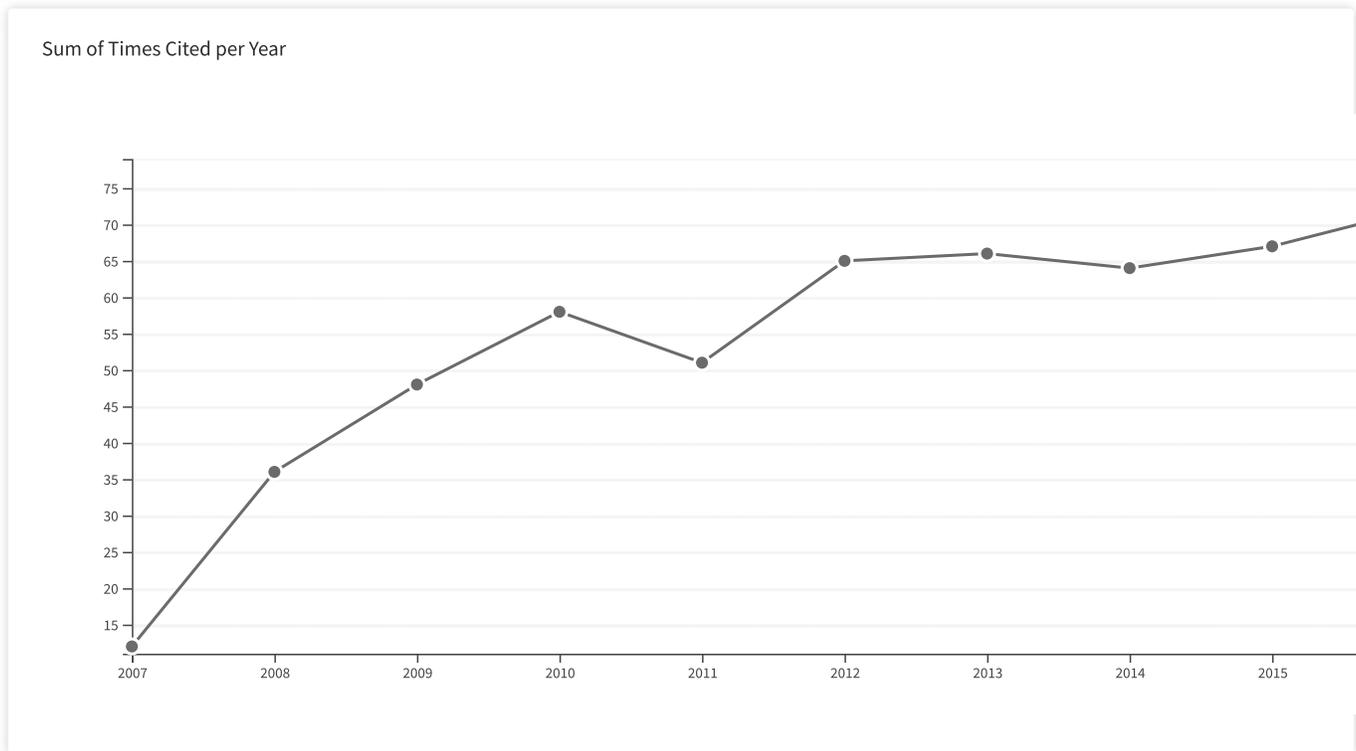
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<input type="checkbox"/>	2. <b>CHLOROPLAST DNA SEQUENCE UTILITY FOR THE LOWEST PHYLOGENETIC AND PHYLOGEOGRAPHIC INFERENCES IN ANGIOSPERMS: THE TORTOISE AND THE HARE IV</b>	By: Shaw, Joey; Shafer, Hayden L.; Leonard, O. Rayne; et al. AMERICAN JOURNAL OF BOTANY Volume: 101 Issue: 11 Pages: 1987-2004 Published: NOV 2014	0	4	8	19	18	49	9.80
<input type="checkbox"/>	3. <b>Phylogeographical structure and temporal complexity in American sweetgum (<i>Liquidambar styraciflua</i>; Altingiaceae)</b>	By: Morris, Ashley B.; Ickert-Bond, Stefanie M.; Brunson, D. Burke; et al. MOLECULAR ECOLOGY Volume: 17 Issue: 17 Pages: 3889-3900 Published: SEP 2008	5	5	5	1	2	38	3.45
<input type="checkbox"/>	4. <b>Reassessment of phylogeographical structure in an eastern North American tree using Monmonier's algorithm and ecological niche modelling</b>	By: Morris, Ashley B.; Graham, Catherine H.; Soltis, Douglas E.; et al. JOURNAL OF BIOGEOGRAPHY Volume: 37 Issue: 9 Pages: 1657-1667 Published: SEP 2010	3	4	6	3	0	28	3.11
<input type="checkbox"/>	5. <b>Phylogeny and divergence time estimation in <i>Illicium</i> with implications for new world biogeography</b>	By: Morris, Ashley B.; Bell, Charles D.; Clayton, Joshua W.; et al. SYSTEMATIC BOTANY Volume: 32 Issue: 2 Pages: 236-249 Published: APR-JUN 2007	2	1	0	2	1	16	1.33
<input type="checkbox"/>	6. <b>DIGITIZATION WORKFLOWS FOR FLAT SHEETS AND PACKETS OF PLANTS, ALGAE, AND FUNGI</b>	By: Nelson, Gil; Sweeney, Patrick; Wallace, Lisa E.; et al. APPLICATIONS IN PLANT SCIENCES Volume: 3 Issue: 9 Article Number: 1500065 Published: SEP 2015	0	0	2	4	3	9	2.25
<input type="checkbox"/>	7. <b>Idiosyncratic responses of evergreen broad-leaved forest constituents in China to the late Quaternary climate changes</b>	By: Fan, Dengmei; Hu, Wan; Li, Bo; et al. SCIENTIFIC REPORTS Volume: 6 Article Number: 31044 Published: AUG 18 2016	0	0	0	4	3	7	2.33
<input type="checkbox"/>	8. <b>Phylogenetic Relationships in the North American Genus <i>Pseudemys</i> (Emydidae) Inferred from Two Mitochondrial Genes</b>	By: Jackson, Thomas G., Jr.; Nelson, David H.; Morris, Ashley B. SOUTHEASTERN NATURALIST Volume: 11 Issue: 2 Pages: 297-310 Published: JUN 2012	0	0	2	1	1	6	0.86
<input type="checkbox"/>	9. <b>Investigations of internal interactions between the parasitic barnacle <i>Loxothylacus texanus</i> (Rhizocephala : Sacculinidae) and its host</b>		1	1	0	0	1	4	0.36

**Callinectes sapidus (Brachyura : Portunidae) using PCR techniques**

By: Sherman, Timothy D.; Boone, Emily; Morris, Ashley B.; et al.  
JOURNAL OF CRUSTACEAN BIOLOGY Volume: 28 Issue: 2 Pages: 220-227  
Published: MAY 2008

- 10. **Characterization of eight polymorphic microsatellite loci for the endangered Alabama red-bellied turtle (Pseudemys alabamensis; Emydidae)**

2 0 0 0 0 2 0.25

By: Hieb, Elizabeth E.; Jackson, Thomas G.; Nelson, David H.; et al.  
CONSERVATION GENETICS RESOURCES Volume: 3 Issue: 4 Pages: 781-783  
Published: OCT 2011

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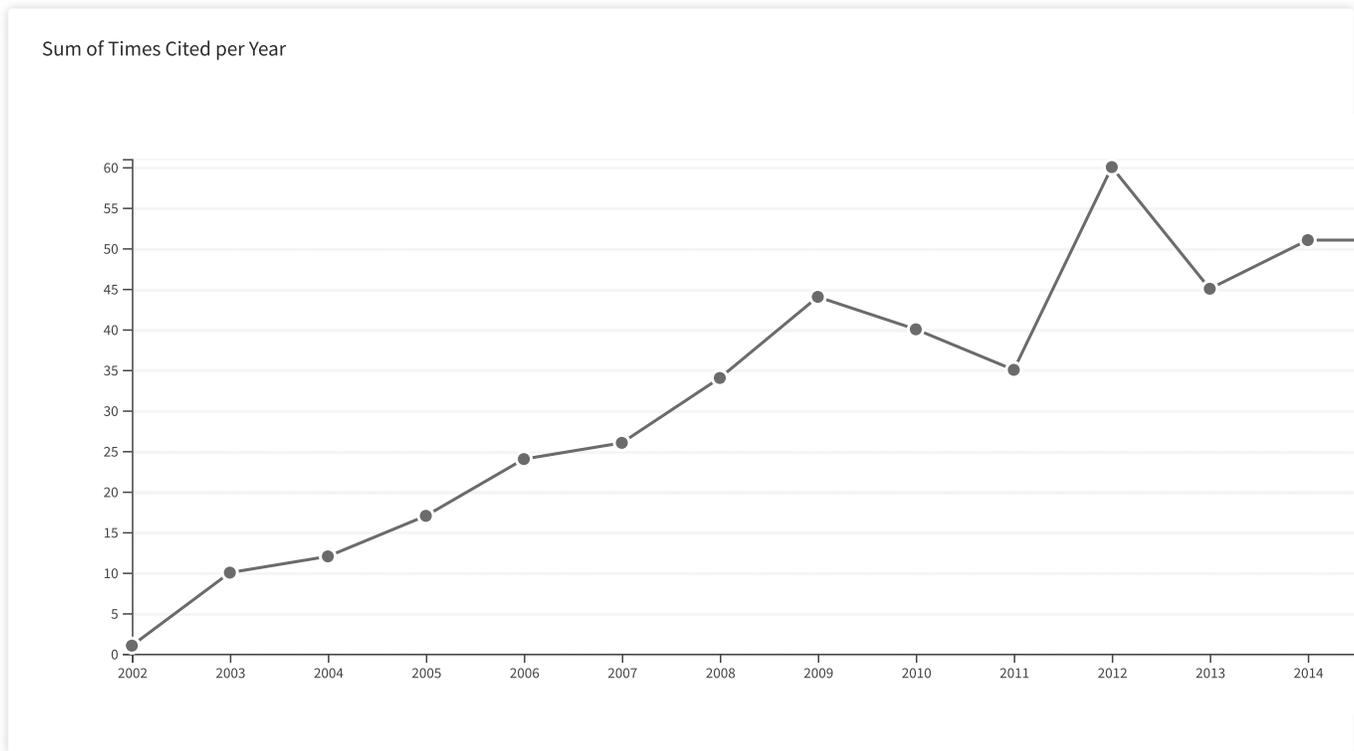
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	By: Herlihy, CR; Eckert, CG NATURE Volume: 416 Issue: 6878 Pages: 320-323 Published: MAR 21 2002							
<input type="checkbox"/>	2. <b>Evolution of self-fertilization at geographical range margins? A comparison of demographic, floral, and mating system variables in central vs. peripheral populations of <i>Aquilegia canadensis</i> (Ranunculaceae)</b>	4	6	4	6	3	65	4.64
	By: Herlihy, CR; Eckert, CG AMERICAN JOURNAL OF BOTANY Volume: 92 Issue: 4 Pages: 744-751 Published: APR 2005							
<input type="checkbox"/>	3. <b>Experimental dissection of inbreeding and its adaptive significance in a flowering plant, <i>Aquilegia canadensis</i> (Ranunculaceae)</b>	5	4	1	1	0	59	3.93
	By: Herlihy, CR; Eckert, CG EVOLUTION Volume: 58 Issue: 12 Pages: 2693-2703 Published: DEC 2004							
<input type="checkbox"/>	4. <b>Evolutionary analysis of a key floral trait in <i>Aquilegia canadensis</i> (Ranunculaceae): Genetic variation in herkogamy and its effect on the mating system</b>	4	3	5	9	4	45	3.75
	By: Herlihy, Christopher R.; Eckert, Christopher G. EVOLUTION Volume: 61 Issue: 7 Pages: 1661-1674 Published: JUL 2007							
<input type="checkbox"/>	5. <b>ELIMINATION OF A GENETIC CORRELATION BETWEEN THE SEXES VIA ARTIFICIAL CORRELATIONAL SELECTION</b>	7	5	6	6	2	36	4.50
	By: Delph, Lynda F.; Steven, Janet C.; Anderson, Ingrid A.; et al. EVOLUTION Volume: 65 Issue: 10 Pages: 2872-2880 Published: OCT 2011							
<input type="checkbox"/>	6. <b>Using a cost-benefit approach to understand the evolution of self-fertilization in plants: the perplexing case of <i>Aquilegia canadensis</i> (Ranunculaceae)</b>	1	1	2	1	1	29	1.93
	By: Eckert, Christopher G.; Herlihy, Christopher R. PLANT SPECIES BIOLOGY Volume: 19 Issue: 3 Pages: 159-173 Published: DEC 2004							
<input type="checkbox"/>	7. <b>SEXUAL, FECUNDITY, AND VIABILITY SELECTION ON FLOWER SIZE AND NUMBER IN A SEXUALLY DIMORPHIC PLANT</b>	5	7	4	4	2	27	3.86
	By: Delph, Lynda F.; Herlihy, Christopher R. EVOLUTION Volume: 66 Issue: 4 Pages: 1154-1166 Published: APR 2012							
<input type="checkbox"/>	8. <b>Floral morphology mediates temporal variation in the mating system of a self-compatible plant</b>	2	2	4	4	0	26	2.60
	By: Eckert, Christopher G.; Ozimec, Barbara; Herlihy, Christopher R.; et al. ECOLOGY Volume: 90 Issue: 6 Pages: 1540-1548 Published: JUN 2009							
<input type="checkbox"/>	9. <b>Demographic and population-genetic tests provide mixed support for the abundant centre hypothesis in the endemic plant <i>Leavenworthia stylosa</i></b>	2	4	7	6	0	20	3.33

By: Dixon, Andrea L.; Herlihy, Christopher R.; Busch, Jeremiah W.  
MOLECULAR ECOLOGY Volume: 22 Issue: 7 Pages: 1777-1791 Published: APR  
2013

10. Environment-dependent intralocus sexual conflict in a dioecious plant

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By: Delph, Lynda F.; Andicoechea, Jonathan; Steven, Janet C.; et al.  
NEW PHYTOLOGIST Volume: 192 Issue: 2 Pages: 542-552 Published: 2011

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August 27, 2018

Re: Appeal of the outcome of the Title IX Investigation by Ms. Siegler

Dear Dr. Wilson,

First off, I want to thank Ms. Siegler for her time and efforts on this investigation. I do appreciate it. However, I believe the investigation was too narrow in scope, the factual information was incomplete and the analysis of the facts was incorrect.

As I said to Ms. Siegler, regarding the pregnancy discrimination and the retaliation, I knew this would ultimately come down to my word against Dr. Boyd's. She did discriminate against my pregnancies in two ways. She did say "Please don't tell me you are pregnant again", which is defined as discrimination under MTSU policy 27 III.J.2d, and 2) she scheduled my classes in the early morning and every day of the week the two semesters after my 2<sup>nd</sup> daughter was born when she knew I was breast-feeding, again defined as retaliation (for getting pregnant) under MTSU policy 27 III.F.

In addition, it is clear Dr. Boyd specifically retaliated against me by her statement to me regarding fixing the autoclave, "Well, I can't really justify spending \$5000 on you to fix the autoclave when the department is already spending most of its materials fee on you". While there are a number of people using the vivarium, at that time, I was the only one using the autoclave. Dr. Altman, who also uses the autoclave, was about to start doing animal experiments, but hadn't yet gotten IACUC approval to proceed. So while she "doesn't believe she ever said those things", she did and I am very comfortable repeating that in any court of law and under oath. As I said to Ms. Siegler, not having use of the autoclave for six months negatively affected getting a paper submitted and published with my master's student as first author.

Regarding the fact that a P&T Committee member told me they thought my denial of tenure by the P&T Committee was evidence of gender discrimination. I did not expect, but maybe should have, that the witness would deny that they said they thought there was gender discrimination. I think it is inappropriate to say my credibility was affected because they obviously decided not to go on record with Ms. Siegler. Again, they did say that, and I am very comfortable repeating that under oath in any court of law.

Regarding the gender discrimination, from the outcome letter I think there was some confusion about what I said. I was stating that Dr. Boyd discriminated against my pregnancies specifically and not that she discriminated against my gender. The gender discrimination was carried out by the Biology Department P&T Committee when they granted tenure to Dr. Robertson last year with only four papers (and only one paper that did not have his PhD advisor as an author) and not to me, when I had seven. Of my seven publications, I am first or last corresponding author on all but one paper (see the attached list with my contributions, **Exhibit A**). In the field of Biology, it is common knowledge that the first or last (senior) author contributed the most to the work. Thus, if I had listed my contributions to my publications, that would have clearly indicated I have

an independent research program. But, the list of my publications should have been enough. So, why were those papers not counted? One of those papers included my post-doctoral mentor, but he was only included as an author because he paid for one experiment. I brought that project with me to his laboratory and took it with me when I left. I have attached a letter from him describing my contributions to that publication, which clearly states that publication is evidence of my independent research program (**Exhibit B**). Even if they discounted that paper, there are five other papers where I am first or last author. For one of those papers, I am co-first author with a graduate student (listed alphabetically) and I did 75% of the work. I have attached letters from my collaborators for those publications that clearly indicate my contributions and my independent research program (**Exhibit C**). Further, both Dr. Boyd's letter and the Committee's letter stated that I didn't have students on my papers, but the departmental policy (Biology policy 2016) does not require students to be authors on papers, so that should not be counted against me. If they used an arbitrary ad hoc requirement to determine a candidate's independence, then that is a violation of the Biology Departmental policy.

Regarding Ms. Siegler's statement that the Dean and the college P&T committee also independently denied my request for tenure and promotion, that is because they had inaccurate data to evaluate. If I had been able to add my contributions to my OFD before the dossier left the department, I am 100% confident they would have recommended I be awarded tenure. Especially since my H index was as high, or higher than the other three faculty who have recently been awarded tenure in the Biology department (**Exhibit D**). As a reminder, the H index is an index to quantify an individual's scientific research output and attempts to measure both the scientific productivity and the apparent scientific impact of a scientist. In addition, when I submitted my dossier, my colleague and I had a very competitive score on our recent grant application to the NIH. We actually just learned that our grant has been funded and MTSU will receive \$300,000 over the next three years, including \$92,400 in indirect costs (see the attached Notice of Award, **Exhibit E**). These conclusively demonstrate that I have an independent research program.

Regarding Ms. Siegler's statement that there have been four other faculty who did not receive promotion and/or tenure recommendations in the Biology department in the past decade, I would like to remind you that Dr. Boyd has not been the chair of the department for the last decade. She accepted her position at MTSU in 2012 and I am the first faculty member under Dr. Boyd who took time out to have children before going up for tenure. Dr. Morris also had another child recently, but it was after she was awarded tenure. And, as I stated to her, Dr. Boyd also made some unprofessional and discriminatory comments to Dr. Morris about scheduling her classes after her daughter was born and while she was breast-feeding.

Regarding Ms. Siegler's statement that Dr. Boyd said she was going to talk to me about my high expenditures after I got tenure, she has not ever brought up the topic of my high expenditures with me, even at my annual review this year. I think that possibly may be due to the fact that one of the reasons I was hired was to train and mentor students. I have

trained, mentored and graduated 1 PhD student, 2 master's students and 10 undergraduates (7 of those were honor's students) in the last five years and most of them were women (see **Exhibit F**). All of them have gone on to post-graduate or medical school. Training students, most of whom who were required to have their own project for a thesis, costs money. So I have done what I was hired to do and she can't penalize me for that.

Finally, the Biology department P&T policy (2016) states that "candidates for tenure will be evaluated annually by the Chair and the P&T Committee so that annual evaluations may be made in light of prior reviews" so that "there are no surprises when the final evaluation for promotion and tenure takes place". All of my annual reviews were either "very good" or "excellent" so it was a complete surprise when both Dr. Boyd and the departmental P&T committee recommended denial of tenure.

In addition, in both the University policy (204.III.B.2.a.3) and in the Preamble of the Biology department P&T policy (2016), it states that "No evidence that is not documented in the dossier or university records will be considered in deliberations and recommendations for tenure and promotion". For University policy, this ensures that the department, college and provost all evaluate the same information in the dossier. However, in many departments, that policy is very loosely interpreted to mean that nothing can be added to the dossier **after the departmental vote**. Thus, if the department has any questions on the dossier, there is a collegial conversation to clarify those questions (see the attached letter from the MTSU AAUP president, **Exhibit G**).

Given that aspect of the Biology policy, it is thus very surprising that both the Chair and the department P&T committee stated in their letters that "there was little productivity from the McClelland lab itself" and that "it appears that the work was done in the other labs". How did they come to that conclusion if they were only supposed to look at evidence from my dossier, where I was either first or last author, and I didn't know I had to include my contributions? When I asked Dr. Boyd in my annual review how she evaluated my contributions in her evaluation of tenure, she said that, "knowing your collaborators and what they were doing, it seemed like the products that were coming out were mainly based on stuff that was happening in their labs". So, she openly admitted to using information from outside of my dossier to wrongly infer my contributions in her evaluation.

Thus, for the reasons stated above, I am appealing the decision by the provost that the behavior of Dr. Boyd and the Biology Department P&T Committee does not constitute a policy violation.

Sincerely,



Erin McClelland, PhD  
Assistant Professor of Biology

**University Response to Dr. Erin McClelland's  
Petition to Appeal Denial of Tenure and Promotion**

Dr. Erin McClelland, Assistant Professor in the Department of Biology, within the College of Basic and Applied Sciences, applied for tenure and promotion in Fall 2017. As the thorough review process unfolded, recommendations at every level were to deny tenure and promotion (see Exhibit 1 for Policy 204, Tenure). Dr. McClelland appealed the Provost's recommendation to deny tenure and promotion to a Faculty Appeal Committee as allowed by Policy 206, Tenure and Promotion Appeals Process (Exhibit 2). The Committee, composed of faculty members, unanimously concluded that there was no merit to the appeal and recommended that it not be further considered (Exhibit 3). Dr. Sidney A. McPhee, President, concurred with the Committee recommendation and denied tenure and promotion (Exhibit 4). Dr. McClelland now petitions for the right to appeal this denial to the Board of Trustees following Policy 60, Appeals and Appearances before the Board (Exhibit 5). Dr. McClelland asserts that policy has not been followed and that state or federal law or University policy was violated.

The University evaluated Dr. McClelland, as it does every candidate for tenure and promotion, on performance in teaching, research, and service. Her department's policy specifies that the most important of these criterion is research. The department chair, department committee, college committee, and dean all made independent recommendations to the Provost to deny both tenure and promotion. At each level of review, the quality of Dr. McClelland's service was deemed appropriate to qualify for tenure and promotion. While there was some concern regarding the quality of her teaching, Dr. McClelland's research record, the

most important of the three fields for evaluation in Biology, was found wanting at each level of review.

The Outline of Faculty Data (OFD), the primary document in the candidate's application dossier, contains the material reviewed at each step of the tenure and promotion process. The candidate is solely responsible for compiling the information in the OFD. Written instructions on preparing the OFD appear as the first page of the OFD (Exhibit 6), and assistance may be requested prior to the beginning of the review process. In fact, the first bullet in the OFD instructions clearly states, "The OFD is not simply a checklist of activities and accomplishments. It is also a rhetorical document . . . ." That means that the document is designed to persuade. The candidate is required to present the case for tenure and promotion in the clearest way possible for the intended readers. The second bullet reads, "You can and should expound on areas that could benefit from explanation." The fourth bullet importunes, "Make sure your activities are understandable and that your role is clear." Dr. McClelland's OFD did not provide the requisite information as directed in the OFD instructions.

In addition to University Policies 204 and 205 and the OFD instructions, the Biology Department has its own tenure and promotion policy (Exhibit 7). This policy clearly states, "Candidates for tenure in the Biology Department must demonstrate high quality performance in research, manifested by consistent progress toward establishing an active research program in their area of specialization as evidence by a record of quality peer-reviewed publications." A similar statement is made concerning promotion. Regarding the evidence required to support research productivity, this department policy further states, "The OFD should clearly indicate the candidate's role in multi-authored publications, presentations and grants." The Biology

policy also stipulates that “tenure in the Biology Department is awarded *primarily* based on high quality professional productivity in research” (emphasis added) and, “numbers of citations and the Impact Factor of the journal should be reported in the OFD. If a candidate does not feel that these metrics fairly reflect the merit of his/her published work, then this should be explained in the OFD.”

Dr. McClelland asserts in her petition “the statements made by the Department Chair and the Committees concerning her publication record misrepresent the facts about my contribution to my publications. *Because I did not know I had to provide an explanation of my contributions to my papers in the OFD*, I have described my contributions to each of my publications from MTSU below” (emphasis added). Dr. McClelland further contends that neither the chair nor the department committee asked her to provide this information, and the committee did not question her tenured collaborators about this as required by policy. The OFD instructions and Biology policy could not have been clearer: it is the candidate’s responsibility to provide sufficient information in the OFD, including an explanation of her contributions to multi-authored publications. It was not the responsibility of the chair or the department committee to request it.

Dr. McClelland’s petition and Exhibits A, D, E, F, G, and H include the publication documentation required by the OFD and by the Department of Biology, documentation that was required to be presented with the OFD at the time of the original submission. Exhibit B concerns a grant that was not awarded until August 2018, a year beyond the timeframe to be considered in her application. Accepting this information at this point would effectively provide

her a “do-over” not available to other candidates. Policy does not allow supplementing an OFD after the fact and such practice would, in itself, result in an inconsistent application of policy.

Dr. McClelland contends that the denial of tenure and promotion based on research came as a total surprise. Her pre-tenure review letters, however, are clear about her worrisome research trajectory. While the Biology Department Committee wrote on February 12, 2016 that it “generally feels that Dr. McClelland’s contributions to teaching, research and service put her on track to meet or exceed the requirements for tenure and promotion to the rank of Associate Professor at MTSU” (Exhibit 8), the other three levels of review are not as sanguine. The chair of her college committee, Eric Klumpe, wrote, “Unfortunately, at the time of this review [March 21, 2016], you have not yet produced the expected research products which can testify to the quality of your research program. The C-PTRC was unanimous in its assessment that your current trajectory towards tenure will fall short unless these ‘in progress’ activities can be brought to fruition in terms of presentations at professional meetings and publications in peer-reviewed journal” (Exhibit 9). Dean Fischer offered a well-reasoned evaluation of Dr. McClelland’s research in his pre-tenure review letter: “Your evaluations are good and are improving. I appreciate your commitment to establishing a productive research lab. I encourage you to continue to concentrate in the next year on establishing a well-funded highly productive lab” (Exhibit 10).

Trajectory, commitment, and progress aside, Dr. McClelland did not, in the end, produce evidence in the OFD of high-quality research at the time she submitted her application for tenure and promotion. As noted previously, none of the levels of review recommended tenure or promotion. In a letter dated October 5, 2017, Biology Chair Dr. Lynn Boyd recommended

denying tenure and promotion to Dr. McClelland. Dr. Boyd explained that she had suggested that Dr. McClelland focus on projects in her lab that had the most promise for meaningful scientific advancements and that she concentrate her efforts on fewer projects (Exhibit 11). Dr. McClelland did not follow her chair's advice.

The department committee, chaired by Dr. Andrew V. Brower, voted on October 20, 2017, not to award tenure and promotion by a vote of 0 (in favor) to 9 (not in favor) with no abstentions, writing that Dr. McClelland did not demonstrate that she had established a "strong, *independent* research program" (emphasis in the original). Further, "the committee noted that of Dr. McClelland's seven publications while at MTSU, only one involved experimental research with students that she mentored (and those were co-mentored with another faculty member) and that the extent of Dr. McClelland's contributions to extramural collaborative publications is difficult to determine from the provided documents." While Dr. McClelland had pursued external funding, submitting 13 proposals to the National Institutes of Health and other agencies, none had been funded. The committee concluded "that her research program is unlikely to proceed and thrive, given her unsuccessful track record at obtaining external funding to support her projects and those of her students" (Exhibit 12).

On November 14, 2017, the College of Basic and Applied Sciences Promotion and Tenure Committee, chaired by Dr. Bill Allen, voted 1-7 against tenure and 0-8 against promotion. It found that while Dr. McClelland's teaching evaluations had improved over time with her current performance eliciting "good" albeit not excellent evaluations, her research did not reach the level required to earn tenure and promotion: "This academic year (17/18), your

chair, your department T&P committee and this CBAS committee all feel that you have fallen short of the expectations held for you regarding research” (Exhibit 13).

On November 27, 2017, Dean Fischer wrote that he concurred with the recommendations of the Department committee, chair, and College committee. While Dr. McClelland’s “teaching is very good and her service is fine,” the Dean wrote, her research had floundered. Dean Fischer was quite clear: “In looking at the research section of the OFD, it is difficult to determine the role that Dr. McClelland played in the published research. Of the papers published it appears that two were from research that was directly performed while she was at MTSU while the rest of the papers appear to have come from research associated with other labs or research performed while she was in graduate school/postdoctoral training. Additionally, she has not been able to find external funding for her research which has limited her ability to create an active research program. I believe this lack of funding is due in some part because of the lack of focus associated with her research agenda” (Exhibit 14).

Provost Mark Byrnes’s letter to Dr. McClelland dated January 19, 2018, concurred with the four preceding levels of evaluation (Exhibit 15).

When Dr. McClelland learned in Spring 2018 that she would not be recommended for tenure and promotion, she filed a grievance with the MTSU Office of Institutional Equity and Compliance (IE&C) alleging – for the first time – that her chair had discriminated against her, resulting in the recommendation that she be denied tenure and promotion. All allegations were investigated by IE&C, and no discrimination was found. Dr. McClelland appealed that finding to the President (her Exhibit J), who denied her appeal. Dr. McClelland restates the allegations of

discrimination in her petition to the Board. Taking all into account, however, six allegations were made. Our response to these allegations appear in red:

1. Other departments allow faculty to add to the OFD. Dr. McClelland does not provide any evidence to support this claim. To the contrary, when faculty submit the tenure and promotion dossier, the file is closed. Other than the recommendation letters from the reviewers in the process, nothing more may be added or removed. Department and University policies are clear in this regard. Additionally, no evidence was found that the Biology Department allowed this practice for any other faculty member. Dr. McClelland admitted during the IE&C investigation that she knew policy prevented her from adding to her OFD.
2. Dr. McClelland alleges that she was discriminated against by the chair because of her pregnancy. A discriminatory statement was allegedly made more than three years ago when Dr. McClelland contends Dr. Boyd responded disparagingly to the news of Dr. McClelland's pregnancy. However, Dr. Boyd recommended renewal of McClelland's tenure-track employment in the years following the conversation. Had there been discriminatory intent, Dr. Boyd would likely have recommended non-renewal at that time.
3. Dr. McClelland suggests that Dr. Boyd was treating her inequitably by scheduling early classes for Dr. McClelland when she was breast feeding. These particular classes had to be scheduled at specific times so as not to conflict with other required courses. Further, Dr. Boyd did not single Dr. McClelland out for disparate treatment;

- all faculty with scheduling conflicts were permitted to pursue switching time slots. Indeed, Dr. McClelland was able to switch with another faculty member.
4. Dr. McClelland alleges that she was given a higher teaching load than she should have had. For a single semester, Biology enrollments were so high that Dr. McClelland was asked if she would rather teach a single large section or two smaller sections. She chose two smaller sections. With the exception of one semester, Dr. McClelland's teaching load (adjusted credit hours) was lower than the department average, and in 6 of 10 semesters, it was lower than that of other faculty members on the tenure track.
  5. Biosafety cabinet. Dr. McClelland reports that she told Dr. Boyd the department needed to buy another biosafety cabinet. Dr. Boyd responded to Dr. McClelland's information by bringing in an outside biosafety officer, who recommended the purchase of three cabinets rather than one. Dr. Boyd agreed and ordered the purchases. Dr. McClelland contends that Dr. Boyd was unhappy with this outcome, but there is no evidence to support this assertion.
  6. Autoclave availability. Dr. McClelland asserts that the chair's refusal to spend funds to repair an autoclave resulted from discrimination against her. Yet the lack of the autoclave affected both male and female faculty, and Dr. McClelland even admits that the inoperable autoclave did not negatively impact her research. Further, other autoclaves were available in the building for use.
  7. Others were tenured with lower H indexes. In her Exhibit I, Dr. McClelland provides information on H indexes, claiming that she has a higher index than male faculty

members who were awarded tenure. H indexes, as opposed to other registers of research impact, are not specifically reviewed in the Tenure and Promotion process and are not required. Further, another female faculty member with a lower H index than Dr. McClelland was awarded tenured. Lastly, as the promotion and tenure guidelines at the University and College level make clear, quality rather than quantity is the critical factor in tenure and promotion recommendations.

Dr. McClelland included as Exhibit J a letter from Dr. Amy Sayward, the local president of the AAUP, as support that she was treated discriminatorily in the review process. We know of no fact-finding done by Dr. Sayward, as opposed to the thorough investigation done by the Office of Institutional Equity and Compliance. Dr. Sayward's assertions that "there may be an underlying civil rights issue" and that "if her accurate and full file had been evaluated that she would have been awarded tenure," appear to be based merely on hearsay and conjecture.

## **CONCLUSION**

The University aims to ensure that no applicant for tenure and promotion is blindsided by its decision. The goal is "that there are no surprises when the final evaluation for promotion and tenure takes place" (P&T Policy, Department of Biology, VII). Dr. McClelland should not have been shocked by the decision as her pre-tenure reviews communicated a level of institutional concern for her eventual success, which she apparently chose to disregard. Dr. McClelland's tenure and promotion documents did not provide evidence of the level of research and funding required for tenure and promotion to the rank of Associate Professor. To be clear, even had Dr. McClelland provided additional information, there is no guarantee

whatsoever that she would have been awarded tenure and promotion. Her surprise at being denied tenure and promotion does not prove a lack of transparency on the part of MTSU, and the decision not to recommend tenure and promotion does not violate policy and is not a function of discrimination. That Dr. McClelland was not awarded tenure and promotion to the rank of Associate Professor is the result of her own failure to provide convincing evidence that she met the high-quality research standard required by the Department of Biology, the College of Basic and Applied Sciences, and Middle Tennessee State University.

Dr. McClelland has not provided sufficient or compelling evidence that policy was violated by being inconsistently or erroneously applied, nor that she was discriminated against in the review process. The petition to appeal should be denied.



## **204 Tenure**

**Approved by Board of Trustees**

**Effective Date: June 5, 2017**

**Responsible Division: Academic Affairs**

**Responsible Office: University Provost**

**Responsible Officer: University Provost**

### **I. Purpose**

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

It is important to note that the listed criteria represent minimum standards set by the University to attain tenure. College and/or department policies relating to the tenure process must meet the criteria as specified herein, but may exceed and be more specific than the minimum standards required by the University. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online.

### **II. Definitions**

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

- A. **Academic Tenure.** A personnel status in an academic department or academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at the University until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons. Tenure may only be awarded by positive action of the Board of Trustees (Board).
- B. **Adequate Cause.** A basis upon which a faculty member, either with academic tenure or a tenure-track appointment prior to the end of the specified term of the appointment, may be terminated. The specific grounds which constitute adequate cause are set forth in Section VI.

- C. **Financial Exigency.** The formal declaration by the Board that the University faces an imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means, which include the termination of existing and continuing academic and non-academic appointments.
- D. **Tenurable Faculty Member.** A full-time employee who holds academic rank as assistant professor, associate professor, or professor and is potentially eligible for tenure. Although full-time non-tenurable faculty appointments are recognized by the University (temporary, clinical track, research-track, instructional coordinator, and visiting distinguished professor), use of the term “faculty member” in this policy applies only to tenurable faculty positions (assistant professor, associate professor, professor) unless otherwise noted.
- E. **Probationary Employment.** Period of full-time professional service by tenure-track faculty members before they have been granted tenure. During this time, they are evaluated by the University for the purpose of determining their satisfaction of the criteria for a recommendation for tenure. Probationary tenure-track employment provides an opportunity for faculty members to assess their commitment to the University and for the University to determine whether they meet its stated criteria of quality and/or the University’s projected need. The tenure clock starts on the date specified in the letter of appointment.
- F. **Faculty Appointments.** Defined in [Policy 202 Faculty Definition, Roles, Responsibilities, and Appointments Types](#).
- G. **Academic Year.** The period of time consisting of the Fall and Spring semesters.
- H. **Teaching.** Teaching includes strategies by which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring development of course materials, courseware, and innovative approaches to instruction.
- I. **Research/Scholarship/Creative Activity.** Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (i.e., film-making, performances, or other artistic creations), research in teaching and learning, and seeking grants to support such activities.
- J. **Service.** Service encompasses a faculty member’s activities in three (3) areas: University service, professional service, and public service.

1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or University level. Participation in university service is expected of every faculty member. University service includes, but is not limited to, participation on department, college, and university committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and/or membership on a university search committee.
2. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
3. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the University.

### **III. Consideration for Tenure**

#### **A. Tenure Appointments**

1. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or academic program unit and the university. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. Non-faculty positions are not eligible for tenure. Tenure appointments reside in the departments and academic program units and are assurances of continued employment during the academic year subject to expiration, relinquishment, or termination of tenure as set out in Section VI. Recommendations for or against tenure originate from the department or academic program unit in which the faculty member is assigned and should include appropriate participation in the recommendation by tenured faculty in the department or academic program unit.
2. Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy. No faculty member will acquire or be entitled to any interest in a tenure appointment at MTSU without a

recommendation for tenure by the President and a positive award of tenure by the Board. No other person will have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract will not result in the acquisition of a tenure appointment, but will result in the right of the faculty member to another year of service at the University, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

## B. Tenure Process

### 1. Guidance through the Tenure Process

- a. Faculty will be given pertinent tenure criteria with their initial appointment and may be provided with a department or academic unit mentor. Workshops on portfolio development, information sessions on criteria, and other support mechanisms may also be presented for making the process and expectations clear to the tenure-track faculty member.
- b. Tenure-track faculty members will be evaluated in writing annually and separately by their Department Chair/Director and their department tenure and promotion review committee. Separate copies of these evaluations will be provided to tenure-track faculty, placed in their department personnel files, and sent to the faculty member's Dean and to the Provost.
- c. The faculty member will receive two (2) formal reviews during the tenure process: a pre-tenure review of progress toward tenure and a final review during the sixth (6<sup>th</sup>) year of the probationary period. The pre-tenure review will follow the process of the final tenure review through the department and college level as outlined in Section III. Tenure-track faculty entering with zero (0) or one (1) year of credit for prior service will be subject to pre-tenure review in the third (3<sup>rd</sup>) year of their probationary appointment; probationary faculty entering with two (2) or three (3) years of credit for prior service will be subject to pre-tenure review in the fourth (4<sup>th</sup>) year of their probationary appointment.
- d. Types of evidence relevant to evaluating effectiveness and contributions in teaching, research/scholarship/creative activity, and service are identified in Section IV. of this policy.
- e. Applicants may withdraw from the tenure review process at any time.

### 2. Procedures for Tenure Recommendations

#### a. General Guidelines

- (1) Consideration for tenure originates in the department or academic program unit to which the faculty member has been assigned. Faculty members are

responsible for initiating the tenure process by the written notification to the Department Chair/Director by the deadlines specified in the tenure calendar. Candidates for tenure are also responsible for submitting to the Department Chair/Director the [Outline of Faculty Data form](#) and such pertinent supporting materials as are called for in Section IV.

- (2) Administrators and committees involved in the review process (Department Committee, Department Chair/Director, College Committee, Dean, and Provost) shall only submit those materials, forms, letters, and other documentation required by the review process outlined below. This includes letters of recommendation which should specify the performance criteria used and explain how the candidate has or has not met those criteria.
  - (3) Except for the documents noted in the section above, no material can be added to the Outline of Faculty Data or supporting materials once the department and/or academic program unit review process has formally begun. It is important that all participants in the review process have access to the same set of materials.
  - (4) Members of department and college tenure and promotion review committees shall not make individual recommendations concerning candidates to administrators or other committees in the review process outside committee procedures.
  - (5) [Policy 816 Nepotism](#) will apply to all levels of the tenure process.
- b. Department and/or Academic Program Unit Review
- (1) The review process for tenure recommendations at the department and/or academic program unit level consists of separate and independent considerations by the Department Chair/Director and a department tenure and promotion review committee. Departments and/or academic program units may establish a single committee for both tenure and promotion review, or if deemed desirable and necessary, departments and/or academic program units may create two (2) peer review committees (a promotion review committee and a tenure and promotion review committee) as outlined in department policies, subject to approval by the Provost and President.
  - (2) Department Tenure and promotion review committee. Each department and/or academic program unit will develop written policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their Department Chair/Director and Dean. At a minimum, these policies will include the following:

- (a) Committee members must be tenured;
- (b) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote on the committee membership;
- (c) Non-tenure-track faculty are not entitled to vote on committee membership;
- (d) Candidates for tenure and the Department Chair/Director cannot be members;
- (e) A committee chair/director will be elected by the members of the committee;
- (f) Whether there will be academic rank requirements for committee membership.

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

- (3) Review Process. The Department Chair/Director, after examining all materials submitted by each candidate for tenure, then forwards the materials to the department tenure and promotion review committee. The department tenure and promotion review committee will separately consider each candidate's qualifications for tenure on such department, college, and University criteria as have been approved. After consideration, the committee will consult with the Department Chair. If the recommendations of the Department Chair/Director and committee are in concert, separate reports will be filed by the Department Chair/Director and by the committee to the appropriate Dean. If the recommendations of the Department Chair/Director and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting written recommendations to the appropriate Dean. If the conflicts cannot be resolved, reports submitted to the Dean by the committee and by the Department Chair/Director will each describe the points of conflict.
- (4) When deliberations are concluded, the Department Chair/Director and the committee will separately notify each tenure candidate of the recommendation that has been forwarded to the appropriate Dean. Each candidate will be afforded the opportunity to meet with the Department Chair/Director and/or the department tenure and promotion review

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

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

c. College Review

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

- (f) A committee chair/director will be elected annually by the members of the committee;
- (g) Colleges need to determine whether there will be rank requirements for those faculty members serving on the committee.

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

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

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

- (4) When deliberations are concluded, the academic Dean and the college tenure and promotion review committee will notify each candidate considered for tenure of their recommendations. Each candidate will be afforded the opportunity to meet with the Dean and/or the college tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the Dean and/or college committee.

d. Provost's Review

- (1) The Provost will review all recommendations on tenure and forward his/her recommendations to the President of the University, state whether the issuance of letters of non-renewal is necessary, and prepare a list of those to whom such letters are to be sent. The Provost is responsible for: a) consideration of each candidate's qualifications using approved department, college, and university criteria; and b) reviewing the recommendations of Department Chair/Director, department tenure and promotion review committees, college tenure and promotion review committees, and Deans for each candidate. The Provost will forward all materials submitted, along with his/her own recommendations, to the President.
- (2) On the same date a decision is forwarded to the President, the Provost will notify each person considered, along with the appropriate Dean and Department Chair/Director, of his/her decision. The Provost will afford each person considered an opportunity to meet and discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate any request to review the process and data upon which the decision is made.

e. President's Review

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

f. Appeals

The appeals process for official review by members of the Faculty Appeals Committee is outlined in [Policy 206 Tenure and Promotion Appeals](#). The appeal

process should commence after the Provost has rendered his/her decision and notified the candidate of the decision. The President's letter with the tenure recommendation to the candidate shall be sent after the appeal process is completed.

### 3. Calendar of the Review Process

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

### 4. Qualified Privilege of Academic Confidentiality for Tenure and promotion review committees

- a. Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, T.C.A. § 10-7-101 et seq.
- b. In general, no such privilege is recognized for proceedings outside of the University. The records created during the tenure process are subject to disclosure pursuant to T.C.A. § 10-7-503, and information regarding the process may be sought by subpoena or court order.

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

1. Academic tenure may be awarded only to full-time faculty members who: (a) hold academic rank as assistant professor, associate professor, or professor and meet the minimum rank criteria for that rank under University policies; (b) have been employed pursuant to tenure-track appointments and have completed the probationary period of service as stated in the University's policy, and/or as agreed upon in writing and signed by the appropriate academic officer; and (c) have been determined by the University to meet the criteria for recommendation for tenure and have been so recommended pursuant to this policy.
  - a. Faculty members holding temporary, instructional coordinator, clinical, or research appointments are not eligible for tenure.
  - b. Faculty members supported in whole or in part by funds available to the University on a short-term basis, such as grants, contracts, or foundation sponsored projects, will not be eligible for tenure unless continuing support for such members can be clearly identified in the regular budget of the University upon the recommendation of tenure to the Board.

- c. No faculty member will be eligible for tenure unless the employee's contract specifies his/her tenure-track status; provided that where a faculty member with tenure is appointed to an administrative position, he/she will retain tenure in a former faculty position only; and provided further that a faculty member otherwise eligible for tenure who also holds a non-faculty position may be awarded tenure in the faculty position only, subject to the requirements of this policy.
- d. In general, candidates for tenure must have earned the doctorate or other specified terminal degree in the faculty member's discipline. The University may grant exceptions to this standard based upon its mission or based upon an extraordinary candidate. In the latter instance, the exception will be granted by the Provost in consultation with the Dean, Department Chair/Director and faculty in the appropriate department when the faculty member is employed.

#### D. Probationary Employment

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

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

2. It is the faculty member's responsibility to initiate requests for tenure. A faculty member's failure to apply at the end of the probationary period and within the prescribed due dates for submission relieves the University of any responsibility in regard to awarding tenure, and any faculty member who fails to apply will be automatically denied tenure.

#### E. Calculating the Probationary Period

Only full-time continuous service at the University will be included in determining completion of the probationary period, except where a break in service was pursuant to an approved leave of absence. The probationary period starts on the date specified in the letter of appointment.

1. Credit for Prior Service. The probationary period of six (6) years may include credit for prior service when agreed to by the Provost and subject to the maximum permissible credit for prior service, as noted below.

Credit toward completion of the probationary period may, at the discretion of the Provost, be given for a maximum of three (3) years of previous full-time service at colleges, universities, or institutes provided that the prior service is relevant to the University's own needs and criteria. Any credit for prior service must be recognized and confirmed in writing in the appointment letter to a tenure-track position.

2. **Approved Leave of Absence.** A period of approved leave of absence will be excluded from the requisite period for completion of the probationary period unless the President specified in writing prior to the leave of absence that it will be included in the probationary period. Leaves of absence may not be granted retroactively. A faculty member may apply for a maximum of two (2) extensions in one (1)-year increments so long as the total probationary period does not exceed six (6) years. Requests for an extension to a leave of absence follow the same procedure.
3. **Stopping the Tenure Clock.** Faculty members in a tenure track appointment may request to stop the clock during their probationary period when circumstances exist that interrupt normal progress toward building a case for tenure. Discretion for stopping the tenure clock rests with the President and also requires supervisory approval. In such cases, the faculty member may request to stop the tenure clock for one (1) year if he/she demonstrates that circumstances reasonably warrant such interruption. Reasons for approving a request to stop the clock will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally addressed to faculty duties and professional development. Examples may include, but are not limited to, childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances that require a fundamental alteration of one's professional life. The intent of this provision is to serve the best interests of the University while providing neither preference to nor adverse effect on a faculty member's process of developing a case for tenure. Once approved, the stop the clock year is not counted in the probationary period accrual.
4. **Procedure to Modify the Probationary Period.** A faculty member seeking a modification of his/her probationary period must submit his/her request, in writing, addressing the considerations described above. The request is to be submitted to the Department Chair for consideration and recommendation. The Chair's recommendation is forwarded to the Dean of the faculty member's college for consideration and recommendation; then to the Provost for consideration and recommendation; and finally to the President for approval or denial. The President will notify the faculty member, in writing, of the decision to approve or deny such exceptions within one (1) month of submission. Requests for modification of the probationary period should also be submitted to the Office of the University Counsel for review.
5. A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure under two (2) conditions: the faculty member must qualify for tenure under department or academic program unit, college, and university guidelines; and the faculty member must maintain a significant involvement in academic pursuits including teaching, research/scholarship/creative activity, and service. The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.

6. Where a faculty member is serving a probationary period in a department or academic program unit and is subsequently transferred to another department or academic program unit, the faculty member may, with the approval of the President, elect to begin a new probationary period on the date that the transfer occurs. If he/she does not so elect (and confirm in writing to the President), time spent in the first appointment will count toward establishing the minimum and maximum probationary period.
7. Employment during Summer terms or in part-time positions will not be credited toward satisfying the probationary period.
8. When a faculty member's appointment begins in January, service for that semester will be counted for tenure as one (1) whole academic or fiscal year.

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

##### **A. General Tenure Criteria**

1. Staffing needs of each department/program and the total University are the first priority when faculty members are considered for tenure. Staffing needs are determined primarily by the current student enrollment, by the enrollment trends over the past five (5) to ten (10)-year period, and by the overall mission of the department and University. An over-staffed department or even one whose enrollment trends indicate that it will soon become over-staffed, should not give serious consideration to tenuring additional faculty unless retirements and/or resignations of tenured staff appear imminent. The criteria relevant to assessing the long-term staffing needs of a department and the University are considered significant and are stated in a generic sense as follows: (a) mandates of the Tennessee Higher Education Commission; (b) University mission and long-term goals; (c) college mission and long-term goals; and (d) department academic program emphasis, specialized orientation, and long-term goals.
2. While the nature and relative importance of the criteria for recommendation for tenure depend upon the nature, missions, and goals of the college and the department or academic program unit, all faculty members considered for tenure will be evaluated with respect to their performance in (a) teaching; (b) research/scholarship/creative activity; and (c) service. They are expected to demonstrate high quality performance in teaching, high quality performance in one (1) of the other two (2) areas and quality performance in the remaining area.

The performance expectations for tenure will be dependent on the faculty member's rank. See [Policy 205 Promotion of Tenured and Tenurable Faculty](#). In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship/creative activity, and service, the faculty member must demonstrate willingness and ability to work effectively with colleagues to support

the mission of the University and the common goals both of the University and of the academic organizational unit.

Where departments demonstrate a clear need for additional tenured faculty, the following are general guidelines for assessing the work and potential of probationary faculty who are candidates for tenure:

- a. Evidence of professional experience and performance in teaching;
- b. Evidence of direct participation in scholarship through research and/or creative activity;
- c. Evidence of continuing direct participation in University service, professional service, and public service germane to their discipline.
- d. Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.

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

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

#### C. Teaching

1. Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. Effective teaching is an essential qualification for tenure, and tenure should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.
2. Performance Criteria. All faculty members are expected to demonstrate high quality performance in teaching. Although academic units of the University may assign varying degrees of significance to individual criteria, all faculty members will be evaluated with respect to each of the following criteria for teaching:
  - a. Performance in teaching of students as evaluated by students and peers;

- b. Performance in the advisement and mentoring of students, if applicable;
  - c. Improvement of their own courses and also the curricular offerings of the department, college, and University;
  - d. Effectiveness in teaching methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies);
  - e. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.);
  - f. Honors received and recognition for teaching;
  - g. Currency and continued intellectual development in the field of specialization;
  - h. Seeking internal and external funding for instructional activities. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding; and
  - i. Contributions to teaching (for example, textbooks, articles, workshops, presentations, instructional technology resources, etc.) could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.
3. Documentation
- a. Supporting materials as described in Section IV.B. will, at a minimum, include a statement of teaching philosophy; course materials; evidence of student projects and other forms of student mentorship; and evidence of evaluation by faculty peers.
  - b. Student evaluations for each course section evaluated during the probationary period will be added to the candidate's supporting materials by the Department Chair/Director.
  - c. Other supporting material may include, but will not be limited to, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, textbooks or educational articles, and innovative contributions to teaching, if published or presented in a peer-reviewed forum.

D. Research/Scholarship/Creative Activity

- 1. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for tenure must present evidence of their research, scholarship, and/or creative activity when they apply for tenure. Research/scholarship/creative activity applies to the studious inquiry, examination,

- or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, and creative activities (i.e., film-making, performances, or other artistic creations).
2. Performance Criteria. Although academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:
    - a. Direct participation in research, scholarship, and/or creative activity. Faculty collaboration with undergraduate and/or graduate students may be included here.
    - b. Seeking internal and external funding for research, scholarship, and/or creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.
  3. Documentation
    - a. The Outline of Faculty Data and supporting materials as described in Section IV.B. above must include evidence of peer review of some elements of the candidate's research, scholarship, and/or creative activity.
    - b. Other supporting materials may include, but will not be limited to, the following:
      - (1) Publications (articles, monographs, books, electronic media, and other published works). Publications that are subject to a formal review process by recognized scholars in the field are considered more significant than those subject to less rigorous examination;
      - (2) Written reviews and evaluations of performances, compositions, and other creative activities by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;
      - (3) Published programs or reviews of public performance or public display will constitute documentation of original creative work;
      - (4) Presentations before one's professional peers at regional, national, or international meetings/conferences;
      - (5) Appropriate textbooks, educational articles, and instructional technology resources in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching;

- (6) Funded internal grants from the University or external grants from public or private sources;
- (7) Unfunded proposals for internal and external grants, where the documentation supports the quality of the proposal.

#### E. Service

1. Overview. As a vital component of the University's mission, service must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service encompasses a faculty member's activities in three (3) areas: University service, professional service, and public service.
  - a. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or university level. A certain amount of such service is expected of every faculty member. University service includes, but is not limited to, participation on department, college, and University committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a University-wide student organization, and/or membership on a University search committee. Service includes, but is not limited to, activities that contribute to the recruitment, retention, progression, graduation, and post-graduation career placement of students.
  - b. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
  - c. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the University.
2. Performance Criteria. Participation in University service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service will be based on an appraisal of the faculty member's performance in the three (3) areas defined above: University service, professional service, and public service. Evaluation will be based on the following criteria, with

the academic unit of the University to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include: community service programs; public service consultation; University committee and administrative responsibilities; and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.

### 3. Documentation

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

## V. Expedited Tenure Review

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

## VI. Changes in Tenure/Tenure-Track Status

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

1. When tenure-track appointments of faculty are not to be renewed for further service, applicable dates for notice of non-renewal will be based upon actual years of service at the University and are in no way affected by any credit for prior service that may be awarded pursuant to Section III. of this policy. Faculty members will receive notice of their non-renewal for the ensuing academic year as follows:
  - a. Faculty members in their first (1<sup>st</sup>) year of service will be given notice at least two (2) months in advance of their termination; notification will not be later than March 1 for those whose appointments expire at the end of the academic year.
  - b. Faculty members in their second (2<sup>nd</sup>) year of service will be given notice at least five (5) months in advance of their termination; notification will not be later than January 1 for those whose appointments expire at the end of the academic year.
  - c. Faculty members in their third (3<sup>rd</sup>) or subsequent years of service will be notified no later than the close of the academic year. Faculty members who have served three (3) or more years of their probationary appointment will be provided notice twelve (12) months prior to termination.
2. Notice of non-renewal will be effective upon personal delivery by the faculty member's Department Chair/Director of the Notice to Faculty Members form, or upon the date the notice is mailed, by certified mail, return receipt requested, postage prepaid, to the faculty member's current home address on record at the University. Said written notice will carry the signature of the President or designee.
3. When faculty members on tenure-track appointments complete the sixth (6<sup>th</sup>) year of their probationary period, they will either be recommended for tenure by the President or will be given notice of non-renewal. Notice of non-renewal will be given by the President no later than the final day of the sixth (6<sup>th</sup>) academic year. The appointment to the University will end at the close of the seventh (7<sup>th</sup>) academic year. A faculty member's rights in such instance where timely notice is not given are described in Section III.

4. Faculty members on tenure-track appointments will not be terminated during the annual specified term of the appointment, except for reasons that would be sufficient for the termination of tenured faculty.
5. The non-renewal or non-reappointment of faculty members on a tenure-track appointment does not necessarily carry an implication that their work or conduct has been unsatisfactory. No proprietary or other interest in a position is created by acceptance of a probationary appointment.
6. Decisions of non-renewal of a tenure-track faculty appointment during the probationary period are not subject to appeal to the Board unless there is an alleged violation of state or federal law under the limitations described in [Policy 206 Tenure and Promotion Appeals](#).

B. Transfer of Tenure

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

C. Expiration of Tenure

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

D. Relinquishment of Tenure

A faculty member will relinquish or waive his/her right to tenure upon resignation from the University or upon failure to report for service at the designated date of the beginning of any academic term, which will be deemed to be a resignation, unless, in the opinion of the President, the faculty member has shown good cause for such failure to report. Tenure is not relinquished during periods of approved leaves of absence or during administrative assignments at the University.

E. Termination of Tenure for Reasons of Financial Exigency

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

F. Termination of Tenure for Curricular Reasons

The employment of a tenured faculty member may be terminated because an academic program is deleted from the curriculum or because of substantial and continued reduction of student enrollment in a field or discipline.

“Program is deleted from the curriculum” means that the Board takes formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces need for faculty qualified in that discipline or area of specialization. “Substantive and continued reduction of student enrollment in a field” means that over a period of at least three (3) years student enrollment in a field has decreased at a rate in considerable excess of that of the University as a whole and that such reduction has resulted in faculty-student ratios that, in the opinion of the President, cannot be warranted either by comparison with equivalent faculty load practices within the University or by comparisons with faculty loads in comparable departments or academic program units at similar universities which the President would deem to be appropriate for comparison.

Before declaring that curricular reasons exist, the President will ensure meaningful participation by the faculty senate in identifying the specific curricular reasons, evaluating the long-term effect on the University’s curriculum and its strategic planning goals, and the advisability of initiating further action. Prior to initiating the process described below, the President will present a written description of curricular reasons that may warrant the termination of tenured faculty member(s). Subsequent to provision of the written description, the President will meet with the faculty senate to review these curricular reasons. The faculty senate will have the opportunity to respond in writing to the President for action described below is initiated. Each of these reasons for termination of tenure for curricular reasons must denote shifts in staffing needs that warrant greater reductions than those that are accommodated annually in light of shifting positions from one department to another or among colleges to handle changing enrollment patterns.

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

The President should deny renewal to part-time faculty, temporary faculty, clinical track, research-track, and tenure-track faculty in the probationary period, before termination of tenured faculty.

1. Upon determining that termination of tenured faculty members is warranted for curricular reasons, the President will consult with the Department Chair/Directors and Deans of affected departments concerning which terminations would least jeopardize the educational programs of their departments. The President will base decisions about which faculty member(s) should be terminated upon assessment as to what action would least seriously compromise the educational programs in a department or division. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit that cannot be warranted either by comparison with general load practices within the University or by comparison

with faculty loads in comparable departments or academic program units at similar universities. In that light, the President will also, at his/her discretion, base decisions on a careful assessment of the impact of the curricular reason on staffing requirements in the department or academic program unit as compared to overall patterns in the University and to comparable departments or academic program units which, in his/her judgment, are in universities similar enough to warrant assessment.

Unless the President demonstrates (preferably by means of past performance evaluations) that an exception should be made to protect the quality of an educational program, the following considerations should guide the President in determining the order of faculty reductions in a department where termination of tenured faculty is proposed for curricular reasons.

- a. among tenured faculty, those with higher rank should have priority in retaining their tenured positions over those with lower rank;
- b. among tenured faculty with comparable rank, those with appropriate higher academic degree(s) should have priority in retaining their tenured positions over those with lower degree(s); and
- c. among tenured faculty with comparable rank and comparable degrees, those with greater seniority in rank should have priority in retaining their tenured positions over those with less seniority.

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

When a tenured faculty member is to be terminated for curricular reasons, the President will make every possible effort to relocate the tenured faculty member in another existing vacant position for which he/she is qualified. In instances where (in the opinion of the President) relocation within the University is a viable alternative, the University has an obligation to make significant effort to relocate the faculty member, including the bearing of reasonable retraining costs. The final decision on relocation is within the discretion of the President.

2. If a faculty member to be terminated indicates objections to the President's written statement and requests a review, the President will appoint a faculty committee consisting of a minimum of five (5) tenured faculty members from a slate of ten (10) tenured faculty members proposed by the faculty senate. The committee will conduct a hearing on the proposed termination(s). The committee will report its findings and recommendations to the President, who will in a reasonable time,

inform the faculty member(s) proposed for termination in writing either that the decision for termination stands or that it has been altered.

3. The President's decision to terminate a tenured faculty member for curricular reasons is subject to appeal to the Board only as provided in [Policy 60 Appeals and Appearances before the Board](#).
4. When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three (3) years, unless the terminated faculty member has been offered, in writing, reappointment to the position at his/her previous rank and salary (with the addition of an appropriate increase which, in the opinion of the President, would constitute the raise(s) that would have been awarded during the period that he/she was not employed).

#### H. Termination for Adequate Cause

A tenured faculty member, or a tenure track faculty member during the annual specified- term of the appointment, may be terminated for adequate cause. Adequate cause includes the following:

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

#### I. Procedures for Termination for Adequate Cause

Termination of a faculty member with a tenure appointment will be subject to the following procedures:

1. No termination will be effective until steps four (4) through nine (9) below have been completed.

2. Suspensions pending termination will be governed by the following procedures:
  - a. A faculty member may not be suspended pending completion of steps four (4) through nine (9) unless it is determined by the University that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the University. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/she is qualified.
  - b. In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member will be provided the opportunity for a hearing on the suspension as soon as possible at which time the faculty member may cross-examine his/her accuser, present witnesses on his/her behalf, and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter will proceed pursuant to these procedures.
3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board.
4. Upon a recommendation by the Provost to the President or upon a decision by the President that these procedures should be undertaken in consideration of the termination of a faculty member, one or more appropriate administrators will meet privately with the faculty member for purposes of attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.
5. If no mutually acceptable resolution is reached through step four (4), the following steps will be taken:
  - a. The faculty member will be provided with a written statement of the specific charges alleged by the University which constitute grounds for termination and a notice of hearing specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member will respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.
  - b. A Hearing Committee consisting of tenured faculty or tenured faculty and the Provost will be appointed to hear the case and to determine if adequate cause for termination exists according to the procedure hereinafter described. The committee will be appointed by the President, with recommendations coming

from the faculty senate, with one tenured full professor representing each of the following colleges: Basic and Applied Sciences, Business, Education, Liberal Arts, Behavioral and Health Sciences, Media and Entertainment and University College. Members deeming themselves disqualified for bias or interest will remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee will not discuss the case outside committee deliberations and will report any ex-parte communication pertaining to the hearing to the President who will notify all parties of the communication.

6. The Hearing Committee will elect a chair who will direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.
7. The chair of the hearing committee may in his/her discretion require a joint pre-hearing conference with the parties, which may be held in person or by a conference telephone call. The purpose of the pre-hearing conference should include, but is not limited to, one or more of the following:
  - a. Notification as to procedure for conduct of the hearing;
  - b. Exchange of witness lists, documentary evidence, and affidavits;
  - c. Define and clarify issues;
  - d. Effect stipulations of fact; and
  - e. Any other appropriate preliminary matters.

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

8. A hearing will be conducted by the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing will be conducted according to the procedures below.
  - a. During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
  - b. A verbatim record of the hearing will be taken and a written copy will be made available to the faculty member for a reasonable fee, upon request.
  - c. The burden of proof that adequate cause exists rests with the University and will be satisfied only by clear and convincing evidence in the record considered as a whole.
  - d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will

cooperate with the committee in using its best efforts to secure witnesses and make available documentary and other evidence that is under its control.

- e. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness, if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within seven (7) days after delivery of the affidavit, or if the committee chair determines that the admission of the affidavit is necessary to ensure a just and fair decision.
  - f. In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University and/or other universities of higher education.
  - g. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
  - h. The findings of fact and the report issued by the committee will be based solely on the hearing record.
  - i. The President and the faculty member will be provided a copy of the written committee report. The committee's written report will specify findings of fact and will state whether the committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination found. In addition, the committee may recommend action less than dismissal. The report will also specify any applicable policy the committee considered.
9. After consideration of the committee's report and the record, the President may, in his/her discretion, consult with the faculty member prior to reaching a final decision regarding termination. Following his/her review, the President will notify the faculty member of his/her decision, which, if contrary to the committee's recommendation, will be accompanied by a statement of the reasons. If the faculty member is terminated or suspended as a result of the President's decision, the faculty member may appeal the President's action to the Board pursuant to [Policy 60 Appeals and Appearances before the Board](#). Review of the appeal will be based upon the record of hearing. If upon review of the record, the Board notes objections regarding the termination and/or its proceedings, the matter will be returned to the President for reconsideration, taking into account the stated objections, and, at the discretion of

the President, the case may be returned to the hearing committee for further proceedings.

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

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

Forms:

[Outline of Faculty Data](#)

Revisions: none.

References: T.C.A. § 10-7-101; 10-7-503; Policies 40 Financial Exigency; 60 Appearances before the Board; 202 Faculty Definition, Roles and Responsibilities and Appointment Types; 205 Promotion of Tenured and Tenurable Faculty; 206 Tenure and Promotion Appeals; 816 Nepotism.



## 206 Tenure and Promotion Appeals Process

Approved by Board of Trustees

Effective Date: June 5, 2017

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

### I. Purpose

This policy applies to candidates for tenure and/or promotion. It is available to those receiving negative recommendations if the appeal meets one of the criteria stipulated in Section IV.A. of this policy.

### II. Scope

[Policy 852 Administrative, Professional, and Faculty Grievance or Complaint](#) is available for some grievances not addressed in this policy. This policy is not to be used in instances of complaint about the non-renewal of tenure track contracts.

### III. Definitions

- A. Appeal. A request by a faculty member for investigation by the Faculty Appeals Committee of an alleged error or errors made during the review process resulting in a negative recommendation for tenure and/or promotion by the Provost.
- B. Faculty Appeals Committee. The committee established under [Policy 32 University Committees](#).
- C. Faculty Member. Includes any individual who holds academic rank. See [Policy 204 Tenure](#).
- D. Days. In this policy refers specifically to normal business days.

#### IV. Nature and Procedures for an Appeal

- A. A faculty member who receives written notification from the Provost that he/she has not been recommended to the President for tenure and/or promotion may appeal on one (1) or more of the following grounds:
1. The recommendation was made in violation of the faculty member's right to academic freedom.
  2. The recommendation was made in violation of the University policies or procedures.
  3. The recommendation was made in violation of the faculty member's right to equal employment opportunity. Appeals on this basis shall be referred to the [Office of Institutional Equity and Compliance](#) (IE&C) as claims of discriminatory acts prohibited by law or MTSU policy are considered by IE&C. This office shall investigate the complaint and produce a report to include a determination as to whether discrimination adversely affected the tenure and/or promotion recommendation. The Committee shall accept this determination as conclusive.
- B. A faculty member who receives written notification from the Provost that he/she has not been recommended to the President for tenure and/or promotion will have ten (10) business days from the date that appears on the Provost's written notification to file an appeal.
- C. The appeal, to be made on the [Faculty Appeal Form](#), must set forth in detail the nature of the alleged violation along with all factual data deemed pertinent. Ten (10) copies of the appeal form must be supplied to the Committee, through its chairperson. At the same time, a copy of the appeal must be provided to the Provost.
- D. The Faculty Appeals Committee (Committee) shall serve as an advisory body to the President on matters arising from an appeal filed by a faculty member.
- E. A faculty member with an appeal may discuss the case informally with any member of the faculty or the administration, except a member of the Committee. A Committee member, who discusses Committee deliberations with the faculty member concerned shall automatically disqualify himself/herself or, failing to do so, be disqualified from any further proceedings in the case.
- F. In its initial review of the appeal, the Committee shall determine whether the appeal appears to qualify for further consideration based on one (1) or more of the alleged violations stated in Section IV.A. If found to have merit sufficient for further consideration by the Committee, an inquiry shall be scheduled on the appeal within fifteen (15) business days of the appeal submission deadline to provide the faculty member an opportunity to present additional evidence in support of the appeal. The

inquiry shall also provide an opportunity for the Provost or designee to submit written and/or oral statements to the Committee regarding the allegations in the appeal. Such inquiry shall be investigatory rather than adjudicative in nature.

- G. A simple majority of members present constitutes a quorum for purposes of reaching a decision.
- H. The Committee shall, within ten (10) business days from the start of the inquiry, report its findings and recommendations to the President, with copies of the report sent simultaneously to the faculty member and the Provost. The Committee's findings and recommendations shall be limited to the following:
  1. By the weight of the evidence, the Committee determines that the ground(s) of the appeal was/were valid, and the committee believes that this adversely affected the ultimate recommendation;
  2. By the weight of the evidence, the Committee determines that the ground(s) of the appeal was/were valid, but the committee believes that this did not adversely affect the ultimate recommendation; or
  3. No ground(s) was/were found to exist.
- I. If the decision of the Committee is not unanimous, the Committee may also submit to the President a minority report with the rationale for dissenting opinions.
- J. If the faculty member is not satisfied following the President's recommendation for tenure and/or promotion, he/she may appeal, if permitted by policy, to the Board of Trustees or its designated subcommittee for final disposition. The appeal shall be filed within twenty (20) business days from the date that appears on the President's decision notification. The Board or its designated subcommittee will follow the criteria and process established in [Policy 60 Appeals and Appearances before the Board](#).

## V. Miscellaneous

- A. The number of days indicated in Section IV shall be considered the maximum, but every effort shall be made to expedite the process. The stated time limits may be extended only by mutual consent.
- B. An appeal may be withdrawn without prejudice and may be re-filed subject to provisions related to timeliness and other relevant procedural requirements.
- C. All matters pertaining to the processing of an appeal shall be kept as confidential as may be appropriate.

- D. The faculty member and the Committee shall have access to all persons, places, and official records for information necessary to the determination and processing of an appeal.
- E. It shall be the general practice to process an appeal during the time which does not interfere with normal working duties.

Forms:

[Faculty Appeal Form](#)

Revisions: none.

References: Policies 32 University Committees; 60 Appeals and Appearances before the Board; 204 Tenure; 852 Administrative, Professional, and Faculty Grievance or Complaint.

**History Department**  
 MTSU P.O. Box 23  
 Murfreesboro, Tennessee 37132  
 Office: (615) 898-2536  
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5 March 2018

Dr. Sidney McPhee  
 President, Middle Tennessee State University  
 CAB 204

Dear President McPhee:

The MTSU University Faculty Appeals Committee (all members present) met 21 February 2018 to consider Professor Erin McClelland's appeal of her denial of tenure and promotion. As grounds for her appeal, Dr. McClelland asserted that recommendations were made in violation of University (and Department) policy and procedures. In order to determine whether the appeal had sufficient merit to warrant an inquiry, Dr. McClelland's appeal documentation and other documents as a whole (annual reviews and letters, pretenure reviews and letters, and tenure reviews and letters) were reviewed.

As a result of this initial review, the committee concluded unanimously that there is no merit to the appeal; and the committee recommends that the appeal, therefore, does not qualify for further consideration. We found Department and College reviews to be open, fair, and consistent and the process both transparent and consistent. There was no violation of University (or Department) policies or procedures.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Louis Haas".

Dr. Louis Haas, PhD.  
 Professor of History  
 Chair, MTSU University Faculty Appeals Committee

cc: Dr. Mark Byrnes, University Provost, Middle Tennessee State University ✓  
 Dr. Erin McClelland, Assistant Professor of Biology, Middle Tennessee State University



Sidney A. McPhee

President

Middle Tennessee State University

Cope Administration Building 204

1301 East Main Street

Murfreesboro, TN 37132

o: 615-898-2622 • f: 615-898-2507



March 30, 2018

Dr. Erin McClelland  
Department of Biology  
Box 60

Dear Dr. McClelland,

After reviewing your file and the recommendations of the provost, the dean, the department chair, and the review committee, I cannot recommend either promotion or tenure.

I appreciate all you do for the University and wish you much success in future endeavors.

Sincerely,

A handwritten signature in blue ink that reads "Sidney A. McPhee".

Sidney A. McPhee  
President

cc: Mark Byrnes, Provost  
Bud Fischer, Dean  
Lynn Boyd, Chair



## 60 Appeals and Appearances before the Board

**Approved by Board of Trustees**

**Effective Date: June 5, 2017**

**Responsible Division: President**

**Responsible Office: Office of the University Counsel**

**Responsible Officer: University Counsel**

### I. Purpose

This policy sets the conditions and procedures for appeals to, and appearances before, the Board of Trustees (Board).

### II. Appeals to the Board

- A. Negative recommendations for tenure or promotion may be appealed to the Board. The faculty member must first have completed the appeal process set out in [Policy 206 Tenure and Promotion Appeals](#).
- B. Termination of employment due to a reduction in force resulting from a declaration of financial exigency made pursuant to [Policy 40 Financial Exigency](#) may be appealed to the Board. The employee must have exhausted the appeal process provided in [Policy 40 Financial Exigency](#).
- C. A student or employee may appeal a matter subsequent to a final adverse decision of the President in which it is alleged that the University violated state or federal law or University policy. Any available University complaint and/or appeal procedure must be exhausted prior to consideration by the Board.
- D. Decisions resulting from hearings held pursuant to the Uniform Administrative Procedures Act, T.C.A. § 4-5-301, et. seq., are not appealable to the Board.
- E. Matters not appealable to the Board, absent an allegation of violation of state or federal law, shall include, but are not limited to:
  - 1. Termination of executive, administrative, professional, clerical, and support employees during, or at the end of, the initial probationary period, or pursuant to the terms of the employment contract;

2. Non-renewal of a tenure-track faculty appointment during the first four (4) years of the probationary period;
  3. Denial of tenure unaccompanied by notice of termination in the fifth (5th) year of the probationary period;
  4. Non-renewal of a temporary faculty appointment;
  5. Salary determinations;
  6. Student academic matters such as grade appeals, failure to meet retention policies;
  7. Performance evaluations of faculty or staff; or,
  8. Residency classification of students for tuition and fee purposes.
- F. If, at any time during the pendency of the appeal, a lawsuit, based on the same subject matter as the appeal, is filed, the Board has the discretion to suspend consideration of the appeal or dismiss the appeal without further action. However, this discretion cannot be exercised in an appeal concerning discrimination or harassment.

Complaints from students or prospective students regarding accreditation or violation of state or federal law may be submitted for appropriate review and action, as required by 34 CFR 600.9(a)1), pursuant to the process found on the [Student Affairs website](#)

### III. Appeal Process

#### A. Petition to Appeal

1. A student or employee who is dissatisfied with the decision of the President may petition the Board for permission to appeal that decision if the matter is appealable as specified in Section II.
2. The petition must be submitted in writing to the Secretary of the Board within twenty (20) days following the date of the President's written decision. Once received, the Secretary is responsible for coordinating the appeal process.
3. The petition for appeal must present:
  - a. The decision being appealed, the law and/or policy alleged to have been violated, and the redress desired;
  - b. A brief statement of the facts relevant to the issues to be reviewed with appropriate reference to where such can be found in the record;

- c. A statement of applicable law/policy;
  - d. A brief argument; and,
  - e. Citations of any applicable authorities such as policies, statutes, and cases.
4. The petition is limited to ten (10) pages, typed, 12 point font or larger, double spaced, on 8 ½" x 11" paper.
  5. The appropriate standing committee of the Board shall review the petition for appeal and the decision of the President on the basis of the record submitted to the President, with any new evidence, which for good cause shown was not previously considered, and determine whether the petition to appeal will be granted.
  6. The Board committee, in determining whether to grant an appeal, may consider the following:
    - a. Whether policy has been followed;
    - b. Whether or not there is material evidence to substantiate the decision appealed from; and/or,
    - c. Whether or not there has been a material error in the application of the law which prima facie results in substantial injustice.

The listing in a. - c. above is not exhaustive and, in the discretion of the Board committee, other considerations may be taken into account.

#### B. Hearing the Appeal

1. If the petition to appeal is granted, the committee shall hear the appeal at a subsequent regularly scheduled meeting of the committee and may request the person appealing to appear and present arguments on his/her behalf.
2. The committee shall recommend action on the appeal to the Board. The decision of the Board shall be final and binding for all purposes.

#### C. Record

1. The record on an appeal shall consist of all relevant documents, statements, and other materials submitted by the person appealing and by the President.

2. In the event that the person appealing does not submit sufficient information to allow review of the decision being appealed, the Board may require the person appealing to furnish additional information.

#### D. Review of the Appeal

1. A decision may be remanded for further consideration upon a finding that it was not made in accordance with applicable state or federal law or University policy. However, the matter should not be remanded if the error was not material to the decision and, therefore, constituted harmless error;
2. A decision may be modified or reversed only upon a finding that the decision constituted an abuse of discretion, or was made in violation of applicable state or federal law or University policy. However, the decision will not be modified or reversed if the violation of law or policy was not material to the decision, therefore, constituting harmless error;
3. A decision should be affirmed in the absence of a finding of abuse of discretion or material violation of applicable state or federal law or University policy.
4. Notwithstanding any provision herein to the contrary, any decision may be remanded by the Board for a resolution of the matter which is mutually acceptable to the parties or which is, in the best judgment of the Board, a fair and equitable resolution.

#### IV. Appearances Before the Board on Non-Appealable Issues

- A. Individuals may be allowed to address the Board concerning issues that are not appealable but which are of broad concern to the University community.
- B. Requests to appear before the Board shall be submitted in writing to the Secretary of the Board at least seven (7) days prior to the scheduled meeting of the Board. The request must include the requestor's contact information and the issue to be addressed.
- C. After consultation with the President, the Chair of the Board may authorize appearances before the Board on any matter deemed appropriate for Board consideration. As directed by the Chair of the Board, the Secretary of the Board will either place the requested item on the agenda or notify the requestor in writing of the reason the request was rejected.

Forms: none.

Revisions: none.

References: T.C.A. § 4-5-301, et. seq.; Policies 40 Financial Exigency; 206 Tenure and Promotion Appeals.



## OUTLINE OF FACULTY DATA

- The OFD is not simply a checklist of activities and accomplishments. It is also a rhetorical document. Go to the *Review* tab and click *Reviewing Pane* to see helpful hints for completing each section.
- You can and should expound on areas that could benefit from explanation. You may need to justify the placement in a particular category.
- Cite activities and accomplishments by year in reverse chronological order.
- Make sure your activities are understandable and that your role is clear.
- Pay close attention to the University's definitions of public, university, and professional service (<http://www.mtsu.edu/provost/tenpro/index.php>).
- Proofread your OFD.
- Be clear, concise, and consistent in representing your activities and accomplishments.
- Sometimes a single activity actually consists of multiple activities. For example, citing your role as a "conference coordinator" may conceal the fact that you served on a planning committee, wrote a grant to fund the gathering, and gave a keynote presentation.
- Give yourself credit for your work.

**I. GENERAL INFORMATION** 

Name:  
Department:  
Rank:  
Date of Last Promotion:  
Years Experience at MTSU:  
Total Years of Experience:  
(Must correspond to University total)  
Tenured: (Y/N)  
Date Tenure Received:

**II. EDUCATION**

Earned Degrees:  Year Awarded: Institution:

Major of Highest Earned Degree:  
Quarter Hours Since Last Degree:  
Semester Hours Since Last Degree:

**III. PROFESSIONAL EXPERIENCE**

**Full-Time Experience:**

Dates: Position:  Organization/Institution

**Part-Time Experience:**

Dates:

Position:

Organization/Institution

**IV. TEACHING** 

**Brief Description of Teaching Activities:** 

**Specialized Faculty Status(es):** 

**Teaching as Evaluated by Students and Peers:** 

**Advisement and Mentoring of Students:**

Undergraduate and Graduate Advising 

Efforts to provide a mentor relationship with students (e.g. co-author of paper, joint performance, presentation, independent study courses, etc.) Include dates.

**Improvement of Your Own Courses and Also the Curricular Offerings of the Department, College, and University:**



**Effectiveness in Teaching Methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies):**

Steps taken to improve teaching by participating in workshops, symposia, or similar programs.

**Supervision of Specialized Instructional Activities:**



Undergraduate/Graduate Thesis/Dissertation Committees (indicate whether chair or reader).

Community-based Learning Activities (service learning, practica, internships, experiential learning).



**Honors Received and Recognition for Teaching:**

Teaching Awards and Honors (Including those of your Students):



**Current and Continued Intellectual Development in the Field of Specialization:**



Professional Memberships:

Other:

**Efforts to Obtain Internal and External Funding for Instructional Activities:**



External Grants in Support of Instruction

Indicate Funding Agency & Whether Funded or Not

Dollar Value

Internal Grants in Support of Instruction

Indicate Funding Agency & Whether Funded or Not

Dollar Value

**Contributions to Teaching:** 

Teaching Publications (texts, articles, reviews, multimedia projects software, videos)

Talks, Lectures, or Presentations for Peers (on campus and off campus)

**Other Items Related to Teaching Not Included Above:**

V. **RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY** 

**Direct Participation in Research, Scholarship, and/or Creative Activity:** 

Published Refereed Journal Articles, Book Chapters, and/or Creative Works:

Published Non-Refereed Journal Articles, Book Chapters, and/or Creative Works:

Published Single-Author or Joint-Author Books or Monographs:

Edited Books, Collections, and/or Monographs:

Short Published Works (Book Reviews, Encyclopedia Entries)

Works in Progress 

Juried Shows, Commissioned Performances, Creative Readings, or Competitive Exhibitions in Which You Have Participated:

Formal Presentations at Professional Meetings: 

Collaboration with Students: 

Clinical, Practicum, Internship Supervision: 

**Thorough and Systematic Study of the Research, Scholarship, and/or Creative Activity of Others:**

Books, Journal Articles, and/or Manuscripts You Have Reviewed:

**Efforts to Obtain Internal and External Funding for Research, Scholarship, and/or Creative Activity:** 

External Grants in Support of Research/  
Scholarship/Creative Activity

Indicate Funding Agency  
& Whether Funded or Not

Dollar Value

Internal Grants in Support of Research/

Indicate Funding Agency

Dollar Value

Scholarship/Creative Activity

& Whether Funded or Not

Provisional or Issued Patents Registered in Your Name

**Honors Received and Recognition for Research/Scholarship/Creative Activity:**

Research/Scholarship/Creative Activity Awards and Honors

**VI. SERVICE OUTREACH** 

**Public Service:** 

**Extension and Outreach Activities Related to Your Field of Expertise (e.g. community workshops, invited talks to community groups, seminars, lectures, demonstrations, etc.) in Which You Have Engaged**

**Professional Service:** 

**Leadership Roles in Professional Associations (e.g. elected officer, committee chairperson, conference chair, etc.)**

**Recognized or Visible Service to Your Profession (e.g. serve on a regional or national committee, review grant proposals, etc.)**

**Editorial Positions**

**University Service:** 

**Department or School:** 

**College:**

**University:**

**Other:**

**Efforts to Obtain Internal and External Funding for Service** 

External Grants in Support of Service

Indicate Funding Agency  
& Whether Funded or Not

Dollar Value

Internal Grants in Support of Service

Indicate Funding Agency

Dollar Value

& Whether Funded or Not

**Honors Received and Recognition for Service**

Service Awards and Honors

**National Recognition – Research/Scholarship/Creative Activity (as appropriate to college & department policies)** 

Description

**National Recognition - Service (as appropriate to college and department policies)** 

Description

**DATE:**

**DEPARTMENT OF BIOLOGY SUPPLEMENT TO THE  
MIDDLE TENNESSEE STATE UNIVERSITY  
POLICIES AND PROCEDURES  
FOR PROMOTION OF TENURED AND TENURABLE FACULTY  
AND POLICIES AND PROCEDURES FOR TENURE  
(revision 26 Feb. 2016)**

**PREAMBLE:**

The Biology Department holds paramount the openness, fairness and objectivity of its evaluations of faculty members for promotion and tenure. No evidence regarding a candidate's performance or character, positive or negative, which is not documented in the dossier or other university records will be considered in deliberations and recommendations for tenure or promotion. Anonymous accounts and hearsay are thus inadmissible.

**I: Biology Department policy for formation and procedures of the Promotion and Tenure Review Committee**

The Biology Department has developed the following modifications, clarifications and additions to the University Policies and Procedures for Promotion of Tenured and Tenurable Faculty (MTSU Policy II:01:05A, Section III:B:1:b:2 and MTSU Policy II:01:05B, Section III:B:1:b:2).

- a) In the Biology Department one committee, designated as the Promotion and Tenure Committee ("the committee"), will review and make recommendations on all applications for promotion and/or tenure, as well as conduct third-year pre-tenure reviews and annual progress reports for untenured tenure track faculty whose academic appointment is in the Biology Department.
- b) Neither candidates applying for tenure and/or promotion, the department chairperson, nor faculty members holding administrative appointments at the college level or above may be members of the committee.
- c) The committee will be made-up of ten tenured Associate Professors and Professors, who will serve a one-year term, except for the vice-Chair (see below). Given that there approximately three times more Professors than Associate Professors, and in order to reduce the burden of service on the latter, representation on the committee will be proportional to the numbers at each rank who are eligible to serve on the committee (as per 1b) (As of August 2015, there are 20 Professors and 6 tenured Associate professors. Proportional representation means that 3 of the 10 committee members will be associate professors).
- d) The P&T Chair will call for nominations from the faculty for the committee prior to the first fall Biology faculty meeting.
- e) All tenured faculty are eligible to serve on the P&T committee.

I approve - Bruce Bantel

- f) Candidates for the P&T committee must be willing to participate in all activities of the committee, including attendance at all meetings and voting on all candidates, to participate in peer teaching evaluation, and also to participate in annual and third-year reviews of untenured faculty. Habitual unexcused absenteeism (more than two meetings in a row or five total) will result in removal from the committee.
- g) Election of committee members will take place at the first faculty meeting of the academic year (August). ~~The P&T chair will compose a ballot of all nominees and distribute it to all tenure-track and tenured faculty in the department.~~ Each faculty member will vote for 9 committee members in the proportions indicated in (c). The committee will be composed of the top vote earners as long as the committee composition represents all departmental domains (Biology Education; Cellular Biology and Molecular Genetics; Ecology and Evolutionary Biology; Microbiology; Toxicology and Physiology). If a specific subdiscipline is unrepresented, then the representative candidate with the most votes will replace the lowest vote earner while keeping the proportional representation of Associate vs. Full Professors.
- h) A committee chairperson for the subsequent academic year will be elected by the members of the committee at the final committee meeting of the year (usually January).
- i) All candidates' dossiers will be available in the Chair's office for review by P&T committee members and other tenured faculty members.
- j) All committee members will review and vote for candidates applying for tenure and for promotion to Associate Professor and for renewal of tenure-track faculty.
- k) Only Full Professors will review and vote for candidates applying for promotion to Full Professor. During P&T committee discussions and voting on individuals applying for Full Professor, Associate Professors should not be present.
- l) For purposes of deliberation and voting seven committee members will constitute a quorum for votes on tenure and/or promotion to Associate professor, and four for votes on promotion to Full Professor. Committee members submitting a proxy (see l) and those abstaining from votes count towards the quorum, but abstentions do not count as either positive or negative votes.
- m) When committee members are unable to attend a meeting, proxy votes will be allowed, but must be provided in writing to the committee chair prior to the meeting.
- n) Prior to voting on tenure or promotion for a candidate, the committee will meet with the tenured faculty to discuss candidates under evaluation and obtain feedback that may inform the committee's vote. Feedback from the faculty should be limited to discussion of the candidate's P&T dossier and other information recorded in university documents.

o) The committee chair will prepare a letter of evaluation and/or recommendation for tenure and/or promotion, for each dossier reviewed, addressing strengths and weaknesses in the areas of teaching, research and service. Drafts of the letters will be circulated to the committee members eligible to vote on the case for comment and revision. A final version of the letter will be approved by majority vote of eligible members of the committee before submission to the administration.

~~p) The vote tallies supporting a candidate for tenure and/or promotion and approving the resultant evaluation letter will be reported in the recommendation letter.~~

q) In the event of a non-unanimous decision, the minority may prepare a dissenting letter that will be included in the P&T packet as it goes forward. If no letter is written, the minority's choice not to write one will be noted in the committee chair's letter.

## **II: Biology Department Definition of National Recognition (MTSU Policy II:01:05B, Section III:B:4:e)**

The Biology Department considers the dissemination of knowledge through high quality, peer-reviewed publications to be the primary criterion by which research/scholarship activity of its faculty will be judged. Metrics are available from organizations/companies such as Thompson-Reuters, Scopus and GoogleScholar which provide independent, objective and commensurable evidence of research quantity and quality. A document outlining best practices ("What is a quality publication?") is available to candidates for promotion/tenure. The Biology Department respects academic freedom and does not consider the subject matter of a publication as long as it is pertinent to science, although evidence of a coherent, progressing research program is desirable. Because there is no single factor that indicates whether a candidate's research/scholarship has garnered "national recognition," the Biology Department will consider the following different sources of evidence:

a) Research publications in high quality, peer-reviewed journals. Numbers of citations and the Impact Factor of the journal should be reported in the OFD. If a candidate does not feel that these metrics fairly reflect the merit of his/her published work, then this should be explained in the OFD.

b) Publication of peer-reviewed book chapters or books by recognized academic or trade presses. Numbers of citations should be reported in the OFD. If book reviews are available, those could be included in the supporting documents.

c) Invited or plenary presentations before one's professional peers at national or international meetings/conferences/symposia. Evidence that a presentation meets these requirements must be provided in the supporting documents.

d) Funded external research grants from public or private sources.

e) External letters of evaluation from the candidate's scientific peers (See IV, below).

Note that for a – d, the committee will consider the candidate's role in the reported work. For example, sole or senior authorship on a publication counts more than coauthorship. The OFD should clearly indicate the candidate's role in multi-authored publications, presentations and grants.

If necessary to fully document the scope and impact of a candidate's scholarly endeavors, ~~alternative metrics that document the utility of a publication or other work product~~ may be cited as supplementary evidence of its quality.

Items contributing to a candidate's national reputation but more related to service than scholarship (see MTSU Policy II:01:05B, Section IV:E:1:c) include:

- a) Funded external grants whose primary purpose is not research.
- b) Service as editor, associate editor or editorial board member for a national/international journal.
- c) Service as an invited reviewer for journals or funding agencies.
- d) Presentation of invited lectures or seminars to peers.

### **III: Biology Department policy for peer evaluation of teaching**

As required by MTSU promotion/tenure policies II:01:05A, section IV:C:3:a and II:01:05B section IV:C:3:a, the promotion/tenure dossier must include evidence of evaluation of teaching by faculty peers.

Each course taught by untenured, tenure-track faculty will be evaluated annually by two members of the Biology Promotion and Tenure Committee. The evaluation will consist of a review of the course materials, including the syllabus and whatever lecture outlines, powerpoint files, or other visual aids are available. In addition, the reviewers will attend at least one lecture session to evaluate presentation effectiveness. The date of this lecture visit will be arranged in advance with the faculty member being evaluated.

A standardized evaluation report, including a rubric (to be developed) of quality of content, organization and presentation effectiveness, and recommendations for improvement, will be completed and both given to the faculty member being evaluated and placed in the his/her personnel file for inclusion in the P&T supplementary documents, along with student teaching evaluations, at the time of application for tenure/promotion. The faculty member will have an opportunity to include a response to the evaluation, including details of how reported deficiencies will be addressed.

After the initial review of a course, the reviewers will have available to them reports from prior semesters so that improvement and innovation may be recognized.

At the time of annual, third-year and promotion/tenure reviews, available reports will be examined by the P&T committee, and evidence of both observed quality, as well as efforts to improve deficient areas, will be considered in the evaluation of teaching.

Once faculty have been awarded tenure the Biology P&T committee will provide peer review of teaching by request.

#### **IV: Biology Department policy for external peer review of scholarship**

Candidates for tenure and/or promotion to Associate or Professor rank will be evaluated by external peer reviewers, and these evaluation letters will be included in the promotion/tenure dossier.

Procedure and Timeline for solicitation of external review letters:

Because the letters must be included in the dossier before review by the Biology Promotion and Tenure Committee, they must be solicited by the Chair several months prior to the beginning of the departmental review process.

The Biology Chair will solicit names of three potential reviewers from the candidate, and also a list of non-preferred reviewers (people the candidate believes might not provide a fair and objective review of the candidate's scholarship). The suggested external reviewers may be colleagues familiar with the candidate's research, but not former advisors or recent coauthors/collaborators (from the previous five years). The Chair will identify three additional potential reviewers who are likely to be knowledgeable about the candidate's area of research.

The Chair will solicit letters from three reviewers. The reviewers will be provided with a copy of the candidate's OFD, research statement, and copies of recent papers, and asked to evaluate the candidate's research efforts relative to peers in the same research area and career stage, in light of MTSU teaching loads and other responsibilities indicated in the OFD. If identified reviewers are unavailable or fail to perform the review in a timely manner, additional reviewers will be identified per the previous section and letters will be solicited. At least three external reviews must be returned.

#### **V: MTSU Biology Department Guidelines for Tenure – differences from MTSU Policy II:01:05A**

Tenure in the Biology Department is awarded primarily based on high quality professional productivity in research. "Creative activity" is not considered a relevant component of the job performance of Biology faculty with regard to promotion. In all cases, reference to creative activity and the criteria for evaluating it in MTSU Policy II:01:05A will be disregarded.

Candidates for tenure in the Biology Department must demonstrate high quality performance in research, manifested by consistent progress toward establishing an

active research program in their area of specialization as evidenced by a record of quality peer-reviewed publications. Research progress beyond that achieved during graduate school/postdoctoral training is expected. New faculty with a strong publication record will be credited with their prior publications, but will be expected to establish an active program of research and publication at MTSU to be considered for tenure. In all cases the quality of the research will be more important than the quantity, regardless of the absolute number of publications.

**VI: ~~MTSU Biology Department Guidelines for Promotion – differences from MTSU Policy II:01:05B~~**

Promotion in the Biology Department is based primarily on high quality professional productivity in research. “Creative activity” is not considered a relevant component of the job performance with regard to promotion. In all cases, reference to creative activity and the criteria for evaluating it in MTSU Policy II:01:05B will be disregarded.

Candidates for Associate Professor must demonstrate consistent progress toward establishing an active research program in their area of specialization beyond that achieved during graduate school/postdoctoral training, as evidenced by a record of quality peer-reviewed publications. New faculty with a strong publication record will be credited with their prior publications, but will be expected to establish an active program of research and publication at MTSU to be considered for promotion. In all cases the quality of the research will be more important than the quantity, regardless of the absolute number of publications.

Candidates for Full Professor must demonstrate evidence of sustained high quality professional productivity in research, as well as ongoing excellence in teaching and service. The candidate will demonstrate a record of high quality peer-reviewed publications in his/her area of research specialization that is recognized at the national level (see Section II). Faculty hired at the Associate Professor level with a strong publication record will be credited with their prior publications, but will be expected to maintain an active program of research and publication at MTSU to be considered for promotion. In all cases the quality of the research will be more important than the quantity, regardless of the absolute number of publications.

**VII: Procedures to ensure fairness and continuity of the review process leading to evaluation for promotion and tenure**

Progress of untenured faculty towards tenure and promotion is evaluated annually by both the Biology Chair and the P&T committee. In order to insure consistent feedback to junior faculty as they proceed towards the final evaluation for promotion and/or tenure, an annually-updated dossier of prior annual reviews by the Chair and the Committee, peer teaching evaluations, and any other pertinent documents will be available to the P&T Committee in each subsequent year, so that annual evaluations may be made in light of prior reviews. The reviewed faculty member may make notes in the OFD of efforts to address deficiencies (if any) noted on prior reviews. The ultimate aim of these

reviews is transparency and consistency, so that there are no surprises when the final evaluation for promotion and tenure takes place.

Biology Department  
 MTSU Box 60  
 Murfreesboro, TN 37132  
 (615) 898-2847



12 Feb. 2016

Dr. Erin McClelland  
 Dept. Biology  
 P. O. Box 60  
 Middle Tennessee State University  
 Murfreesboro, TN 37132

Dear Dr. McClelland,

The Department of Biology's Promotion and Tenure Committee met on 9 Feb., 2016 to review your dossier as part of your mid-tenure review as a third-year Assistant Professor at MTSU. I am pleased to inform you that the committee voted to recommend the renewal of your contract for 2016-2017 (9 in favor, 1 not in favor, 0 abstentions).

An explanation for the Committee's decision is included in the attached letters to Dean Fischer.

Sincerely,

A handwritten signature in black ink, appearing to read "AVZ", written over a light blue horizontal line.

Andrew V. Z. Brower, Ph.D.  
 Professor of Biology  
 Chair, 2015-16 Biology Promotion and Tenure Review Committee

cc: Dr. Lynn Boyd, Dr. Bud Fischer

Biology Department  
MTSU Box 60  
Murfreesboro, TN 37132  
(615) 898-2847



February 9, 2016

Dean Bud Fischer  
College of Basic and Applied Sciences  
Middle Tennessee State University

Dean Fischer,

I have reviewed the Outline of Faculty Data, supplementary materials, and teaching evaluations for **Dr. Erin McClelland**, assistant professor in the Department of Biology at MTSU. Dr. McClelland is in her third year at MTSU. She is in the process of pre-tenure review this year. Based upon the records I have reviewed and the pre-tenure seminar, **it is my opinion that Dr. McClelland is making progress towards earning promotion and tenure** in our department.

Dr. McClelland was formerly an assistant professor at the Commonwealth Medical College for four years before taking the position at MTSU. Dr. McClelland's research program is attempting to identify host and pathogen factors that affect virulence in infections by the fungus, *Cryptococcus neoformans*. Since coming to MTSU, Dr. McClelland has published two research articles. No articles from work done at MTSU have yet been published. However, three have been submitted and will be resubmitted this year. There are several other papers listed in the OFD as "in progress" but it is not clear whether the papers themselves are being written or whether the projects are in progress. Dr. McClelland attended the American Society for Microbiology meeting in 2014 to present her research. It is hoped that Dr. McClelland and her students will make attempts to attend national/international conferences to share their research findings with colleagues.

Dr. McClelland has made impressive efforts to obtain extramural funding for her research. Four NIH grants have been submitted. She also submitted one grant to the American Heart Association and one grant to the Campbell Foundation. Two of the NIH grants are still under review. The other two were not funded. One received a respectable

score which bodes well for the chances of the resubmitted grant. Two other grants are listed as “in progress”. Again, this is a confusing designation as two of the submitted grants are also listed as “in progress”. It is recommended that Dr. McClelland use more clarifying descriptors of her grants in the future.

Dr. McClelland made a presentation about her research program at a scientific seminar to the department on February 4, 2016. During the presentation she outlined many different strategies that she and her students are taking to understand virulence and gender susceptibility in *Cryptococcus neoformans* infections. It may be beneficial for Dr. McClelland to focus on a smaller number of projects once she figures out which of these strategies is showing the most promise.

Dr. McClelland is mentoring a number of students in her research laboratory. She is the primary advisor for one doctoral student, one M.S. student, and four undergraduate students. She is co-advisor for one M.S. and one undergraduate student. She has supervised two undergraduate Honor’s students who successfully completed their theses and graduated. The McClelland lab is clearly a busy place with many students engaged in research projects.

Dr. McClelland has taught the Biotechnology course since coming to MTSU. She has taught both the undergraduate (BIOL 4550) and the graduate (BIOL 5550) versions of this class. This Fall she is also teaching a section of the core Microbiology course (BIOL 2230). Student evaluations of Dr. McClelland’s teaching have been very close to the departmental, college, and university averages. Sometimes they are a little above and sometimes a little below those averages. She has shown interested in improving her teaching as evidenced by her use of student surveys in her classes and by participating in the departmental Teaching Development Committee.

Dr. McClelland has provided extensive service while at MTSU. She has participated in the local Science Olympiad. She has served the department by assisting with Preview Day and serving on a search committee. She has served the college by participating in two college committees. She serves on the MTSU University Relations Committee and the FRCAC. She has served her profession as a grant reviewer and is the president-elect of the regional branch of the American Society for Microbiology. She is also a review editor for the journal *Frontiers in Fungi and their Interactions*. She has served as a reviewer for several journals in her field. This level of professional service suggests

that Dr. McClelland is recognized by her colleagues as a contributing member to the *Cryptococcus* field.

In summary, Dr. Erin McClelland has shown good performance in the areas of teaching and research and service during her two and a half years at MTSU. Her success in attaining tenure will depend on publishing papers based on research performed here at MTSU, as well as continued excellence in teaching and service activities.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn Boyd". The signature is written in a cursive style with a large initial "L" and "B".

Lynn Boyd  
Professor and Chair  
Department of Biology  
Middle Tennessee State University

cc: Erin McClelland

12 Feb. 2016

Dr. Robert U. Fischer  
Dean, College of Basic and Applied Science  
Box 83  
Middle Tennessee State University  
Murfreesboro, TN 37132

Dear Dr. Fischer:

The Department of Biology's Promotion and Tenure Review Committee met on 9 February, 2016 to conduct a mid-tenure review of the dossier of Dr. Erin McClelland, 3rd year Assistant Professor at MTSU. The committee voted in support of Dr. McClelland's progress towards tenure and promotion to Associate Professor (9 in favor, 1 not in favor, 0 abstentions).

Here we briefly review her record of accomplishments in teaching, research and service.

**Academic Background/Years in Service:**

Dr. McClelland earned a Ph.D. in Biology from the University of Utah in 2003, and served as a postdoctoral fellow at the Albert Einstein College of Medicine from 2003 to 2008. From Aug. 2008 to June 2012 she was an Assistant Professor of Microbiology and Immunology at The Commonwealth Medical College (Scranton, PA), before joining the Biology Department at MTSU in Aug. 2012 as an adjunct instructor. She was hired as a tenure-track Assistant Professor in August, 2013 with two years' credit towards promotion and tenure. She has now completed two and 1/2 years in her current status at MTSU.

**Teaching:**

In the Biology Department, all junior faculty receive reduced teaching loads compared to tenured faculty (Assistant Professors typically teach one course per semester). Dr. McClelland's primary teaching responsibility has been in Bio 4550/5550 (Biotechnology), which was split into separate graduate and undergraduate courses in Spring of 2014. She has taught the undergraduate or combined version five times, and the graduate version twice. As of Spring 2016, she is also teaching a section of Bio 2230 (Microbiology), a majors' core course. Her student teaching evaluation numerical scores are approximately average for MTSU faculty.

Dr. McClelland has also been very active as a mentor/advisor to undergraduate and graduate students. She currently advises one MOBI Ph.D. student, as well as two Biology MS students, and has served as a committee member for several others. She has mentored six undergraduate students conducting research in her lab.

### Research

Dr. McClelland's research program involves the microbial pathogenesis of *Cryptococcus neoformans*, a fungal pathogen of humans. She has an impressive publication record from her career prior to MTSU, with 19 publications, including 11 first-authored papers. In her relatively brief time at MTSU, she has published two papers, and has several other manuscripts in preparation or review. Dr. McClelland is actively pursuing external funding, and currently has four large NIH grant proposals in review. The committee notes that Dr. McClelland seems to have many different tangents of her research program, and encourages her to focus in areas that are most likely to make significant advances to the field. One member of the committee expressed concern over what he/she perceived as a lack of coherence and focus regarding her research program.

### Service

Dr. McClelland has been active in service to the Biology Department, the University, and to her profession. At MTSU, she has served on a number of departmental, college and university committees and has participated in a variety of STEM-related outreach events. As a member of her professional community, she is president elect of the regional branch of the American Society for Microbiology, and has served as reviewer for a number of journals and granting agencies.

In summary, the committee generally feels that Dr. McClelland's contributions to teaching, research and service put her on track to meet or exceed the requirements for tenure and promotion to the rank of Associate Professor at MTSU.

Sincerely,



Andrew V. Z. Brower, Ph.D.  
Professor of Biology  
Chair, 2015-2016 Biology Promotion and Tenure Review Committee

cc: Dr. Lynn Boyd

COPY

**To:** Erin McClelland

**From:** Eric W. Klumpe, Chairman  
 Promotion and Tenure Review Committee  
 College of Basic and Applied Sciences

**Date:** March 21, 2016

**Subject:** Pre-Tenure Review



In accordance with the MTSU tenure and promotion guidelines, the College Promotion and Tenure Review Committee (C-PTRC) of the College of Basic and Applied Sciences met to review your Outline of Faculty Data. The purpose of this review is to provide you with an early assessment of your progress towards tenure at MTSU, with the sincere hope that our comments will help guide you as you work towards that goal. This pre-tenure review is not a recommendation for or against contract renewal and it does not evaluate your potential for promotion.

Quality teaching is a hallmark of the College of Basic and Applied Sciences and considered very important by this committee when considering eligibility for tenure. Quality teaching can only be achieved when you set and maintain high standards for both yourself and your students. So far your teaching evaluations hover around average for your department, college, and university. The C-PTRC encourages you to keep working at improving the quality of your teaching.

Your service to your professional community is quite good. Serving as a grant reviewer and as a reviewer of manuscripts for several nationally-ranked journals is impressive. You are also involved in service activities via college, departmental, and university committees. Your current track in terms of service is highly praised by the C-PTRC.

Evidence of research productivity, as measured by grant applications, presentations at professional meetings, and publications in peer reviewed journals in your field is vital when being considered for tenure and promotion at MTSU. You have applied for many grants, but have yet to receive funding. Your publications based on your work at MTSU are listed as "in progress" and you have made relatively few presentations at professional meetings. Your current trajectory in terms of grant applications, peer-reviewed publications, and research presentations by all accounts has a lot of potential. Unfortunately, at the time of this review, you have not yet produced the expected research products which can testify to the quality of your research program. The C-PTRC was unanimous in its assessment that your current trajectory towards tenure will fall short

unless these “in progress” activities can be brought to fruition in terms of presentations at professional meetings and publications in peer-reviewed journals.

The members of the C-PTRC wish you success in all of your endeavors at MTSU. Please feel free to contact me if you have any questions

Cc: Robert “Bud” Fischer

**College of Basic and Applied Sciences**  
 Science Building Room 1020  
 MTSU Box 83  
 Murfreesboro, TN 37132  
 o: 615-898-2613



March 20, 2016

Dr. Erin McClelland  
 Department of Biology  
 Box 60  
 Middle Tennessee State University  
 Murfreesboro, TN 37132

Dear Dr. McClelland

Based on your Outline of Faculty Data, you completed your Ph.D. in Biology in 2003 at the University of Utah, and you joined the MTSU Department of Biology as an assistant professor in fall 2013. You were awarded two years of credit for prior service. Additionally, you were granted a one year “stop the clock” and are currently in the fourth year of your tenure-track appointment at MTSU. Having read your renewal materials, I concur with your chair and the departmental promotion and tenure review committee and recommend renewal for 2016-17 and concur that you are making satisfactory progress towards tenure.

#### Teaching:

You joined the Biology department in fall 2013 as an assistant professor. You taught BIOL 4550 (Biotechnology) in the fall 2015 and BIOL 4550 and BIOL 5550 in spring 2015. Your average teaching load for spring 2015 was 9 credit hours and for fall 2015 was 4.35 credit hours. Your 2015 student teaching evaluations are close to the department, college, and university averages. You taught BIOL 4550 and BIOL 6660 (Seminar) in spring 2014 and BIOL 4550 in fall 2014. Your average teaching load for spring and fall 2014 was 4.0 credit hours per semester. Your teaching evaluations for the 2014 semesters were good. You are the advisor for one MOBI doctoral student, two master’s students, and several undergraduate students. I believe that with additional teaching experience you will develop into one of the Biology department’s outstanding teachers.

#### Research:

You have six undergraduates, two master’s students, and one Ph.D. student conducting research projects in your laboratory. This amount of mentoring is very good. You published one paper in 2014 and another one in 2013. You have several publications submitted, resubmitted, and in preparation. You have submitted five grant applications for \$670K since fall 2013. None of them were funded. You have two NIH grants under review and three more in progress. I would

Dr. Erin McClelland  
Page 2  
March 20, 2016

encourage you to continue to publish papers, seek outside funding success and to identify future funding sources and submit additional proposals yearly to both internal and external sources which will ensure continuous funding for your research program.

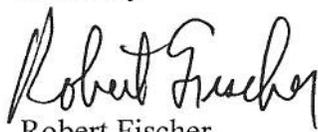
Service:

You have served as a mentor for a Central Magnet High School student's senior thesis and Science Olympiad. You have been a judge for the Annual Biomedical Research Conference for Minority Students. You are serving on three department search committees and on the CBAS Awards Committee. You are a member of the MTSU University Relations Committee. You serve as a review editor for *Frontiers in Fungi and Their Interactions*. You are president-elect for the KY-TN branch of the American Society of Microbiology. You are doing well in all areas of service required for tenure.

Summary:

Your teaching evaluations are good and are improving. I also appreciate your commitment to establishing a productive research lab. I encourage you to continue to concentrate in the next year on establishing a well-funded highly productive lab. You have great potential as a faculty member in Biology and are making satisfactory progress towards promotion and tenure.

Sincerely



Robert Fischer  
Dean

✓ c: Dr. Lynn Boyd

**Biology Department**  
 MTSU Box 60  
 Murfreesboro, TN 37132  
 (615) 898-2847



October 5, 2017

Dean Bud Fischer  
 College of Basic and Applied Sciences  
 Middle Tennessee State University

Dean Fischer,

Dr. Erin McClelland, assistant professor, has applied for tenure and promotion to associate professor in the Department of Biology at MTSU. I have reviewed the Outline of Faculty Data, teaching evaluations, and supplemental materials supplied by Dr. McClelland as well as the external reviews. Based upon the records I have reviewed, I **recommend denial of Dr. McClelland's request for tenure and promotion** in our department.

Before coming to MTSU, Dr. McClelland was an assistant professor at the Commonwealth Medical College for four years. Dr. McClelland's research program utilizes the infectious fungus, *Cryptococcus neoformans*. The Department of Biology policy for tenure states that "*Candidates for tenure in the Biology Department must demonstrate high quality performance in research, manifested by consistent progress toward establishing an active research program in their area of specialization as evidenced by a record of quality peer-reviewed publications. Research progress beyond that achieved during graduate school/postdoctoral training is expected.*" The material presented in Dr. McClelland's package does not support that she has achieved this expectation. The evidence indicates that while she has been able to partner with other labs and achieve authorship on a number of papers, there is little productivity from the McClelland lab itself. Of the 6 papers that have been published since she has been at MTSU, none seem to be from work done in the McClelland lab at MTSU. Two papers are from work done in her post-doctoral mentor's lab, one is a paper where it appears that most of the work was done at The City University of New York, one paper is with co-authors at the University of Alabama in Huntsville, and two papers are the result of work done with other MTSU professors where it looks

like the work was done in their labs. In these papers, Dr. McClelland is the sole person from her lab who is an author on the paper. This is surprising since she lists 22 students who have worked in her laboratory at MTSU. In fact, none of the many students that Dr. McClelland lists as student mentees have been authors on papers with the exception of one paper with two students who were co-mentored by Dr. David Nelson. All of this points to a scenario where Dr. McClelland's role is to supply the *Cryptococcus* organisms, but the actual work is done by the other labs. This scenario does not meet the expectation for an active research program. It should be noted that there is one book chapter that does have an MTSU doctoral student as an author. However, that chapter is a review article and is not the result of research in the McClelland lab.

Dr. McClelland has been a PI or co-PI on 13 submitted proposals for external funding since coming to MTSU. Twelve of those proposals are unfunded and one is pending. Prior to MTSU she had 10 unfunded grants and no funded grants. This track record does not bode well for the prospect of future funding for Dr. McClelland's work. I have tried to help Dr. McClelland with her chances for funding by advising her that she should focus on projects in her lab that have the most promise for meaningful scientific advancements. In fact, in each letter that I have written during her pre-tenure time, I have suggested that she focus on fewer projects. This advice has been ignored and I believe this is the main reason why she has not been successful in attaining funding. She has not shown a coherent set of contributions to the *Cryptococcus* field.

The MTSU policy for tenure states that "*All faculty members are expected to demonstrate high quality performance in teaching.*" Dr. McClelland has taught in the Biotechnology and Microbiology courses. She has the graduate Biotechnology (BIOL 5550) three times and twice the student evaluations of her teaching were above the university averages. She has taught undergraduate Biotechnology (BIOL 4550) six times and four times the student evaluations were roughly equal to the university averages and twice they were below those averages. She has taught the Microbiology course (BIOL 2230) three times and two of those times the student evaluations of her teaching were well below the university averages. To her credit, Dr. McClelland has shown interest in improving her teaching by joining the departmental teaching development committee. However, I do not feel that the evidence indicates that her teaching is of the highest quality.

Dr. McClelland has provided a sufficient level of service while at MTSU. She has participated in the local Science Olympiad. She has served the department by assisting with Preview Day and serving on search committees. She has served the college by participating in the CBAS awards committee. She has performed professional service as a grant reviewer and has been an officer in the regional branch of the American Society for Microbiology.

In summary, Dr. Erin McClelland has been given many opportunities to be successful here at MTSU. She received a generous start-up package along with a large lab space and access to equipment. She has had a modest teaching load. However, she has not succeeded in meeting the department's expectations of developing an active research program with the output of high quality papers resulting from work at MTSU. Although Dr. McClelland is generally well-liked in the department, the decision about tenure and promotion cannot be based on likability. This decision must be based on research progress and teaching ability. Considering these two factors, I must recommend "no" for tenure and promotion in this case.

Sincerely,



Lynn Boyd  
Professor and Chair  
Department of Biology  
Middle Tennessee State University

cc: Erin McClelland



**Biology Department**  
MTSU Box 60  
Murfreesboro, TN 37132  
(615) 898-2847

20 Oct. 2017

Dr. Erin McClelland  
Dept. Biology  
P. O. Box 60  
Middle Tennessee State University  
Murfreesboro, TN 37132

Dear Dr. McClelland,

The Department of Biology's Promotion and Tenure Committee met on 27 Sept. and on 4 Oct. 2017 to carefully review your dossier in consideration of your application for tenure and promotion to Associate Professor at MTSU. I regret to inform you that the committee voted not to recommend tenure (2 in favor, 5 not in favor, 2 abstentions), and not to recommend promotion (0 in favor, 9 not in favor, 0 abstentions).

An explanation of the Committee's decisions is included in the attached letters to Dean Fischer.

Sincerely,

A handwritten signature in blue ink, appearing to read "A. Z. Brower".

Andrew V. Z. Brower, Ph.D.  
Professor of Biology  
Chair, 2017-2018 Biology Promotion and Tenure Review Committee

cc: Dr. Lynn Boyd, Dr. Bud Fischer

20 Oct. 2017

Dr. Robert U. Fischer  
Dean, College of Basic and Applied Science  
Box 83  
Middle Tennessee State University  
Murfreesboro, TN 37132

Dear Dr. Fischer:

The Department of Biology's Promotion and Tenure Review Committee met on 27 Sept. and 4 Oct. 2017 to review the dossier of Dr. Erin McClelland, 5th year Assistant Professor at MTSU, in consideration of promotion to Associate Professor in the Biology Department at MTSU. The committee voted to recommend that Dr. McClelland not be promoted (0 in favor, 9 not in favor, 0 abstentions).

Here we briefly review her record of accomplishments in teaching, research and service that led the committee to its decision.

**Academic Background/Years in Service:**

Dr. McClelland earned a Ph.D. in Biology from the University of Utah in 2003, and served as a postdoctoral fellow at the Albert Einstein College of Medicine from 2003 to 2008. From Aug. 2008 to June 2012 she was an Assistant Professor of Microbiology and Immunology at The Commonwealth Medical College (Scranton, PA), before joining the Biology Department at MTSU in Aug. 2012 as an adjunct instructor. She was hired as a tenure-track Assistant Professor in August, 2013 with two years' credit towards promotion and tenure. She subsequently stopped her tenure clock for one year for maternity leave. She has now completed slightly more than four years in her current status at MTSU, representing the agreed upon probationary period prior to evaluation for tenure.

**Teaching:**

Since 2013, junior faculty in the Biology Department have received reduced teaching loads compared to tenured faculty (Assistant Professors typically teach one or two courses per semester). Dr. McClelland's primary teaching responsibility has been in Biology 4550/5550 (Biotechnology), which was split into separate graduate and undergraduate courses in Spring of 2014. She has taught the undergraduate or combined version of Bio 4550/5550 six times, and the graduate Bio 5550 twice. Since Spring 2016, she has also taught Biology 2230

(Microbiology), a majors' core course, three times (two sections in Fall 2016). Her student teaching evaluation numerical scores are approximately average for MTSU faculty. Peer review of Dr. McClelland's lectures in Bio 4550 in Fall 2015 suggested that the students were generally attentive and that learning objectives were met.

Dr. McClelland has been active as a mentor/advisor to undergraduate and graduate students. She currently advises two MOBI Ph.D. students and three MS students, and she served as a committee member for one MS student and one Ph.D. student who successfully graduated. She has served as a committee member for several others. She has mentored 14 undergraduate students conducting research in her lab, a number of whom have been supported by 21 URECA grants. The committee feels that although Dr. McClelland has invested time and energy into these activities, the results, in terms of research productivity emanating from these projects, have been limited. This is discussed further below.

### **Service**

Dr. McClelland has been active in service to the Biology Department, the University, and to her profession. At MTSU, she has served on a number of departmental, college and university committees and has participated in a variety of STEM-related outreach events. As a member of her professional community, she was an officer of the regional branch of the American Society for Microbiology, and has served as reviewer for a number of journals and granting agencies. This is an acceptable level of service for tenure and promotion.

### **Research**

Like other junior faculty in the Biology Department since 2013, Dr. McClelland has been granted a reduced teaching load in order to facilitate the establishment of a successful, independent research program. Dr. McClelland's research involves various aspects of the microbial pathogenesis of *Cryptococcus neoformans*, a fungal pathogen of humans. This is a very active field of research, with over 4500 publications in the past five years, according to the Web of Science. Dr. McClelland has an impressive publication record from her career prior to MTSU, with 19 publications, including 11 first-authored papers. Three external evaluation letters were complimentary of her professional development and publication record overall.

In her time at MTSU, Dr. McClelland has been first author of two papers (one of these published in 2013, before she was hired as an assistant professor), corresponding or senior author of two articles (one of which was co-corresponding author) and one book chapter, and a coauthor of two other articles. The OFD indicates that these MTSU publications have been cited 29 times. She reports six other manuscripts in preparation or review on the OFD.

Dr. McClelland's research system is attractive to others at MTSU for its human health implications, and as a result she has established several active research collaborations with other faculty (which is commendable). However, the committee feels that although collaborative work is an effective way of extending one's research impact, collaboration makes it more difficult to demonstrate establishment of a strong, *independent* research program (an expectation made clear in annual and mid-tenure review letters). The committee noted that of Dr. McClelland's seven publications while at MTSU, only one involved experimental research with students that she mentored (and those were co-mentored with another faculty member), and that the extent of Dr. McClelland's contributions to extramural collaborative publications is difficult to determine from the provided documents. The Biology Department's P&T policy states that, "the OFD should clearly indicate the candidate's role in multi-authored publications,

presentations and grants." This was not done. The committee also noted that despite the many URECA-sponsored projects in her lab, only one of these (co advised with another faculty member) has resulted in published results, to date.

Dr. McClelland has actively pursued external funding, with 13 proposals to the National Institutes of Health and other funding agencies submitted during her time at MTSU. Unfortunately, none of these has been funded, to date. The most recent NIH proposal, with David Nelson as Principal Investigator, received good reviews, but prior proposals received unfavorable reviews. In its 2016 annual review letter, this committee noted that Dr. McClelland seemed to have many different tangents to her research program, and encouraged her to focus in areas that are most likely to result in publishable contributions to her field and to provide opportunities to secure external funding. The success of Dr. McClelland's research program is dependent upon consistent and substantial funding, and to date, all of that support has come from internal MTSU sources. The committee feels strongly that her research program is unlikely to proceed and thrive, given her unsuccessful track record at obtaining external funding to support her projects and those of her students. On this basis, the committee concludes that Dr. McClelland has failed to demonstrate consistent progress towards the establishment of a sufficiently focused, sustainable and financially viable research program.

In summary, we think that Dr. McClelland's contributions to teaching and service meet expectations, but that her research program falls short of current departmental expectations. It is on this basis that we recommend that promotion to Associate Professor be denied.

Sincerely,



Andrew V. Z. Brower, Ph.D.  
Professor of Biology  
Chair, 2017-2018 Biology Promotion and Tenure Review Committee

cc: Dr. Lynn Boyd

For Committee Use

PROMOTION TO ASSOCIATE PROFESSOR RECOMMENDATION FORM

NAME Erin McClelland DEPARTMENT Biology

Minimum Criteria	Met	Not Met
<p>1. Except as noted below, the rank of associate professor requires that a person shall have an earned doctorate from an accredited college or university in a major appropriate to the teaching field. If the degree is outside a faculty member's discipline, the department chairperson, dean, and provost shall determine whether the degree is appropriate to the teaching field, a determination that is normally made at the time of a faculty member's initial appointment.</p> <p><i>[In certain special areas- -as determined by the provost- - in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the master's degree, when accompanied by extensive, distinguished professional experience and/or a record of distinguished accomplishment, may meet the minimum requirement for the rank of associate professor. The department chairperson, college dean, and provost are responsible for evaluating a candidate's professional experience and record of accomplishment. They also are responsible for determining whether the terminal degree is appropriate to the teaching field, if it is outside a candidate's discipline. These determinations shall normally be made at the time of a faculty member's initial appointment.]</i></p> <p><i>[When the earned doctorate is not normally available in a faculty member's teaching field, other degrees -- for example, the M.F.A. -- may substitute for the earned doctorate. It shall be the responsibility of the department chairperson, dean and provost to determine whether an earned doctorate is normally available in a faculty member's teaching field. This determination shall normally be made at the time of a faculty member's initial appointment.]</i></p>		



20 Oct. 2017

Dr. Robert U. Fischer  
Dean, College of Basic and Applied Science  
Box 83  
Middle Tennessee State University  
Murfreesboro, TN 37132

Dear Dr. Fischer:

The Department of Biology's Promotion and Tenure Review Committee met on 27 Sept. and 4 Oct. 2017 to review the dossier of Dr. Erin McClelland, 5th year Assistant Professor at MTSU, in consideration of tenure in the Biology Department at MTSU. The committee voted to recommend that Dr. McClelland not be granted tenure (2 in favor, 5 not in favor, 2 abstentions). The minority elected not to write a letter of dissent.

Here we briefly review her record of accomplishments in teaching, research and service that led the committee to its decision.

**Academic Background/Years in Service:**

Dr. McClelland earned a Ph.D. in Biology from the University of Utah in 2003, and served as a postdoctoral fellow at the Albert Einstein College of Medicine from 2003 to 2008. From Aug. 2008 to June 2012 she was an Assistant Professor of Microbiology and Immunology at The Commonwealth Medical College (Scranton, PA), before joining the Biology Department at MTSU in Aug. 2012 as an adjunct instructor. She was hired as a tenure-track Assistant Professor in August, 2013 with two years' credit towards promotion and tenure. She subsequently stopped her tenure clock for one year for maternity leave. She has now completed slightly more than four years in her current status at MTSU, representing the agreed upon probationary period prior to evaluation for tenure.

**Teaching:**

Since 2013, junior faculty in the Biology Department have received reduced teaching loads compared to tenured faculty (Assistant Professors typically teach one or two courses per semester). Dr. McClelland's primary teaching responsibility has been in Biology 4550/5550 (Biotechnology), which was split into separate graduate and undergraduate courses in Spring of 2014. She has taught the undergraduate or combined version of Bio 4550/5550 six times, and the graduate Bio 5550 twice. Since Spring 2016, she has also taught Biology 2230

(Microbiology), a majors' core course, three times (two sections in Fall 2016). Her student teaching evaluation numerical scores are approximately average for MTSU faculty. Peer review of Dr. McClelland's lectures in Bio 4550 in Fall 2015 suggested that the students were generally attentive and that learning objectives were met.

Dr. McClelland has been active as a mentor/advisor to undergraduate and graduate students. She currently advises two MOBI Ph.D. students and three MS students, and she served as a committee member for one MS student and one Ph.D. student who successfully graduated. She has served as a committee member for several others. She has mentored 14 undergraduate students conducting research in her lab, a number of whom have been supported by 21 URECA grants. The committee feels that although Dr. McClelland has invested time and energy into these activities, the results, in terms of research productivity emanating from these projects, have been limited. This is discussed further below.

### **Service**

Dr. McClelland has been active in service to the Biology Department, the University, and to her profession. At MTSU, she has served on a number of departmental, college and university committees and has participated in a variety of STEM-related outreach events. As a member of her professional community, she was an officer of the regional branch of the American Society for Microbiology, and has served as reviewer for a number of journals and granting agencies. This is an acceptable level of service for tenure and promotion.

### **Research**

Like other junior faculty in the Biology Department since 2013, Dr. McClelland has been granted a reduced teaching load in order to facilitate the establishment of a successful, independent research program. Dr. McClelland's research involves various aspects of the microbial pathogenesis of *Cryptococcus neoformans*, a fungal pathogen of humans. This is a very active field of research, with over 4500 publications in the past five years, according to the Web of Science. Dr. McClelland has an impressive publication record from her career prior to MTSU, with 19 publications, including 11 first-authored papers. Three external evaluation letters were complimentary of her professional development and publication record overall.

In her time at MTSU, Dr. McClelland has been first author of two papers (one of these published in 2013, before she was hired as an assistant professor), corresponding or senior author of two articles (one of which was co-corresponding author) and one book chapter, and a coauthor of two other articles. The OFD indicates that these MTSU publications have been cited 29 times. She reports six other manuscripts in preparation or review on the OFD.

Dr. McClelland's research system is attractive to others at MTSU for its human health implications, and as a result she has established several active research collaborations with other faculty (which is commendable). However, the committee feels that although collaborative work is an effective way of extending one's research impact, collaboration makes it more difficult to demonstrate establishment of a strong, *independent* research program (an expectation made clear in annual and mid-tenure review letters). The committee noted that of Dr. McClelland's seven publications while at MTSU, only one involved experimental research with students that she mentored (and those were co-mentored with another faculty member), and that the extent of Dr. McClelland's contributions to extramural collaborative publications is difficult to determine from the provided documents. The Biology Department's P&T policy states that, "the OFD should clearly indicate the candidate's role in multi-authored publications,

presentations and grants." This was not done. The committee also noted that despite the many URECA-sponsored projects in her lab, only one of these (co advised with another faculty member) has resulted in published results, to date.

Dr. McClelland has actively pursued external funding, with 13 proposals to the National Institutes of Health and other funding agencies submitted during her time at MTSU. Unfortunately, none of these has been funded, to date. The most recent NIH proposal, with David Nelson as Principal Investigator, received good reviews, but prior proposals received unfavorable reviews. In its 2016 annual review letter, this committee noted that Dr. McClelland seemed to have many different tangents to her research program, and encouraged her to focus in areas that are most likely to result in publishable contributions to her field and to provide opportunities to secure external funding. The success of Dr. McClelland's research program is dependent upon consistent and substantial funding, and to date, all of that support has come from internal MTSU sources. The committee feels strongly that her research program is unlikely to proceed and thrive, given her unsuccessful track record at obtaining external funding to support her projects and those of her students. On this basis, the committee concludes that Dr. McClelland has failed to demonstrate consistent progress towards the establishment of a sufficiently focused, sustainable and financially viable research program.

In summary, we think that Dr. McClelland's contributions to teaching and service meet expectations, but that her research program falls short of current departmental expectations. It is on this basis that we recommend that tenure be denied.

Sincerely,



Andrew V. Z. Brower, Ph.D.  
Professor of Biology  
Chair, 2017-2018 Biology Promotion and Tenure Review Committee

cc: Dr. Lynn Boyd

**College of Basic and Applied Sciences**  
 Science Building Room 1020  
 MTSU Box 83  
 Murfreesboro, TN 37132  
 o: 615-898-2613



**To:** Erin McClelland

**From:** Bill Allen, Chairman *Bill Allen*  
 Promotion and Tenure Review Committee  
 College of Basic and Applied Sciences

**Date:** November 14, 2017

**Subject:** Recommendations for Tenure and Promotion to Associate Professor

After reviewing your Outline of Faculty Data (OFD), the Promotion and Tenure Review Committee for the College of Basic and Applied Sciences (C-PTRC) has recommended that you not be granted tenure and not be promoted to the rank of Associate Professor. The vote was yes-1, no-7 for tenure and 0-yes, no-8 for promotion. Below is a brief summary of what the committee found to be noteworthy.

Quality teaching is a hallmark of the College of Basic and Applied Sciences and considered to be very important by the C-PTRC when evaluating candidates. Your student evaluations started out on the lower end during your early time at MTSU. This trend was arrested and good evaluations now seem to be your norm.

Your record of service while at MTSU is broad. You have given of your time to the Science Olympiad, search committees, the CBAS Awards Committee. You have been a mentor, guest speaker, and provided other services to the public, your department, the college, and the university.

There is one area in which this committee felt you had not lived up to your potential and to expectations. This was in the area of research, a significant area for CBAS faculty. Much of your peer-reviewed publication work was done collaboratively. While this is encouraged at a moderate level, the committee felt your level of collaborative efforts raises questions about your ability to function as a solo researcher. Your OFD indicates that you were a bit more productive in the research area prior to your arrival at MTSU. The committee would have like to have seen that level of production continue during your time here. Your OFD shows that you have been modestly successful at obtaining external grant funding. The committee felt this modest success was not commensurate with the fiscal requirements of your chosen area of research. The committee also felt that while you have not firmly established your reputation with regard to national recognition, you were on the path. Your department T+P committee in AY 15/16 identified a weakness in your research, lack of focus. This concern was echoed in your pre-tenure review letter from the CBAS T+P committee in AY 15/16. This academic year (17/18), your chair, your department T+P committee and this CBAS committee all feel that you have fallen short of the expectations held for you regarding research.

Cc: Robert "Bud" Fischer

FACULTY NAME

DEPARTMENT

Minimum Criteria

- 1. Except as noted below, the rank of associate professor requires that a person shall have an earned doctorate from an accredited college or university in a major appropriate to the teaching field. If the degree is outside a faculty member's discipline, the department chairperson, dean, and provost shall determine whether the degree is appropriate to the teaching field, a determination that is normally made at the time of a faculty member's initial appointment.  Met  Not Met

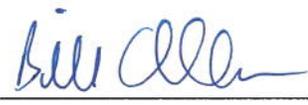
*[In certain special areas-as determined by the provost- in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the master's degree, when accompanied by extensive, distinguished professional experience and/or a record of distinguished accomplishment, may meet the minimum requirement for the rank of associate professor. The department chairperson, college dean, and provost are responsible for evaluating a candidate's professional experience and record of accomplishment. They are also responsible for determining whether the terminal degree is appropriate to the teaching field, if it is outside a candidate's discipline. These determinations shall normally be made at the time of a faculty member's initial appointment.]*

*[When the earned doctorate is not normally available in a faculty member's teaching field, other degrees-for example, the M.F.A.- may substitute for the earned doctorate. It shall be the responsibility of the department chairperson, dean, and provost to determine whether an earned doctorate is normally available in a faculty member's teaching field. This determination shall normally be made at the time of a faculty member's initial appointment.]*

- 2. Five (5) years of full-time collegiate experience in the teaching field or related area as an assistant professor. If the experience is outside a faculty member's discipline, the department chairperson, dean, and provost shall determine whether the experience is appropriate, a determination that is normally made at the time of a faculty member's initial appointment to the university.  Met  Not Met
- 3. Documented evidence of high quality professional performance in instruction.  Met  Not Met
- 4. Documented evidence of continuing direct participation in research/scholarship/creative activity and public service/outreach.  Met  Not Met
- 5. Evidence of high quality professional productivity in either research/scholarship/creative activity or service/outreach and quality professional productivity in the other area.  Met  Not Met
- 6. Documented evidence of thorough and systematic study of the research/scholarship/creative activity of others.  Met  Not Met
- 7. Evidence of character, attitude, and personality that will ensure cooperation with colleagues and commitment to programs and students of the department, the college, and the university.  Met  Not Met

Promotion:  Recommended  Not Recommended

Submitted by:

Department or College Committee Chair Signature 

Date Nov 14, 2017

**College of Basic and Applied Sciences**

Science Building Room 1020  
 MTSU Box 83  
 Murfreesboro, TN 37132  
 o: 615-898-2613



November 27, 2017

Dr. Mark Byrnes  
 Provost  
 Middle Tennessee State University  
 Murfreesboro, TN 37132

Dear Dr. Byrnes

Based on Dr. McClelland's Outline of Faculty Data, she completed her Ph.D. in Biology in 2003 at the University of Utah, and she joined the MTSU Department of Biology as an assistant professor in fall 2013. She was awarded two years of credit for prior service. Additionally, she was granted a one year "stop the clock" and is currently in the sixth year of her tenure-track appointment at MTSU. Having read her renewal materials, I concur with her chair and the departmental promotion and tenure review committee and I am unable to support Dr. McClelland's application for tenure and promotion to associate professor.

Teaching:

She joined the Biology department in fall 2013 as an assistant professor. Dr. McClelland has taught BIOL 2011 (Anatomy and Physiology), BIOL 2230 (Microbiology), and BIOL 4550/5550 (Biotechnology). Her average teaching load has been approximately 7-8 credit hours/semester, which has allowed her ample time for the development of her teaching program and her research agenda. Her teaching evaluations have been at or above the average for the department, college and university averages in the upper division courses and anatomy and physiology. However, her evaluations in the lower level microbiology class have been below the averages but have shown great improvement in recent semesters. To facilitate continuous improvement in her teaching Dr. McClelland has developed an effective teaching philosophy and has incorporated active learning activities into all of her classes. She is the advisor for three master's students, two Ph.D. students and a number of undergraduate students. She is doing a very good job as a teacher.

Research:

She has 13 undergraduates and 3 master's student conducting research projects in her laboratory. This amount of mentoring is very good. She is a co-author for two publications in 2017. She published one book chapter and three papers in 2016. She published one paper in 2014 and another one in 2013. She has several articles in preparation. She has submitted 12 grant

Dr. Mark Byrnes  
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applications, including 8 submissions to NIH since fall 2013. None of them was funded. She obtained two internal grants in 2015-16 for \$20K. "Candidates for tenure in the Department of Biology must demonstrate high quality performance in research, manifested by consistent progress toward establishing an active research program in their area of specialization as evidenced by a record of quality peer-reviewed publications." In looking at the research section of the OFD, it is difficult to determine the role that Dr. McClelland played in the published research. Of the papers published it appears that two were from research that was directly performed while she was at MTSU while the rest of the papers appear to have come from research associated with other labs or research performed while she was in graduate school/postdoctoral training. Additionally, she has not been able to find external funding for her research which has limited her ability to create an active research program. I believe this lack of funding is due in some part because of the lack of focus associated with her research agenda. The material presented in her OFD related to research does not support that she has achieved the expectation of the Biology department of creating an active productive research program.

Service:

She has served as a mentor for a Central Magnet High School student's senior thesis and for Science Olympiad. She has been a judge for the Annual Biomedical Research Conference for Minority Students. She has served on two department search committees and on the CBAS Awards Committee. She was a member of the MTSU University Relations Committee. She serves as a review editor for *Frontiers in Fungi and Their Interactions*. She was president-elect for the KY-TN branch of the American Society of Microbiology in 2015. She is doing well in all areas of service required for tenure.

Summary:

Dr. McClelland's teaching is very good and her service is fine. However, she did not establish a pattern of high quality professional productivity in research expected of the Biology department since her arrival on the MTSU campus in 2013. Thus, I cannot recommend her for tenure and promotion.

Sincerely



Robert Fischer  
Dean

c: Dr. McClelland  
Dr. Lynn Boyd

**Office of the University Provost**  
111 Cope Administration Building  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132  
Office: (615) 898-2880 • Fax: (615) 898-5029



January 19, 2018

Dr. Erin McClelland, Associate Professor  
Department of Biology  
Box 60

Dear Dr. McClelland,

After careful review of your file, I regret to inform you that I am recommending to President Sidney A. McPhee that you not be promoted to the rank of Associate Professor and that you not be tenured.

Sincerely,

A handwritten signature in blue ink that reads "Mark Byrnes".

Mark Byrnes  
University Provost

cc: Dr. Lynn Boyd, Chair, Department of Biology  
Dr. Bud Fischer, Dean, College of Basic and Applied Sciences