

**VINCENNES UNIVERSITY BOARD OF TRUSTEES
MINUTES OF REGULAR SESSION
Tuesday, February 17, 2015
3:15 p.m. (EST) – Circle City 3 Room
Hilton Indianapolis Hotel and Suites
120 W. Market Street
Indianapolis, Indiana 46204**

Trustees Present:

J.R. Gaylor, Board Chair
Darrel Bobe
Tim Grove
Dick Helton, President
Reggie Henderson
Jim McCormick (by audio)
MJ Michael, Student Trustee
Susan Olesik (by audio)
Greg Parsley
George Ridgway (by audio)
Rick Schach
Mike Sievers
John Stachura (by audio)

Others Present:

Brent Stuckey, Attorney for the Board
Chuck Johnson, Provost
Phil Rath, Vice President for Financial Services/Government
Relations
Dave Tucker, Vice President for Workforce Development/
Community Services
Pat Konkle, Record Clerk for the Board

Trustees Absent:

Anne Emison Wishard

CALL TO ORDER

Chair J.R. Gaylor called the meeting to order at 3:25 p.m. (EST) in the Circle City 3 Room of the Downtown Hilton Hotel and Suites, 120 W. Market Street, Indianapolis.

ROLL CALL/ACCEPTANCE OF AGENDA

Pat Konkle called the roll. A quorum was declared with 13 Trustees present. The agenda was approved by consensus of the Board.

APPROVAL OF MINUTES

Minutes of the December 3, 2014, meeting had been distributed. Trustee Darrel Bobe made a motion to accept the minutes as distributed. Trustee Mike Sievers seconded the motion, and the motion carried unanimously.

CHAIRMAN'S REMARKS

Board Chair J.R. Gaylor thanked the Trustees for being engaged in the meetings today and for attending the Board Dinner last night.

REPORTS FROM TRUSTEE SUBCOMMITTEES

University Affairs Committee

Curriculum Items – University Affairs Committee Chair Reggie Henderson asked Provost Chuck Johnson to report on the Curriculum Items. The Provost reported that the attached curriculum items have been approved by the Curriculum and Academic Affairs Committee, the Faculty Senate, the Provost, and the President, and are for informational purposes only and do not require Board approval. These items include the revision of the description and designation of intensive courses which would combine reading with writing classes.

Alcohol Request – University Affairs Committee Chair Henderson reported that the President's Office has received an alcohol request from the Red Skelton Museum Foundation to hold a fundraiser entitled "Clem's Kadiddle Hop"

on Saturday, April 11, in the Skelton Center from 6-10 p.m. The Committee is recommending approval of this request.

MOTION #15-3

Trustee Reggie Henderson made a motion to approve the alcohol request as indicated above. Trustee Rick Schach seconded the motion, and the motion carried with two nays from Trustees Darrel Bobe and Tim Grove.

Tenure Policy – Committee Chair Henderson asked Provost Johnson to give a report on the proposed revisions to the Tenure Policy. Provost Johnson reported that the Faculty Senate and a majority of the current tenured faculty have approved a revised Tenure Policy, a copy of which is attached to these minutes. This revision includes a more robust post-tenure review policy and also ensures no more than 50 percent of faculty receive tenure in any one program. Committee Chair Henderson stated that the University Affairs Committee is recommending that this revised Tenure Policy be approved by the Board of Trustees.

MOTION #15-4

Trustee Reggie Henderson made a motion to approve the revised Tenure Policy, as attached to these minutes. Trustee M.J. Michael seconded the motion, and the motion carried unanimously.

REPORTS FROM THE ADMINISTRATIVE LEADERSHIP

VU Foundation Board of Directors

Vincennes University President Dick Helton reported that per the VU Foundation's Bylaws, the VU Board of Trustees needs to approve the nomination of new Directors on the Foundation Board. President Helton submitted the name of Charles "Shorty" Whittington, Founder and CEO of Grammer Industries in Grammer, Indiana. This is a fertilizer and grain trucking company and an industry leader in specialized hazmat transportation. Mr. Whittington is a Purdue graduate and a member of the American Trucking Association. President Helton is nominating Mr. Whittington to serve and is recommending approval by the Board of Trustees.

MOTION #15-5

Trustee Jim McCormick made a motion to approve the nomination of Mr. Charles "Shorty" Whittington to serve as a new Director on the VU Foundation Board. Trustee Reggie Henderson seconded that motion, and the motion carried unanimously.

Marketing/Enrollment Report

Kristi Deetz, Senior Director of External Relations, distributed the University Recruitment and Enrollment Report. The report began with an overview of enrollment for the Spring 2015 entry term. On the first day of the spring term, the system-wide headcount was down by 16 students; however, three of the four traditional campuses showed an increase in headcount when compared to Spring 2014. The Vincennes Campus improved its conversion rate to recruit an additional 20 students for the fall term while the Aviation Technology Center increased its enrollment by four students and the American Sign Language program grew by 10 students. Jasper increased its spring incoming class by two students but a decline in the continuing base reduced the overall enrollment by 58 students. Deetz continued the spring enrollment discussion by showing the contribution extended registration programs made to the system wide enrollment throughout the course of the 2014 term.

The report concluded with an update on the Fall 2015 application process. As of February 6, 2015, the Vincennes Campus had received 4,743 (+10.9 percent) applications with 3,692 of the applicants being accepted to VU. The Jasper Campus reported 193 applications compared to 207 for Fall 2014. The Aviation Technology Center increased its applicant pool by 22 with a total of 115 applications.

PRESIDENT'S COMMENTS

President Helton thanked the Trustees for attending today's Board Retreat and last night's Board Dinner.

Adjournment

There being no further business to come before the Trustees, the Regular Session adjourned at 3:50 p.m. (EST).

Darrel Bobe, Secretary

J.R. Gaylor, Chair



Vincennes University
Vincennes, Indiana 47591
(812) 888-8888
Fax (812) 888-5868
www.vinu.edu

January 22, 2015

Board of Trustees
Vincennes University

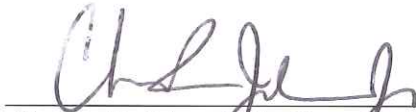
The following item has been approved by the Vincennes University Curriculum and Academic Affairs Committee and Faculty Senate. This item is submitted for consideration by the Board of Trustees as approved by Provost Charles R. Johnson, Jr. and President Richard E. Helton.

Academic Guidelines and University Core Curriculum Items

- General Education/UCC Committee Proposal UCC-3, 2015-16

Approved:



Richard E. Helton, President

Charles R. Johnson, Jr., Provost

PROPOSED CURRICULAR CHANGES AS RECOMMENDED BY CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

*Prepared for the Board of Trustees, 1/22/2015
Meeting 2/17/15*

Vision	Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A breadth of program offerings and a commitment to quality service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University mission and are respected for their contributions.	Mission	Vincennes University, Indiana's first college, is the State's premier transfer institution and leader in innovative career programming. The VU community ensures educational access, delivers proven associate and baccalaureate programs, and offers cultural opportunities and community services in a diverse, student-centered, collegiate environment.
---------------	--	----------------	---

The following program additions, revisions and deletions have been recommended by the Curriculum and Academic Affairs Committee and Faculty Senate for approval by the Vincennes University Board of Trustees:

Academic Guidelines and University Core Curriculum Items

• General Education/UCC Committee Proposal UCC-3, 2015-16

The Curriculum and Academic Affairs Committee and Faculty Senate support the proposal to revise the description and designations of intensive courses to combine reading with writing.

Writing-Reading, and Speaking Intensive Requirements

All B.A., B.S., A.A., A.S., and A.S.C.T. programs at Vincennes University include writing-reading (WR), and speaking (S) intensive courses. They are designated within the course descriptions and programs. The writing-reading, and speaking intensive requirements for graduation are met under the following conditions:

- the student must demonstrate college level proficiency in reading;
- the student must complete all intensive course assignments and receive a C or better in an intensive course; and
- the student who transfers into a B.A./B.S. program must complete the Capstone course with a C or better.

It is required that students complete or be concurrently enrolled in benchmark courses before an intensive course is taken:

- ENGL 101 or 112 completed before a Writing-Reading (WR) intensive course
- COMM 143 or 148 completed before a Speaking (S) intensive course

I. READING

A. In order to demonstrate college level proficiency in reading, the student should:

1. summarize material accurately and concisely;
2. interpret subject matter literally and inferentially;
3. seek and acquire vocabulary through reading; and
4. seek and understand subject matter pertinent to his or her career.

B. Criteria for Demonstrating Achievement in Reading for the A.A., A.S., and A.S.C.T. Core:

1. Each student who is a candidate for the A.A., A.S., or A.S.C.T. degree must demonstrate achievement in reading by satisfying the conditions of either Criterion No. 1, or Criterion No. 2.
2. The conditions of Criterion No. 1 are:
 - a. Placement scores require no developmental/remedial reading upon initial matriculation; and
3. The conditions of Criterion No. 2 are:
 - a. Placement scores require developmental/remedial reading upon initial placement; and
 - b. Earn a *C* or better in [READ 009](#), [READ 011](#), [READ 103](#), OR [READ 104](#) and demonstrate college level reading on a standardized reading test; and
4. *If and only if*, the student has attempted and failed to satisfy the conditions of Criterion No. 1 or No. 2, and student chooses not to repeat those steps, he or she may demonstrate advanced college level reading proficiency by achieving a CPT Reading score of 84 or higher prior to graduation.

II. WRITING

A. In order to demonstrate college-level proficiency in writing, the student should:

1. write a document showing a clear purpose, effective organization, adequate supporting details, and using a mechanically correct style;
2. critically analyze and evaluate his or her own and others' writing;
3. appropriately incorporate ideas from outside sources into his or her own words with proper credit given;
4. be able to write a personal resume.

B. Criteria for Demonstrating Achievement in Writing for the A.A. and A.S. Transfer Core:

1. Each student who is a candidate for either the A.A. or A.S. degree must demonstrate achievement in writing by satisfying the conditions of Criterion No. 1. If the student fails to meet these conditions, he/she *may then* attempt to meet the conditions of Criterion No. 2.
2. The conditions of Criterion No. 1 are:
 - a. Earn a *C* or better in [ENGL 101](#) and
 - b. Earn a passing grade in one of the following: [ENGL 102](#), [ENGL 107](#), [ENGL 108](#), [ENGL 109](#), or [ENGL 205](#) and
 - c. Earn a *C* or better in a course approved and designated as a Writing-Reading Intensive course.

- or -

 - d. Earn a *C* or better in [ENGL 112](#) and
 - e. Earn a *C* or better in a course approved and designated as a Writing-Reading Intensive course.
3. The conditions of Criterion No. 2 *may be met if and only if* a student has attempted, but not completed Criterion No. 1 successfully. Criterion No. 2 is as follows: If the student has failed to earn a *C* or better in any of the approved *Writing-Reading Intensive* courses in his or her major *or* in the liberal education core and chooses not to repeat that approach, then, prior to graduation, the student must pass a writing test administered by the English Department.

C. Criteria for Demonstrating Achievement in Writing for the A.S.C.T. Core:

1. Each student who is a candidate for the A.S.C.T. degree must demonstrate achievement in writing by meeting the following criteria:
 - a. Earn a *C* or better in [ENGL 101](#) or [ENGL 112](#), and
 - b. Earn a *C* or better in an approved *Writing-Reading Intensive* course either in his or her major or the liberal education core, or

- c. If the student fails to earn a *C* or better in an approved *Writing-Reading Intensive* course and chooses not to attempt that approach again, then the student must, prior to graduation, pass a writing test administered by the English Department.
- D. Criteria for Approval as a *Writing-Reading Intensive* Course.**
- 1. While it is assumed that students will most often select a *Writing-Reading Intensive* course within their majors, courses identified as meeting the ***Liberal Education*** component may also qualify as *Writing-Reading Intensive*. For a course to be designated as a *Writing-Reading Intensive* course, the following criteria must be met:
 - a. The course uses writing as one of its tools to promote the learning of course materials.
 - b. Assignments involving writing should be given throughout the semester and regular feedback given to the students on ways to improve their writing. At least one of the writing assignments should require a rough draft submitted for comment and returned before the final draft is expected.
 - c. It is assumed that instructors will identify, in their syllabi, writing objectives such as the type of writing expected, the number of writing assignments, and the percentage of the grade to be determined by each writing assignment. Individual writing assignments may vary in scope and length according to the needs of the major or the course. The type of assignment should be determined by the type of writing required for success in advanced study or in the profession. Research papers, summaries, essay exams, lab reports, journals, and other appropriate writing forms may all be used. A minimum of 2000 words, exclusive of rough drafts, for the entire course is expected. At least one writing assignment must require students to use and document sources in their writing.
 - d. Writing, as described in D.1.c, above, should be a significant part of the overall course grade. "Significant" is intended to mean one of the following options: (1) Written work will determine at least thirty percent of the course grade. (2) If written work will count some percentage less than thirty percent, then with revisions, all written work must achieve a passing grade. In the case of option 2, failure to complete writing assignments with an average grade of *C* or higher will result in failure of the course.
 - e. Instructors will provide students with criteria used to evaluate their writing. Such criteria must reflect the standards of the profession or discipline.
 - f. Instructors will provide assistance to students to help them with their writing – and/or direct them to the resources available on campus to provide additional assistance. This assistance might include the following: sample papers that meet the requirement; group activities that give students feedback on their writing; requiring outlines or rough drafts that are returned with comments before the paper is completed; tutorials in the lab; and individual conferences.

III. SPEAKING

- A. **In order to demonstrate college-level proficiency in speaking, the student should:**
 - 1. Use appropriate organization or logical sequencing, including an introduction, body, and conclusion, to deliver an oral presentation;

2. Use verbal and nonverbal communication appropriate to the diverse audiences and contexts for the course being taught.
 3. Actively listen and critically evaluate an oral message;
 4. Provide credible and relevant evidence to support an oral argument.
- B. **Criteria for Demonstrating Achievement in Speaking for the A.A., A.S., or A.S.C.T. Core:**
1. Each student who is a candidate for the A.A., A.S., or A.S.C. T. degree must demonstrate achievement in speaking by satisfying the conditions of Criterion No. 1 and Criterion No. 2.
 2. The conditions of Criterion No. 1 are: Earn a C or better in [COMM 143](#) or [COMM 148](#).
 3. The conditions of Criterion No. 2 are: Earn a C or better in an approved *Speaking Intensive* course.
 4. If, and only if, the student has attempted and failed to meet the conditions of Criterion 2 and chooses not to attempt that approach again, then prior to graduation, the student must pass at a seventy percent level, a Speech Comprehension test administered by the Communication Department and deliver and receive a C or better on a 7-10 minute informative speech on a topic directly related to his/her major area of study.
- C. **Criteria for Approval as a *Speaking Intensive* Course.**
1. It is preferred that students select a *Speaking Intensive* course within their majors; however, courses identified as meeting the ***Liberal Education*** component may also qualify as *Speaking Intensive*. A *Speaking Intensive* course reinforces the speaking skills beyond the normal classroom discussion. For a course to be designated as a *Speaking Intensive* course, the following criteria must be met:
 - a. The course uses speaking as one of its tools to promote learning of course materials.
 - b. A minimum of one structured speech assignment must be used that requires students to present prepared material in front of an audience.
 - c. The total speaking time for one or a combination of multiple speeches will be a minimum of 7-10 minutes.
 - d. The structured presentation(s) will be evaluated in the following ways:
 1. Having a clear organization, with an introduction, body, and conclusion.
 2. Presenting main points in a logical manner.
 3. Supporting claims with documented evidence from outside sources.
 4. Delivering the speech using appropriate speaking styles that suit the message, purpose, and context.
 5. Using nonverbal cues which are appropriate to the verbal message.
 - e. Instructors will provide students with criteria used to evaluate their speaking.
 - f. The speaking assignment(s) will determine at least 10 percent of the course grade.

Revisions to Current Tenure Policy

Approved by Faculty Senate and Majority of Tenured Faculty

Employment

Contracts

This section contains a combination of new and revised language.

After tenure is awarded, the faculty member will not receive an annual contract of employment, as continuation of employment will be automatic, unless tenure is terminated, revoked, or not otherwise retained pursuant to the terms of the University Manual. Tenured faculty members receive a letter of agreement indicating earned salary increases annually. Any changes in salary, title, rank, and special duties shall be reduced to writing and added as an addendum to the faculty member's existing contract.

Contracts are issued annually to non-tenured faculty members. Every effort is made by the Vice President for Financial Services and Government Relations to issue new contracts and letters of agreement by June 1 each year, dependent upon the date of notification of the University's state appropriation. Unless a faculty member is notified by February 15, a contract will be offered to that member for the next year. Faculty members who are not returning should notify the Provost and Vice President for Instructional Services/Dean of the Faculty by April 1. All contracts offered must be returned within fifteen (15) days after their issuance. Faculty members are paid their contracted salary in twenty-six (26) equal bi-weekly pay periods. College deans are contracted for twelve months.

Employment and Tenure

No changes.

Employment and Tenure Policy

No changes.

Non-Tenured Employment

No changes.

Personnel Information

No changes.

Service Date—Current Hire Date

No changes.

Tenure and Promotion Committees

No changes.

Tenure

Basic Tenets and Authorization of Tenure

No changes.

Years of Service

No changes.

Eligibility for Tenure

No changes.

Retaining Tenure

This section has been moved.

Factors to be Considered

No changes.

Responsibilities of the Tenure and Promotion Committees and Post-Tenure Review Committee

No changes to A

B) The Committees responsible for tenure and promotion and post-tenure review are:

1. The Department Tenure and Promotion Committee
2. The College Tenure and Promotion Committee
3. The University Tenure and Promotion Committee
4. The Post-Tenure Review Committee

The Department Tenure and Promotion Committee

No changes.

The College Tenure and Promotion Committee

The only change here is to heading to reflect the change from “division” to “college”.

The University Tenure and Promotion Committee

No change to A or B; however change C:

C) The committee hears appeals of tenure denial from the College Tenure and Promotion committees. The committee also reviews Deans’ recommendations for the revocation of tenure.

The Post-Tenure Review Committee (add this section)

- A) The committee reviews the work of faculty members scheduled for post-tenure review to make a recommendation reaffirming tenure status, revoking tenure status, or requiring further review of a faculty member’s tenure status.
- B) The committee makes recommendations to the college dean who will then report to the Provost and Vice President for Instructional Services.

- C) The committee may hear appeals of tenure revocations or reviews in accordance with the provisions under Post-Tenure Review procedures.

Provost and Vice President for Instructional Services

Change the heading to reflect the Provost's new title.

No changes to A; however change B:

- B) The Provost hears appeals of tenure denial from the University Tenure and Promotion Committee in accordance with the provisions under Procedures for Appeal. The Provost also reviews Deans' recommendations for the revocation or review of tenure.

The University President

No changes to A; however change B:

- B) The President hears appeals of tenure denial from the Provost in accordance with the provisions under the Procedures for Appeal. The President also reviews Deans' recommendations for the revocation or review of tenure.

The Board of Trustees

No changes to A, however changes to B and C:

- B) The Board of Trustees hears appeals of tenure denial from the President in accordance with the provisions under Procedures for Appeals. The Board of Trustees also hears appeals of the revocation of tenure in accordance with the Post-Tenure Review procedures.

- C) The granting of tenure to faculty is the sole prerogative of the Board of Trustees, whose decision is final. The action to revoke tenure is also the sole prerogative of the Board of Trustees, whose decision is final.

Procedures for Applying for Tenure

No changes.

Denial of Tenure

No changes.

Procedures for Appeals of Denial of Tenure

No changes to A through J, but change the heading as shown above to make it clear this is the process for appealing the denial of tenure initially, not tenure review.

Termination of Tenured Employed is currently located here, I recommend a move to later on in the University Manual

Retaining Tenure (this section was moved from earlier in the University Manual)

No changes.

Expectations After Tenure is Granted

No changes to A(1-7); however remove B, which is now addressed under the Contract heading.

Add a new version of B

B) Faculty members granted tenure status effective 2014 or after will participate in the Post-Tenure Review procedure as outlined in the University Manual, including the preparation and submission of any materials required by the Post-Tenure Review procedure.

Post-Tenure Review Process (this is the new section)

- A) Post-tenure review must occur for each faculty member who has been granted tenured status effective 2014 or after.
- B) Post-tenure review will occur for each tenured faculty member on a seven-year cycle, which will reflect a “seven-year plan” that a faculty member will develop as a “living document”. The plan should be adjusted and augmented annually. The faculty member’s annual Professional Growth Plan (PGP) should inform the development of this seven-year plan. When assembling materials, faculty need not present a new binder similar to applying for tenure; rather, the documents should update the existing tenure binder. The documents submitted by each faculty member to the Post-Tenure Review Committee should include the following:

1. A seven-year plan, evaluated and updated annually, that chronicles events, actions, and developments relevant to the review
 2. Annual reviews: updated seven-year plan, Professional Growth Plans, and Self-reports of Performance
 3. An updated Curriculum Vitae
 4. A written reflection that reviews and acknowledges the successes and challenges of the previous seven years' work (two to four pages recommended)
 5. Any documents, references, and evidence of continued work and growth augmenting the tenure binder initially submitted by the faculty member to attain tenure in the following areas (set forth in Section III, subsections a-g—Eligibility for Promotion and/or Tenure):
 - a. Understand the comprehensive community college philosophy
 - b. Is a superior teacher with competence in an area vital to the Department's functions
 - c. Have made significant contributions toward academic advising and other student services
 - d. Have provided significant service to his or her department in non-teaching administrative responsibilities
 - e. Have participated in professional growth and development activities appropriate to the Department
 - f. Have participated in special projects on behalf of the department, college, and university
 - g. Possess the potential to further the goals of the department, college, and university
- C) In addition to the seven-year cycle, two consecutive annual reviews which result in an unsatisfactory rating will trigger an automatic tenure review process via the Post-Tenure Review Committee.
- D) The method of post-tenure review will depend upon the college of the faculty and the specific area(s) of growth associated with that college. Each faculty member must undertake one or more of the following activities relevant to the post-tenure review no later than the seventh year of the tenured cycle:
1. Write an Essay (when appropriate)
 2. Provide a Workshop or Presentation—at the university, college, and/or departmental level

3. Demonstrate growth via Certification, Professional Development, Research, Industry Experience, and/or credit hours toward a higher Professional Degree—demonstrate continued experience in the field associated with that faculty member's area of expertise.
- E) The Post-Tenure Review Committee is charged with the responsibility of reviewing faculty member's work and provided documents and making recommendations to the college dean who will report to the Provost.
1. The Post-Tenure Review Committee will be comprised of three or four tenured faculty members within the appropriate college who will be elected from the College Tenure and Promotion Committee members by a vote of the tenured faculty in the college. If in a particular academic year the college has no standing Tenure and Promotion Committee, members of the tenured faculty in the college will elect three or four members to serve. The committee may "borrow" faculty from other colleges which may be appropriate and necessary to fulfill the required number of tenured faculty. The committee members will serve overlapping two year terms. No faculty member who will submit post-tenure review materials in an academic year may serve on the Post-Tenure Review Committee in that year.
 2. The committee will make one of the following recommendations:
 - a. Reaffirm the tenure status of the faculty member, providing comments and/or recommendations for continued growth based upon their review of the faculty member's submission
 - b. Review of the faculty member's tenure status is necessary in the next 1-2 years to ensure continued growth and development based upon the evidence presented with specific comments and recommendations for improvement
 - c. Revoke the faculty member's tenure based upon the evidence gleaned after successive recommendations for further tenure review
- F) After a faculty member is notified of a review or revocation recommendation by the committee, the faculty member may submit a rebuttal of the committee's findings to the Dean who may then choose to resubmit the evidence for the committee's review, overturn the recommendation for review or revocation of tenure status, or uphold the opinion of the committee. The Dean's recommendation will then be submitted to the Provost, or in the case of revocation, to the University Promotion and Tenure Committee, then to the Provost, and then to the President who may accept or reject the recommendation. The action to revoke tenure is the sole prerogative of the Board of Trustees whose decision is final.
- G) A faculty member who wishes to appeal the revocation of tenure may appeal to the Board of Trustees. A Hearing Committee of the Board of Trustees, consisting of the Chairman of the Personnel Committee (who will preside), one Trustee chosen by the faculty member, and one Trustee chosen by the President of the University, shall provide a faculty member with a formal

hearing. The faculty member will be advised within a reasonable time in advance of the hearing of the names and substance of the testimony of the witnesses who will testify in support of the revocation of tenure. Within a reasonable time in advance of the hearing the faculty member shall then provide the University counsel the names and substance of the testimony of the faculty member's witnesses. Both sides will be given the opportunity to have counsel, to cross examine witnesses, and to present evidence at the hearing. The hearing will be conducted as a closed executive session of the Board of Trustees to protect the rights and privacy of the faculty member and participants. The Hearing Committee will forward a tenure recommendation to the Board of Trustees, which, after deliberation upon the information received from the committee, shall make the decision whether to revoke the tenure of the faculty member.

Effect of Revocation of Tenure on Employment

The decision to revoke tenure does not automatically result in termination of employment or demotion in rank, but it does result in the termination of those rights and privileges specifically linked to holding a tenured position. Formerly tenured employees whose tenure is revoked shall revert back to the status of non-tenured employees. Future employment with the University will be subject to the provisions of the University Manual for non-tenured employees.

Termination of Tenured Employment

No changes to A and B; however change C:

C) In the event the President of the University recommends to the Board of Trustees that a tenured faculty member's employment with the University be terminated **for any of the reasons set forth above in A**, the President shall notify the faculty member in writing for the reason for the recommendation.

No additional changes to C.

Amendment to Tenure Regulations

No changes.

Approved by the VU Board of Trustees at its February 17, 2015, meeting.