



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
February 24, 2023	University Center, UT Chattanooga
8:30 a.m. (EST)/7:30 a.m. (CST)	615 McCallie Avenue, Chattanooga, TN

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. Presentations — Information/Discussion
 - A. [Tennessee High School Trends](#) Tab 1.1
 - B. Grow Your Own Update
 - C. [Campus Admission and Retention Update](#) Tab 1.3
- V. [Proposed New Academic Units](#) — Action Tab 2
 - A. [College of Music, UTK](#) Tab 2.1
 - B. [Howard H. Baker Jr. School of Public Policy and Public Affairs, UTK](#) Tab 2.2
 - C. [College of Emerging and Collaborative Studies, UTK](#) Tab 2.3
- VI. [Consent Agenda](#) — Action Tab 3
 - A. [Minutes of the Last Meeting](#) Tab 3.1
 - B. Approval of Academic Program Modifications
 - 1. [Changing the Degree Designation of an Existing Program, Bachelor of Arts in Arts, UTM](#) Tab 3.2.1
 - 2. [CIP Code Change for Mechatronics Engineering Technology, Bachelor of Applied Science, UTC](#) Tab 3.2.2
- VII. Other Business

[Note: Under the Bylaws of the Board, items not appearing on the agenda may be considered only upon an affirmative vote representing a majority of the total voting membership of the Committee. Other business necessary to come before the Committee at this meeting should be brought to the Committee Chair's attention before the meeting.]



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

VIII. Closing Remarks

IX. Adjournment

Information Item(s)

- [Report – Support of Student Basic Needs](#) Tab 4.1
- [Additional Data - Faculty Annual Performance and Planning Reviews
and Tenured Faculty Retirements](#) Tab 4.2
- [Certification of Degrees Conferred](#)..... Tab 4.3
- [UT System Student Success Indicators \(October 27-28, 2022\)](#) Tab 4.4



ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

Tennessee Public High School Graduate Trends

Board of Trustees — February 23-24, 2023

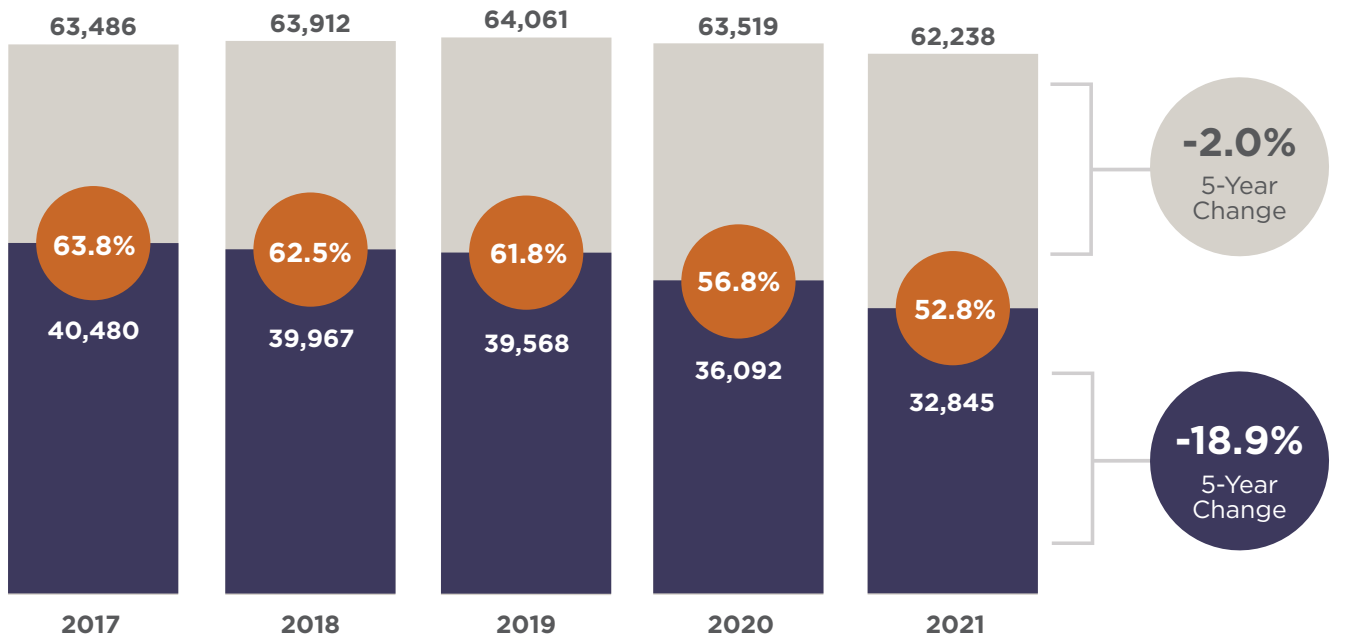


Tennessee Public High School Graduate Trends

COLLEGE-GOING (CG) HIGH SCHOOL (HS) GRADUATES 2017-2021

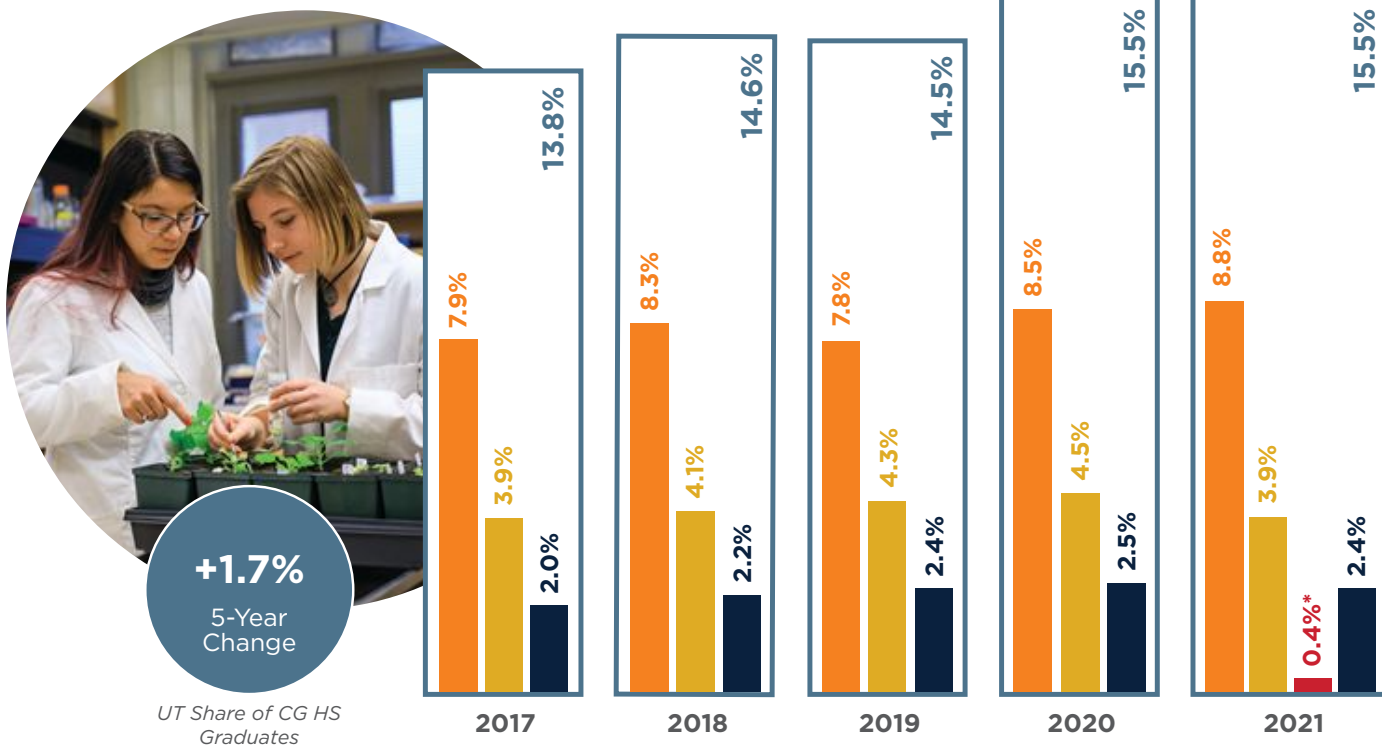
All HS Graduates vs. CG Graduates

● # of HS Graduates ● % of CG Graduates ● # of CG Graduates



UT Share of CG HS Graduates

● UTK ● UTC ● UTS ● UTM ● UT System

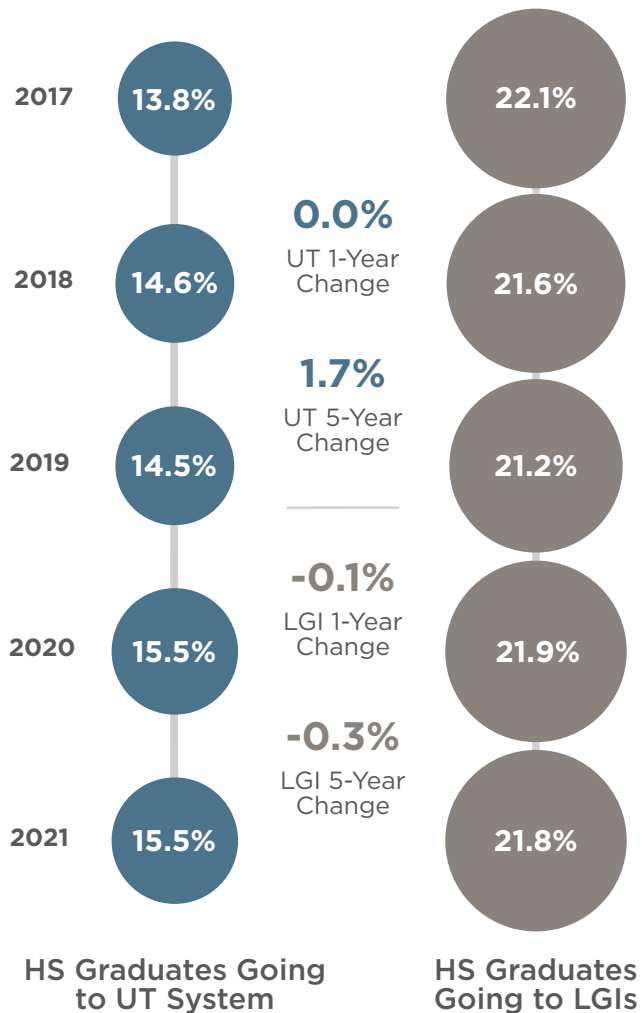


*Martin Methodist College officially joined the UT System as UT Southern in 2021.

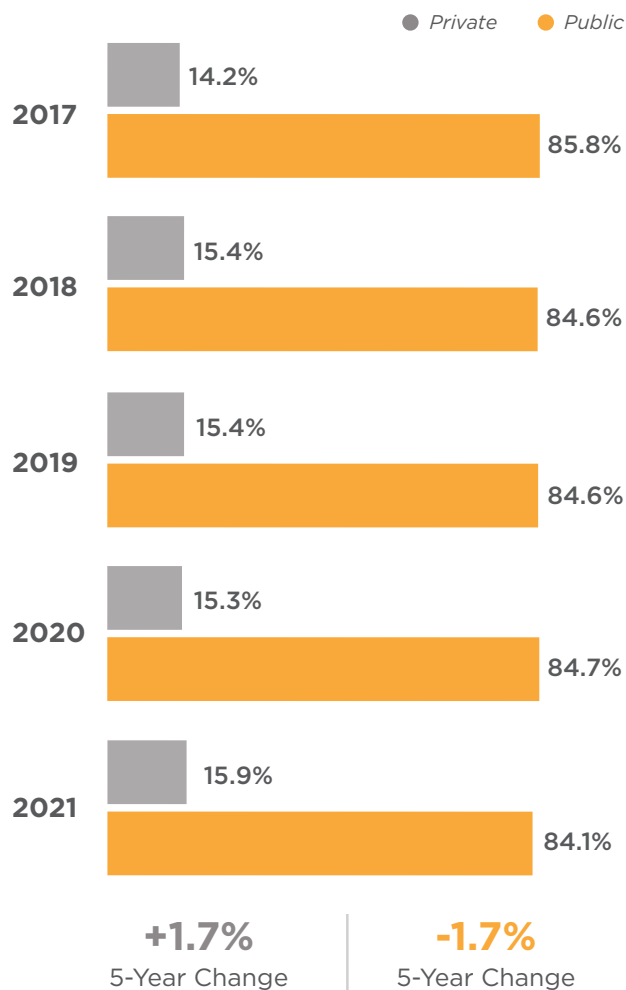
Tennessee Public High School Graduate Trends

UT VS. LGI SHARE OF
CG HS GRADUATES

2017-2021

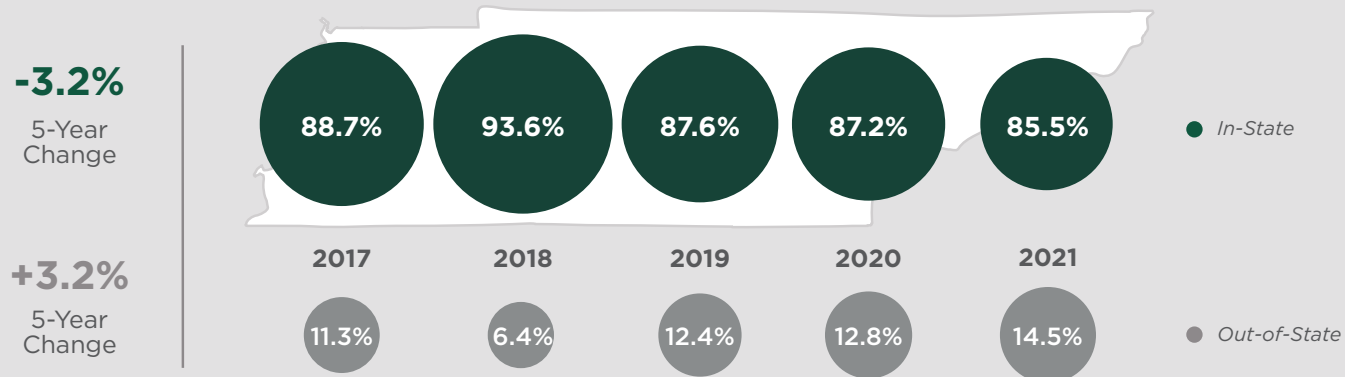
ATTENDING PRIVATE VS.
PUBLIC COLLEGES

2017-2021



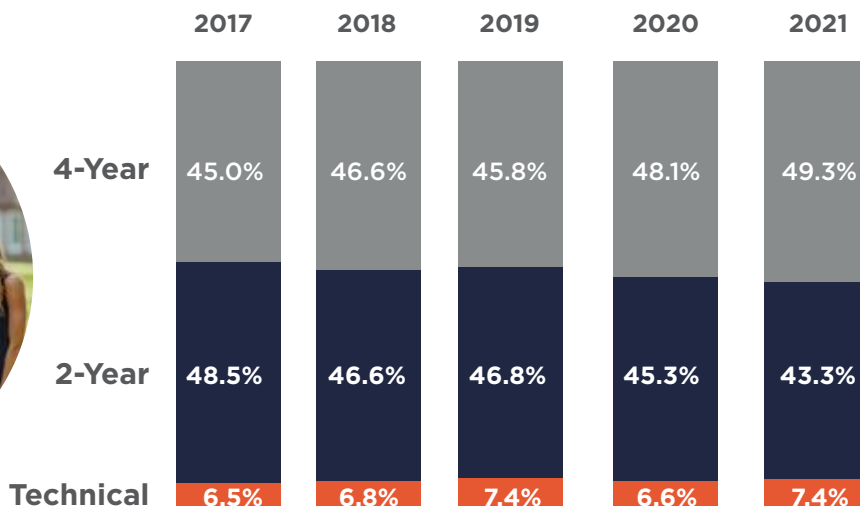
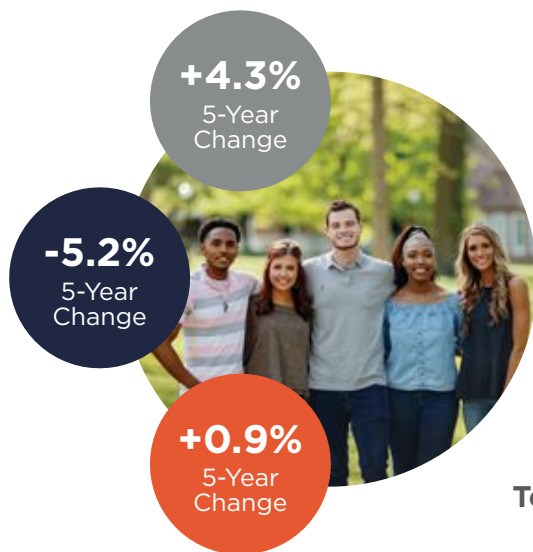
ATTENDING IN-STATE VS. OUT-OF-STATE COLLEGES

2017-2021

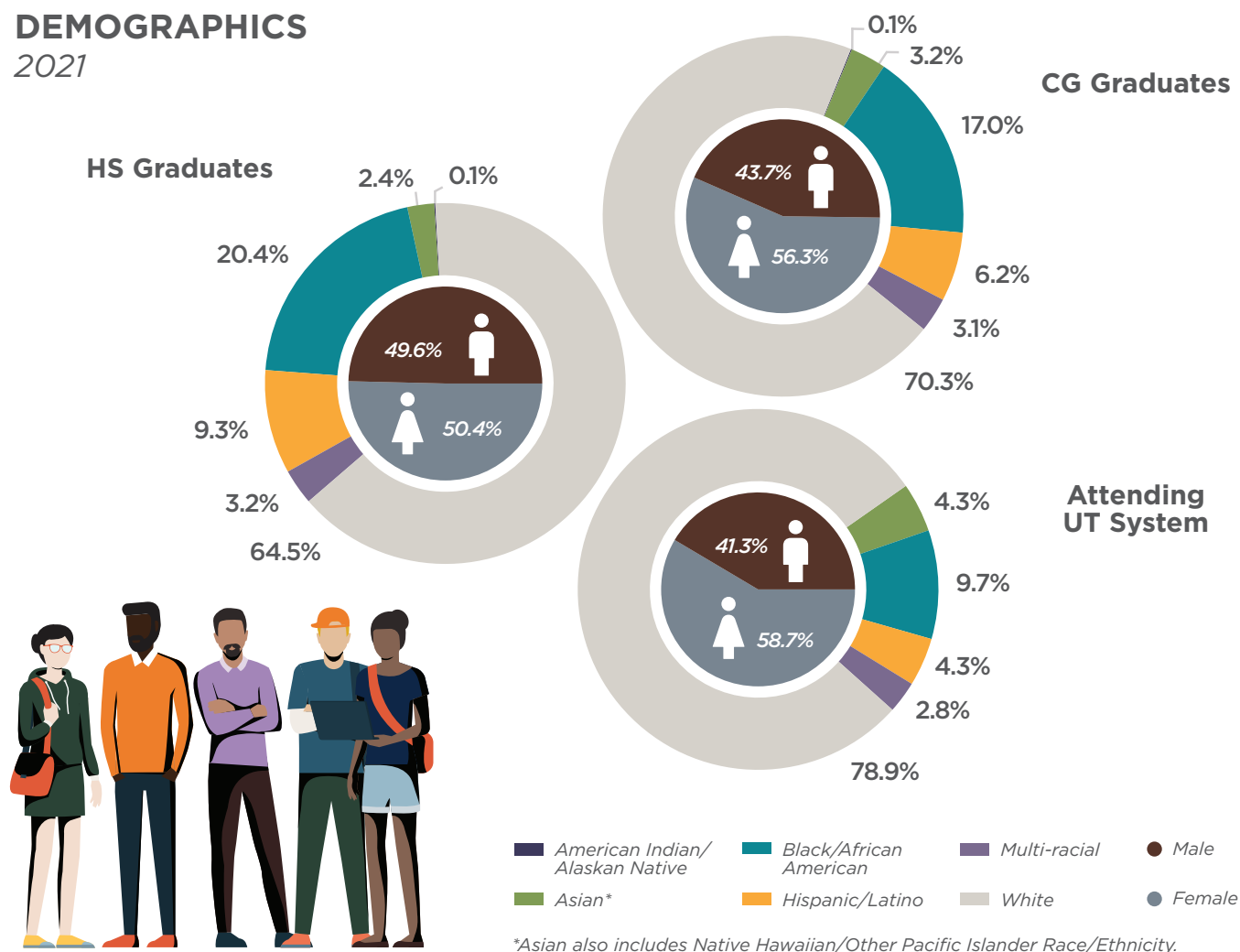


SECTOR ATTENDING

2017-2021

**DEMOGRAPHICS**

2021





ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

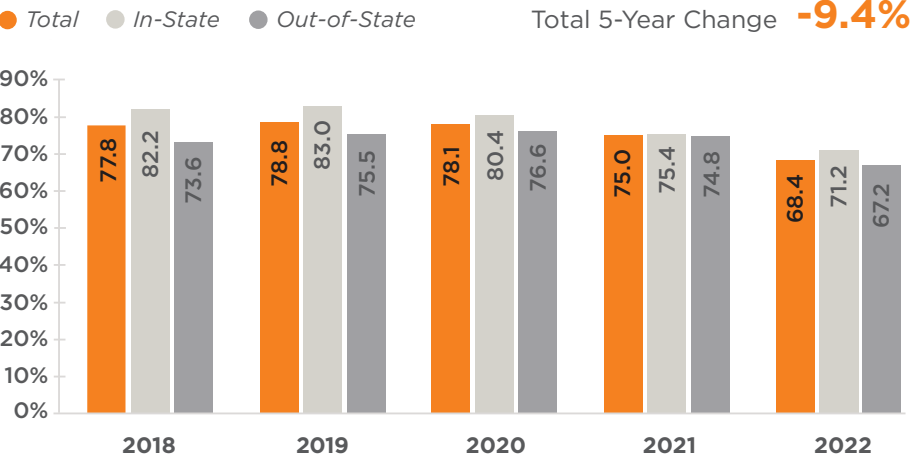
UT System Admission, Yield & Retention

Board of Trustees — February 23-24, 2023

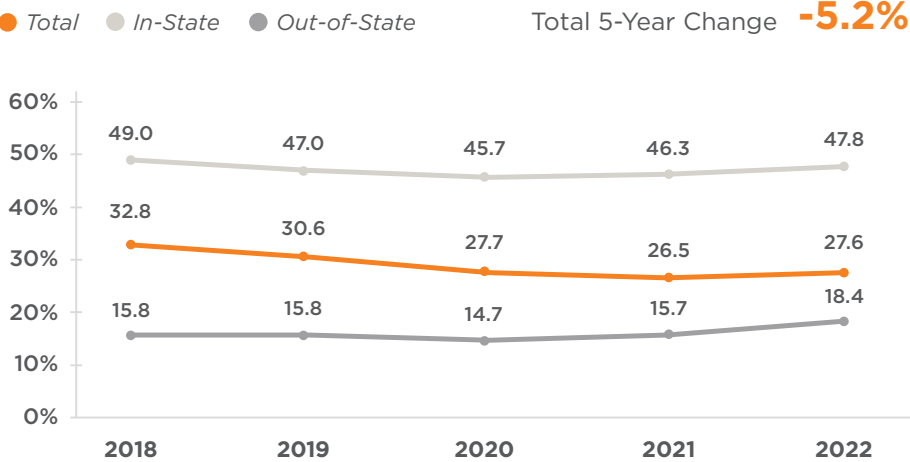


University of Tennessee, Knoxville

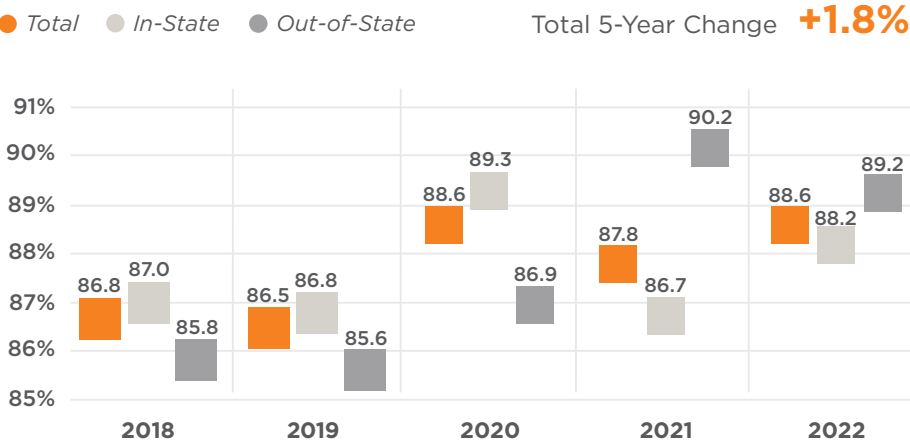
ADMISSION RATES 2018-2022



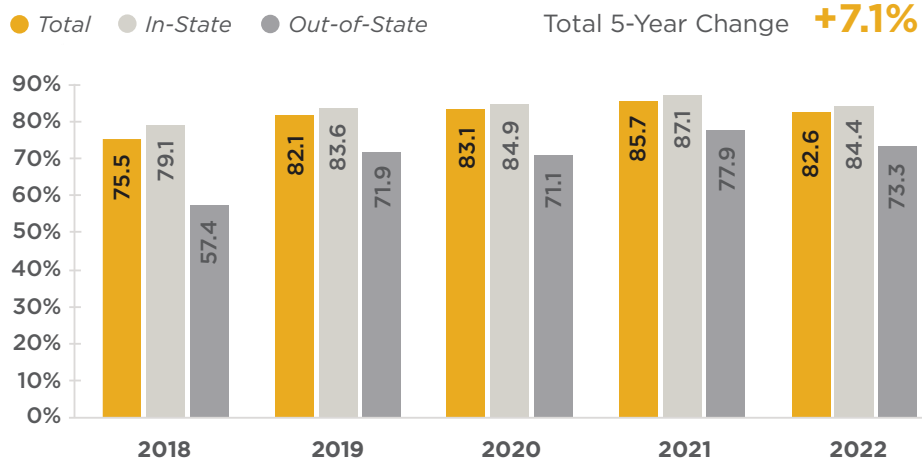
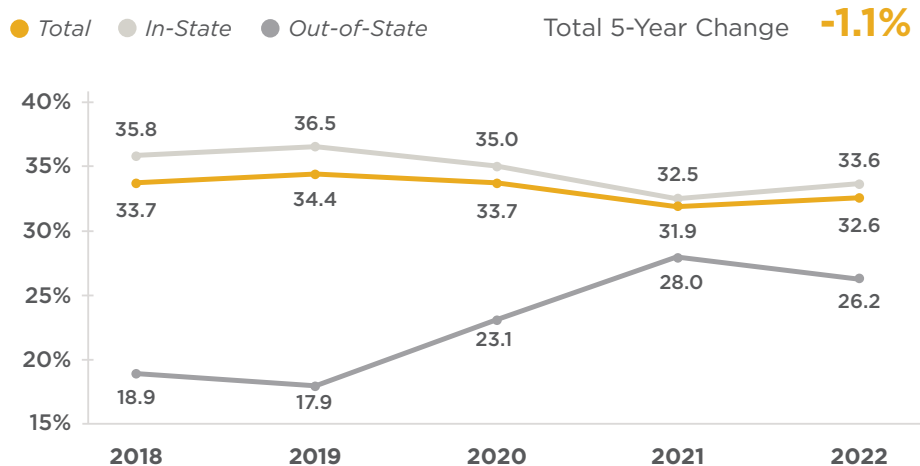
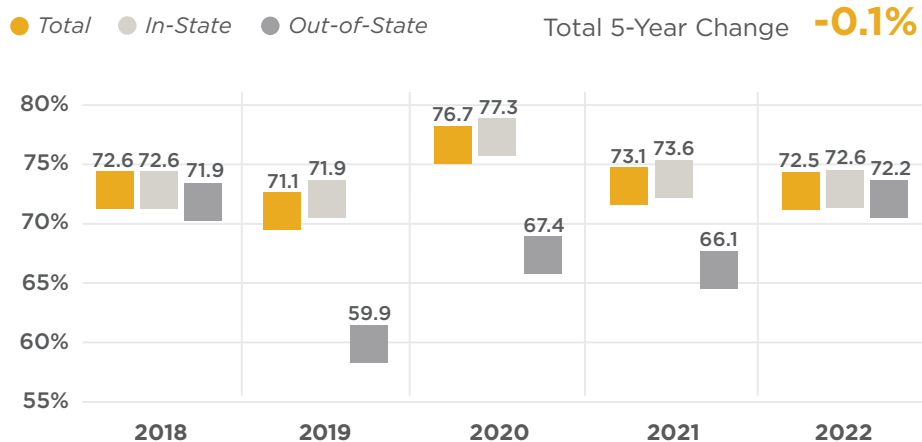

YIELD RATES 2018-2022



FIRST-YEAR RETENTION RATES 2018-2022



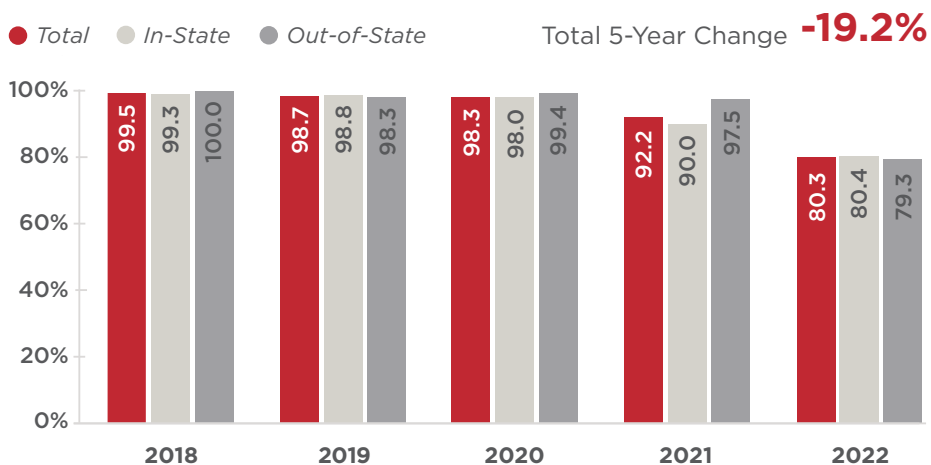
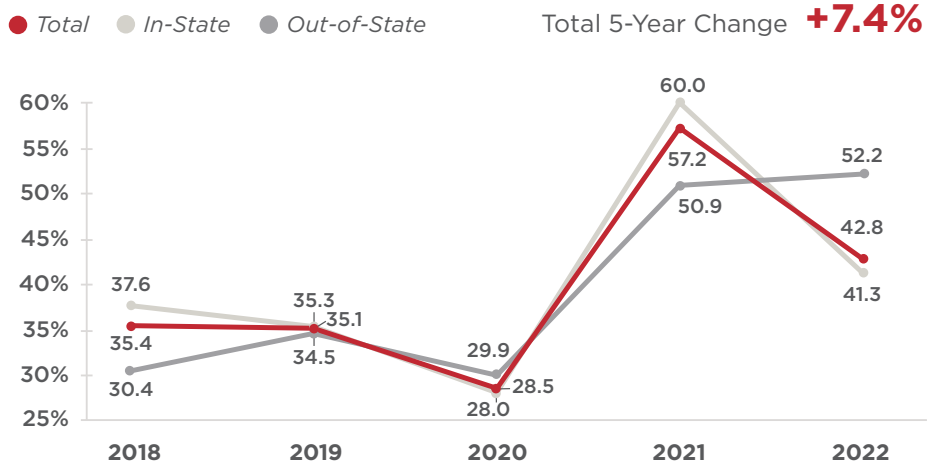
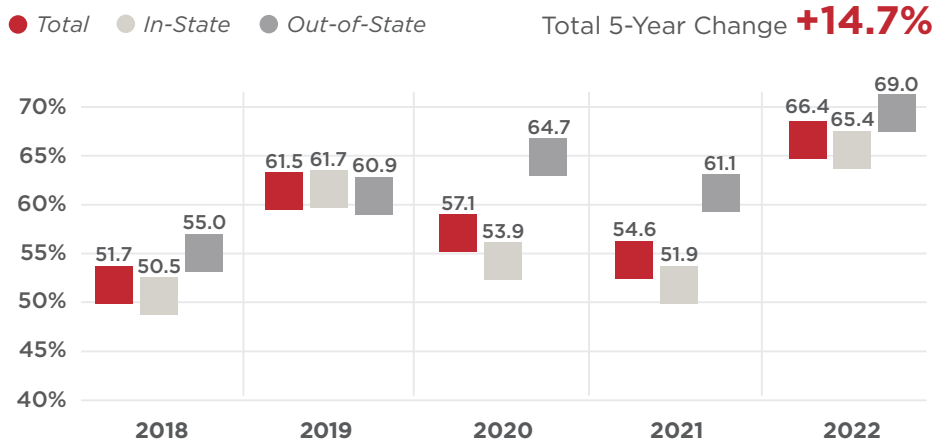
University of Tennessee at Chattanooga

ADMISSION RATES 2018-2022**YIELD RATES 2018-2022****FIRST-YEAR RETENTION RATES 2018-2022**


University of
Tennessee at
Chattanooga



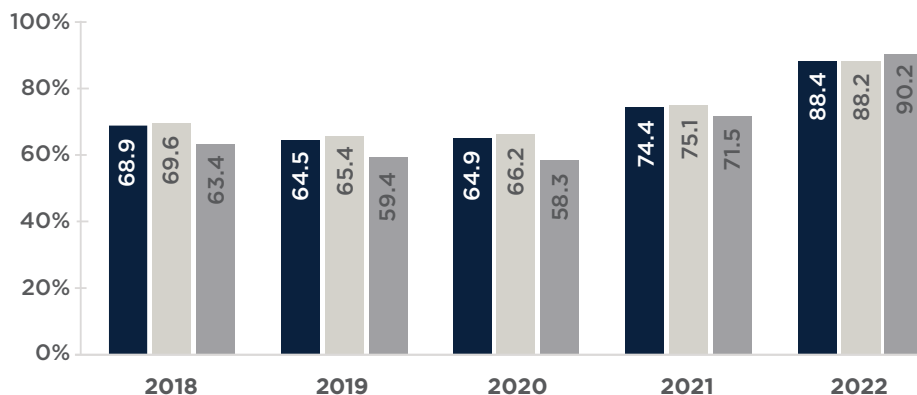
University of Tennessee Southern

ADMISSION RATES 2018-2022**YIELD RATES 2018-2022****FIRST-YEAR RETENTION RATES 2018-2022**

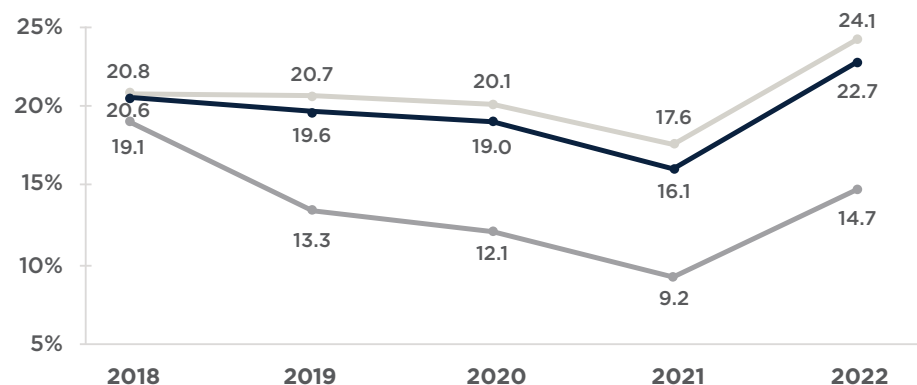
University of Tennessee at Martin

ADMISSION RATES 2018-2022

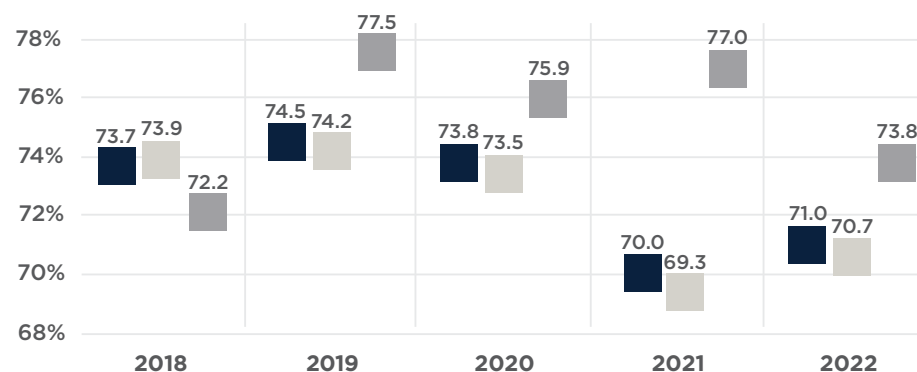
● Total ● In-State ● Out-of-State

Total 5-Year Change **+19.5%****YIELD RATES 2018-2022**

● Total ● In-State ● Out-of-State

Total 5-Year Change **+2.1%****FIRST-YEAR RETENTION RATES 2018-2022**

● Total ● In-State ● Out-of-State

Total 5-Year Change **-2.7%**

University of
Tennessee at
Martin

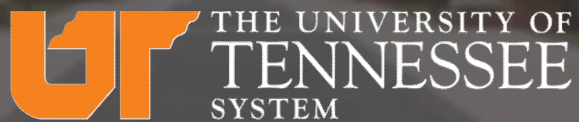




THE UNIVERSITY OF
TENNESSEE
SYSTEM

ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

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ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

UT System Admission, Yield & Retention

Board of Trustees — February 23-24, 2023

Institutional Effectiveness



ie.tennessee.edu

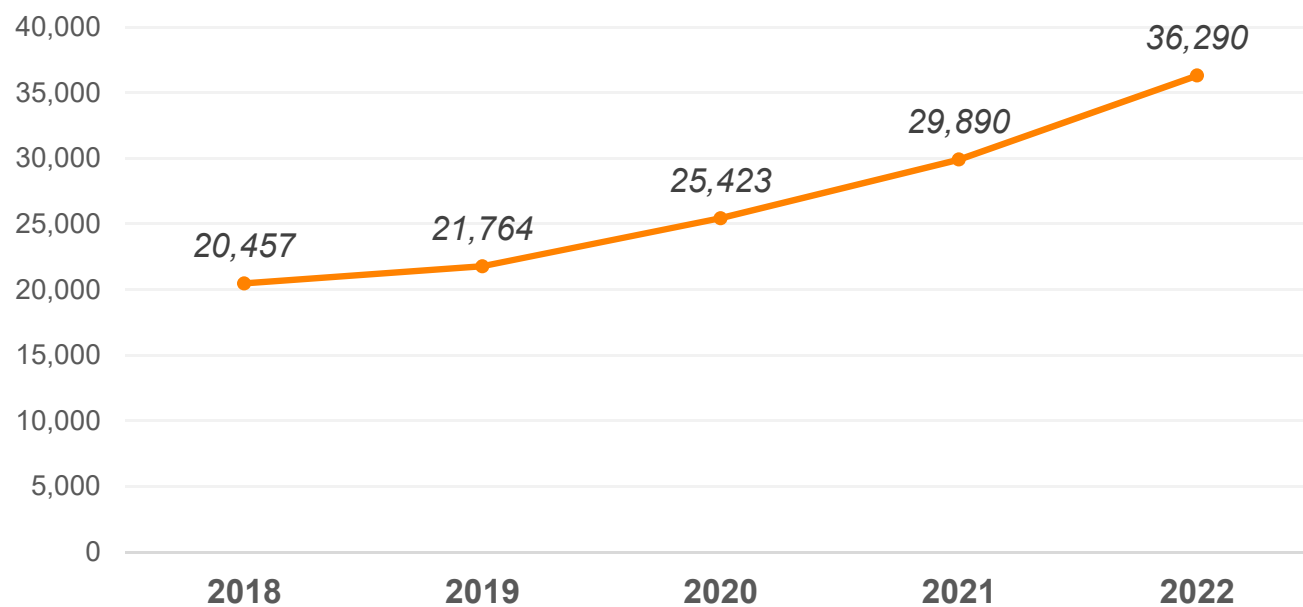
Definitions

- **Admission Rate**
The percentage of applicants admitted to the university
- **Yield Rate**
The percentage of admitted applicants who enroll at the university
- **Retention Rate**
The percentage of a university's first-time, full-time (FTFT) students who continue at that institution the next year



University of Tennessee, Knoxville

Total Freshman Applications





University of Tennessee, Knoxville

Admission

-9.4%

Total 5-Year
Change

Yield

-5.2%

Total 5-Year
Change

Retention

+1.8%

Total 5-Year
Change

77.8%
2018

68.4%
2022

32.8%
2018

27.6%
2022

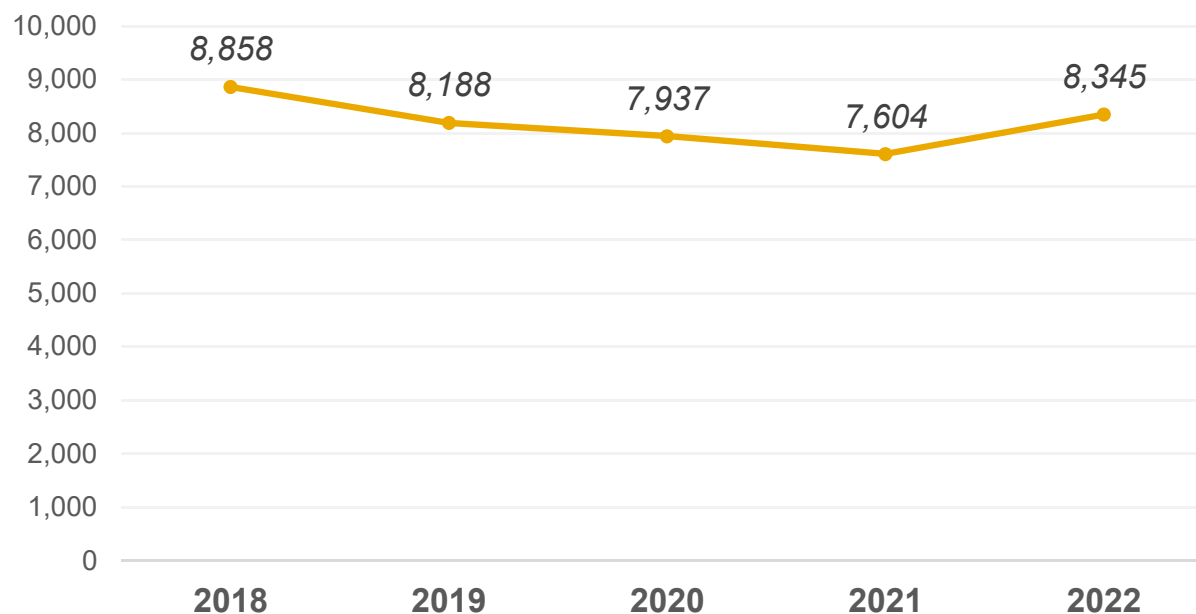
86.8%
2018

88.6%
2022

Presentation Notes, Page 2

University of Tennessee at Chattanooga

Total Freshman Applications



University of Tennessee at Chattanooga

Admission

+7.1%

Total 5-Year
Change

Yield

-1.1%

Total 5-Year
Change

Retention

-0.1%

Total 5-Year
Change

75.5%
2018

82.6%
2022

33.7%
2018

32.6%
2022

72.6%
2018

72.5%
2022

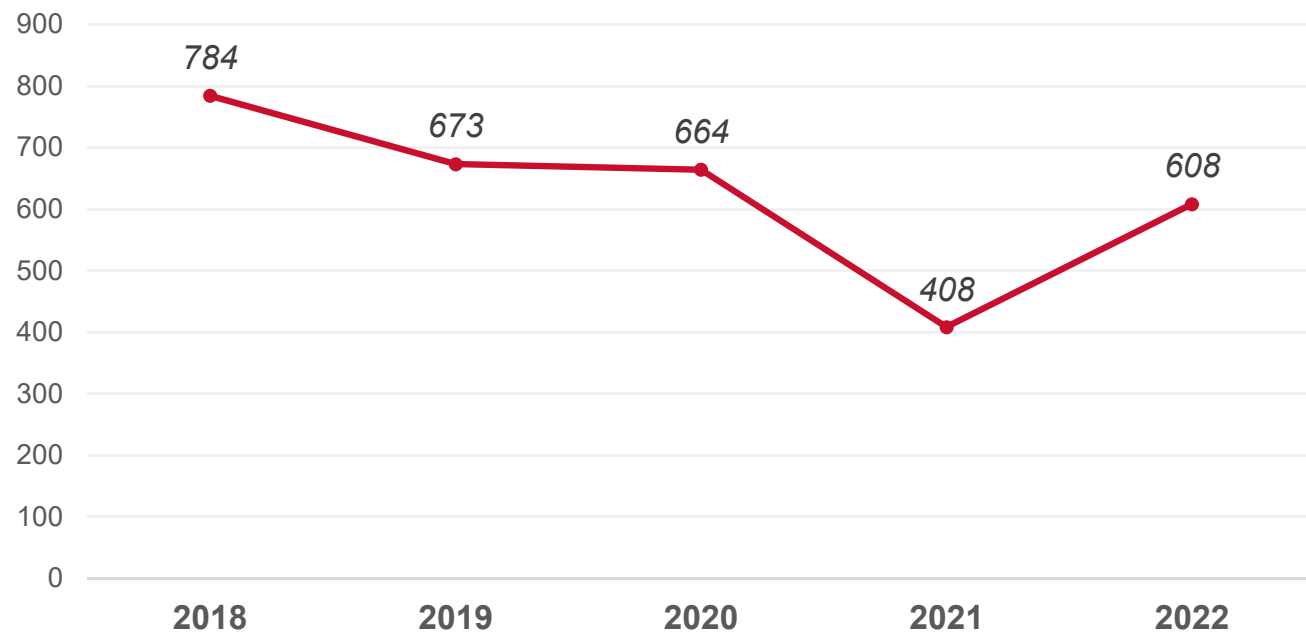
Presentation Notes, Page 3





University of Tennessee Southern

Total Freshman Applications





University of Tennessee Southern

Admission

-19.2%

Total 5-Year
Change

Yield

+7.4%

Total 5-Year
Change

Retention

+14.7%

Total 5-Year
Change

99.5%
2018

80.3%
2022

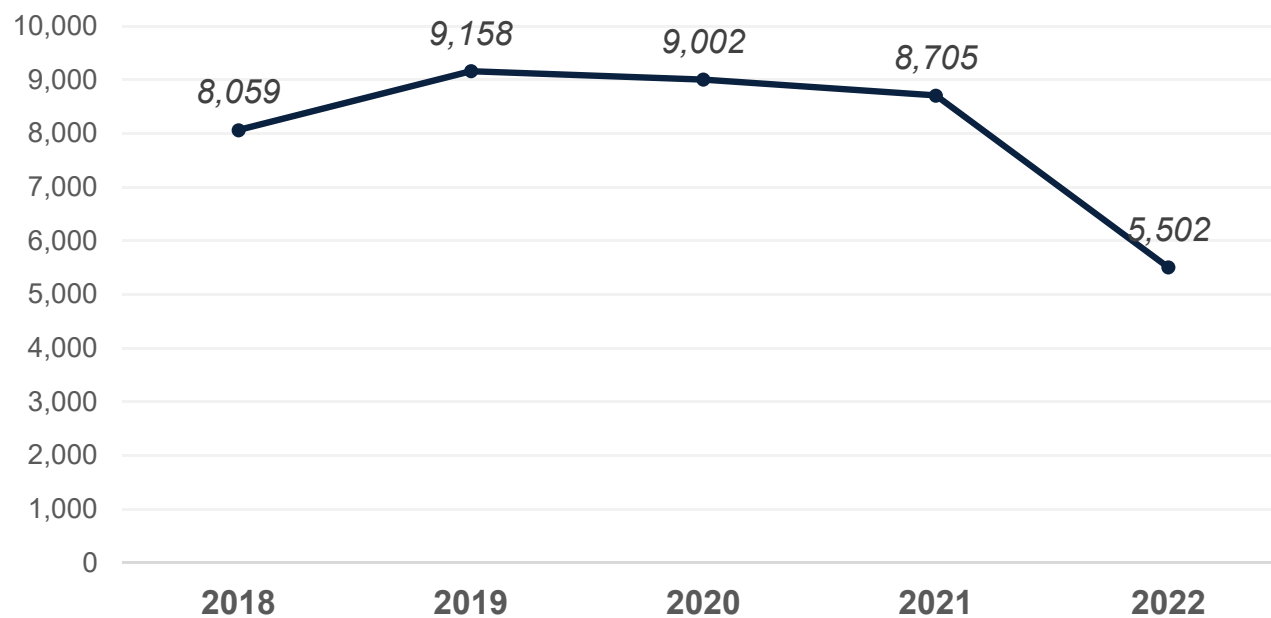
35.4%
2018

42.8%
2022

51.7%
2018

66.4%
2022

Presentation Notes, Page 4

*University of Tennessee at Martin***Total Freshman Applications**

University of Tennessee at Martin

Admission

+19.5%

Total 5-Year
Change

Yield

+2.1%

Total 5-Year
Change

Retention

-2.7%

Total 5-Year
Change

68.9%
2018

88.4%
2022

20.6%
2018

22.7%
2022

73.7%
2018

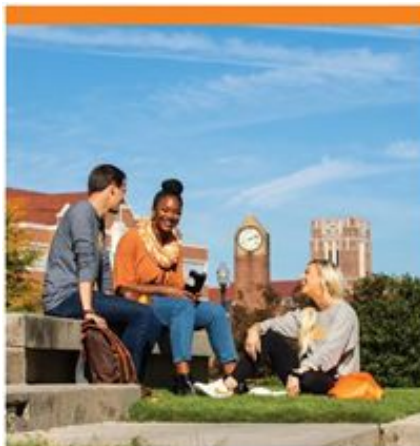
71.0%
2022

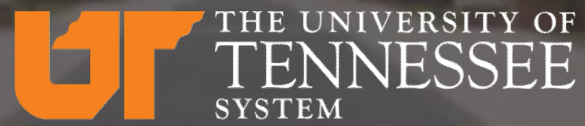
Presentation Notes, Page 5



HIGHLIGHTS

UT System Student Success





ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness



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New Unit Proposals

- College of Music
- Baker School of Public Policy and Public Affairs
- College of Emerging and Collaborative Studies



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



Process: How we got here

Chancellor called on campus to examine structures in May 2021 in alignment with new strategic vision.

➡ **Vision:** A world enriched by our **ideas**, improved through our **action**, and inspired by the **Volunteer spirit** of service and leadership

➡ **Core Question:** Are UT's structures what we need to accomplish the goals in our strategic vision?

15-month campus engagement

- Formed cross-campus taskforces
- Benchmarked ourselves against peers
- Held discussions with stakeholders and gathered input

Why are we proposing these units?

To serve our state and provide new opportunities for students



Music economy

National leader for music economy with roots, influence, opportunities across state



Service and leadership

Unique legacy as the Volunteer State for statesmanship, public service, leadership



Innovation hub

Leader in clean energy, home for world-changing research, top global companies

Transform



College of Music

- Leads development of programs to support rapidly changing **music economy** in state, around country
- **Raises the profile** of a dynamic, public-facing unit that engages directly with the public
- **First** College of Music at public university in the state
- Enhances opportunities for **private development and philanthropy**

Evolve



Baker School of Public Policy and Public Affairs

- Addresses critical need to **prepare future leaders** in government, public policy, and public service
- Becomes **first school of public policy** and public affairs at any public university in Tennessee
- Builds on the 20-year achievements of Baker Center and the **legacy of Howard Baker**

Create



College of Emerging and Collaborative Studies (CECS)

- Designs innovative programs to address **emerging workforce needs**
- Launches and grows **multidisciplinary** courses, programs, and degrees in **emerging areas**
- **Increases access** for students of all ages and backgrounds by providing customizable programs, face-to-face and online

Strategic Alignment

Provide educational opportunities to meet a variety of needs and circumstances

Make life and lives better

Strengthen community and culture

Create nimble, adaptable, and innovative structures

Embody the modern, R-1, land-grant university



Music

Innovative programs for music economy

Enrich the lives of audiences and performers across the state

Offer diverse educational and musical programming

Streamlined processes for faculty, curriculum

Support cultural, economic development



Baker School

Development of future leaders committed to public service

Research on pressing challenges in public life

Forum for productive public dialogue and deliberation

Collaboration across teaching, research, engagement initiatives

Impact for local communities, state and national government



CECS

Customized curriculum

Providing support for emerging workforce

Pathways for students of all backgrounds, ages, interests

Platform that overcomes organizational silos

Engagement with business, industry, community to meet their needs

Supports Drive to 55 with emphasis on student success, access, careers

Be One UT: bold and impactful, optimistic and visionary, nimble and innovative

College of Music

Leads development of programs to support rapidly changing music economy in state, around country

CURRICULUM

Current

- 21 undergraduate majors, 5 minors
- 15 graduate majors, 5 certificates

Under discussion

- BA: Music, Journalism, and Electronic Media
- BA: Music, Advertising, and Public Relations
- Joint AAS and BA (Music Business Administration concentration)
- Online programs
- Master of Fine Arts program
- Interdisciplinary Master and Doctor of Music programs

ORGANIZATION

- Led by dean
- Provides staffing for faculty, student services in stand-alone unit, similar to other institutions
- Comparable to professionally oriented College of Architecture and Design
- Unique in SEC by having a college designation and full focus on music

FINANCES

- Campus to invest \$2 million to launch college
- Tuition/fee revenue projected to increase from \$8.2 million to \$9.2 million over 5 years
- Has existing facilities
- Expect to see substantial growth in fundraising, potential to become named college

Baker School

Addresses critical need to prepare future leaders in public service at the local, state, and federal levels

CURRICULUM

Current

- Minor in Public Policy Analytics

Under discussion

- BSBA/Public Administration (move from Economics)
- Master's in Policy and Public Administration (move from Political Science)
- Dual JD-MPPA Law/Public Policy and Administration (move from Political Science)

ORGANIZATION

- Led by a dean reporting jointly to provost, chancellor
- Administrative roles for academic programs, finance, operations
- Houses Institute of American Civics. IAC executive director reports to dean, chancellor
- First school of public policy and public affairs at any public university in state to meet critical need for leaders

FINANCES

- Campus to invest \$2.1 million to launch school
- Tuition/fee revenue projected to increase from \$280,900 to \$2.3 million over five years
- Has existing facilities and administrative support
- Expected to energize strong donor base

College of Emerging and Collaborative Studies

Designs innovative programs to address emerging workforce needs

CURRICULUM

Initial

- Minors in data science, global development

Under discussion (undergraduate)

- Certificate in Sustainable Development
- Major in Data Science
- Minor and major in Sustainability
- Minor in Artificial Intelligence
- Minor in OneHealth
- Minor and major in Human-Computer Interaction

Under discussion (graduate)

- Certificate, master's in Data Science
- Certificate in Artificial Intelligence
- Certificate in Sustainability
- Certificate in STEM Education

ORGANIZATION

- Led by vice provost and dean, similar to graduate school
- Administrative roles for academic affairs, student experience, workforce development, operations, advising
- Academic home to non-tenure track faculty to develop, launch programs
- Hybrid between independent college, central office that serves other colleges
- Unique among aspirant, peers

FINANCES

- Campus to invest \$2.7 million to launch college
- Tuition/fee revenue projected to increase from \$123,700 to \$3.1 million over five years
- Has existing facilities
- Expected to draw interest for public-private partnership

We are proposing these units to:

Serve our state and provide new opportunities for students

Music economy

National leader for music economy with roots, influence, opportunities across state



College of Music

Service and leadership

Unique legacy as the Volunteer State for statesmanship, public service



Baker School of Public Policy and Public Affairs

Innovation hub

Leader in clean energy, home for world-changing research, top global companies



College of Emerging and Collaborative Studies (CECS)

Vision: A world enriched by our **ideas**, improved through our **action**, and inspired by the **Volunteer spirit** of service and leadership



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Proposed New Academic Unit: College of Music, UTK**

Type: Action

Presenter: John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The University of Tennessee, Knoxville (UTK) proposes the establishment of a new academic unit by elevating the School of Music, which currently resides in the College of Arts and Sciences, into an independent College of Music. If approved, the proposed College of Music would commence operations in July 2023.

The proposed administrative change from a school to a college would make UTK's programs more competitive with music programs in the region and throughout the country. Additionally, a separate College of Music will be able to move with greater agility to create innovative courses, curricula, and degree programs, which is anticipated to lead to increased enrollment and a more holistic and customized experience for students. This change will better recognize and represent the unique contributions of music faculty members and provide additional fundraising opportunities.

The current School of Music has expenses of approximately \$7.5 million and relies on the College of Arts and Sciences for all administrative support. To become a stand-alone college and provide faculty and student support on its own, expenses for the College of Music are expected to increase by approximately \$2 million. Institutional reallocations will support the new college and are expected to lessen in Year 4 as the proposed College of Music grows.

More detailed information is presented in the attached materials.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following resolution by the Board of Trustees.

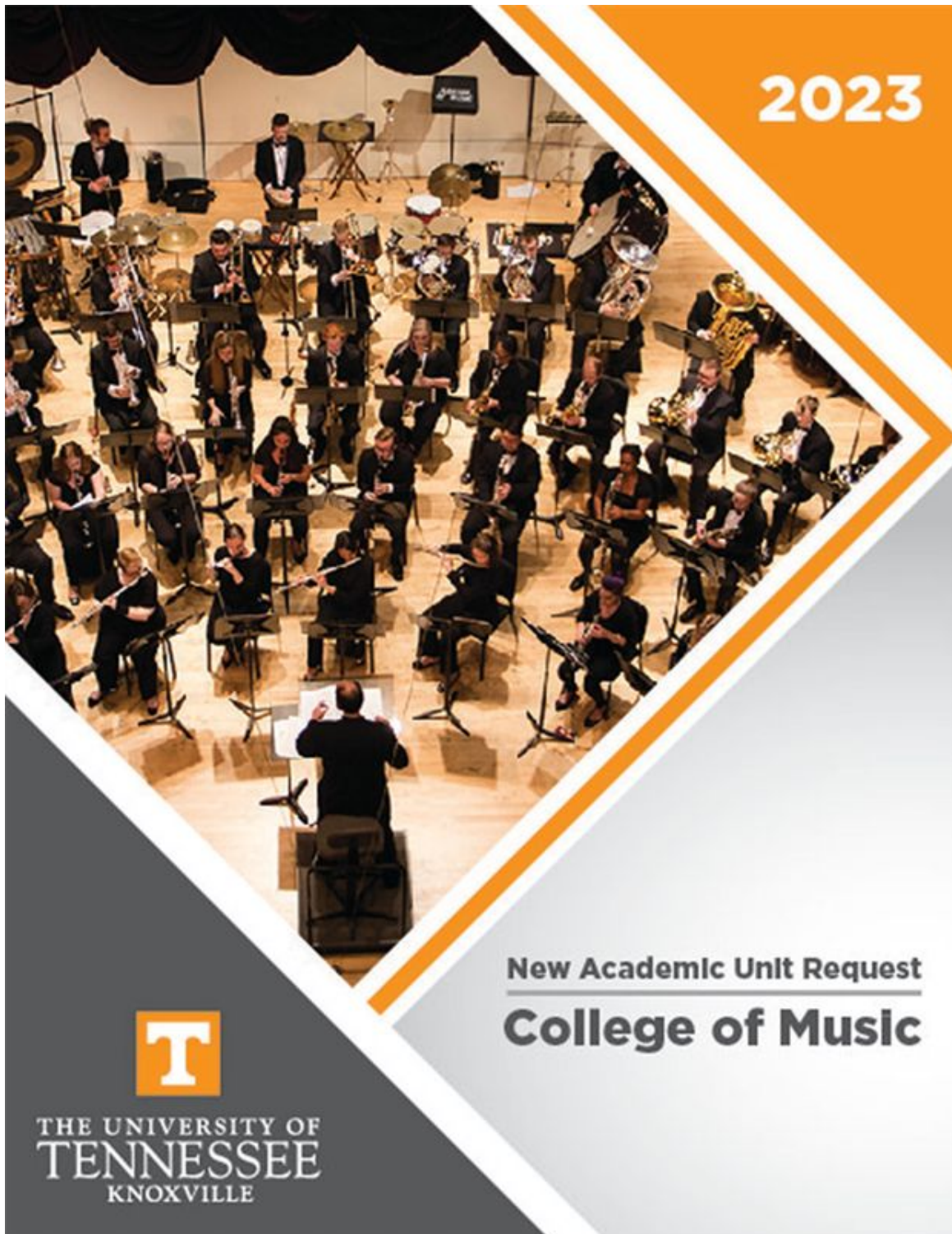


THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

- 1. The establishment of a new academic unit at the University of Tennessee, Knoxville, which shall be known as the "College of Music."**
- 2. The effective date shall be July 1, 2023, subject to receipt of all necessary state approvals).**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with establishing the new academic unit, and (ii) take such other actions as may be necessary and deemed appropriate to effectuate the establishment of the College of Music, as contemplated in the meeting materials.**



New Academic Unit Request

Institution:	The University of Tennessee, Knoxville
Type of Unit:	Converting a School into a College
Current Unit Name:	School of Music
Proposed Unit Name:	College of Music
Proposed UT Board Approval:	February 2023
Proposed THEC Approval:	March/April 2023
Proposed Implementation:	July 2023

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Documentation of Governing Board Approval

Campus Letter of Support



January 18, 2023

Randy Boyd, President
University of Tennessee System
505 Summer Place
UT Tower #1288
Knoxville, TN 37902

Dear President Boyd:

Please accept the attached proposal to convert the School of Music, currently in the College of Arts and Sciences at the University of Tennessee, Knoxville (UTK), into the College of Music. If approved, the proposed College of Music would commence operations in July 2023.

The College of Arts and Sciences is currently composed of four academic areas (humanities, natural sciences, social sciences, and visual and performing arts) and includes the College Scholars Program, interdisciplinary programs, and pre-professional programs. Visual and performing arts consists of the School of Music, along with the Theatre Department and the School of Art.

As a result of a 15-month campus-wide process, which examined our current academic structures, we have determined that the time has come for the University of Tennessee to have an independent College of Music. We arrived at this decision through extensive study undertaken by a working group of faculty and administrators, many public meetings exploring options for structural change, and individual consultation with faculty in units that might benefit from structural changes. At the end of the process, it became clear that there was significant support for and important reasons to create an independent College of Music.

Not only will such an independent college at our state flagship campus recognize the unique needs, contributions, and opportunities for music education, but it will also signal the importance of the music profession and industry in a state with a rich musical heritage and a vibrant musical economic sector. The School of Music is already well-known as the provider of outstanding musical education, stirring regular public performances, and the home of the Pride of the Southland Band. Once a College of Music is no longer part of an administrative unit structured for more traditional academic disciplines, it will have increased visibility, a more efficient path for

curricular innovation, and an organizational structure specifically designed for fulfilling its unique needs.

Such a college will provide multiple benefits to the university, students, and the state, which is known for its prominent role in the music industry. A stand-alone College of Music will:

- Attract faculty and students
- Enhance the unit's distinction and prestige
- Create efficiency in the development of academic programs responsive to rapidly changing needs in the music industry within the state and around the country
- Cultivate critical partnerships within and beyond the university
- Enhance development opportunities
- Enable budgetary efficiency
- Establish strategic priorities and oversee strategic investments

Removing the School of Music from the College of Arts and Sciences and establishing it as an independent collegiate unit will enable it to make additional innovations more quickly and effectively. It will stand as an equal partner with, for example, our College of Architecture and Design, another professionally oriented unit with unique instructional practices that has experienced substantial growth over the past decade. A College of Music will be able to move with greater agility to create innovative courses, curricula, and degree programs that will lead to increased enrollment and a more holistic and customized experience for students, better preparing them to make their mark in the community and beyond.

A College of Music will also better recognize and represent the unique contributions of music faculty. Policies and procedures, particularly regarding promotion, tenure, and retention of faculty, will be designed in light of their unique instructional, creative, and service contributions. Each music professor's creative and intellectual output is unique, from creating music via recordings and performances, writing articles and books about music, and providing the interdisciplinary connections that bind music to other disciplines, such as business and communications. Promotion and tenure processes can be complex when comparing the output of a performer to that of a research-based academic, both of which are featured prominently in the School of Music. A stand-alone College of Music will better align policies and procedures with faculty's needs and contributions, creating a more appropriate structure for these unique practices. As the chief academic officer, I firmly believe my role would better serve music faculty and students if they were represented by a dean with a direct reporting line to the CAO as the leader of a designated college. In our conversations with music faculty, they viewed direct representation to the chief academic officer among the most desirable benefits of becoming a College of Music.

To become a stand-alone college and provide administrative support on its own, expenses for the College of Music are expected to increase by approximately \$2 million. Tuition and fee revenue is projected conservatively with a 3% increase in credit hours in year 3 and a 5% increase in year 5. Revenue could increase at a higher rate, and the new college could see substantial growth in fundraising.

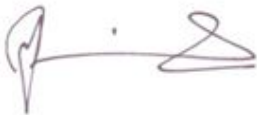
Over the past fifteen months, faculty and administrators have engaged in extensive conversations on the academic structures of the university. These conversations resulted in the recommendation to convert the School of Music to an independent college. This recommendation to establish the

College of Music at UTK was reviewed and approved by the appropriate department, college, and campus bodies and has the full support of campus administration.

I respectfully request your approval of this proposal and transmission to the Tennessee Higher Education Commission for consideration. Please contact me should you have questions or need additional information.

Sincerely,

John Zomchick



Provost and Senior Vice Chancellor
University of Tennessee, Knoxville

CC: Donde Plowman
Bernie Savarese
Jeff Pappas
Karen Etzkorn

Office of the Provost and Senior Vice Chancellor
527 Andy Holt Tower, Knoxville, TN 37996-0152
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Rationale for Proposed Academic Unit

Summary of Proposed Change

The State of Tennessee encompasses a rich history of bluegrass, Appalachian, and country music traditions in East Tennessee; rhythm and blues in Memphis; country and rock music in Nashville's Music Row; Grammy-winning classical music ensembles; and internationally known music festivals that draw tourists, artists, industry from across the globe, generating significant economic impact for the state. The University of Tennessee, Knoxville's, School of Music prepares students to enter these fields and is recognized as the provider of outstanding musical education, dynamic regular public performances, and the home of the Pride of the Southland Band.

The School of Music is housed deep within the College of Arts and Sciences. Separating the School of Music from the College of Arts and Sciences and establishing it as an independent college provides multiple advantages. It will distinguish this academic unit within the public flagship university of a state with a rich musical heritage and robust music industry. It will enable it to make additional innovations more quickly and effectively. It will be an equal partner with other professionally oriented units, such as UTK's College of Architecture and Design.

A College of Music will be able to move with greater agility to create innovative courses, curricula, and degree programs that will lead to increased enrollment and a more holistic and customized experience for students. An independent College will align UTK with other prestigious, free-standing units at leading universities, including Florida State, South Carolina, LSU, Northwestern, Michigan State, UCLA, and Oregon. Although some of these institutions have labeled music units as “schools” rather than colleges, all of them are independent units with a dean reporting directly to the chief academic officer of the institution. In structures, such as the current organization at UTK where a school of music is part of a college, the school typically has a director who reports to a dean. The structure limits direct connection to the chief academic officer. A College of Music at UTK with a dean, similar to the institutions noted above and to the professionally oriented College of Architecture and Design, will have streamlined and effective advocacy through direct representation to the chief academic officer, benefiting students and faculty and increasing efficiency of decision-making. In the 15-month campus-wide discussions on academic structures, direct representation to the chief academic officer was among the music faculty's most desirable benefits of becoming a College of Music.

At UTK, structuring the music unit as a college will clearly delineate it as a free-standing unit. It will attract donors. It will add distinction to the programs. It will attract faculty and students. A College of Music will better recognize and represent the unique contributions of music faculty. Policies and procedures, particularly regarding promotion, tenure, and retention of faculty, will be designed in light of their unique instructional, creative, and service contributions. Promotion and tenure processes can be complex when comparing the output of a performer to that of a research-based academic, both of which are featured prominently in the School of Music. A stand-alone College of Music will better align policies and procedures with faculty's needs and contributions, creating a more appropriate structure for these unique practices.

Goals of the Institution and College

An independent and agile College of Music can better contribute to the University's strategic vision of "a world enriched by our ideas, improved through action, and inspired by the Volunteer spirit of service and leadership."

UT's strategic vision includes five goals:

- Cultivating the Volunteer Experience
- Conducting research that makes life and lives better
- Ensuring a culture where Vol is a Verb
- Making ourselves nimble and adaptable
- Embodying the modern R1, Land-Grant University

The goals of the proposed unit align with the university's strategy, creating opportunities for growth in traditional and new areas of practice and study, holistic and customized experiences for students, more efficient and tailored processes for faculty review and promotion, and potential partnerships within the university and in the community. In concert with the Tennessee Higher Education Master Plan for Higher Education, the establishment of the College of Music will, through its enhanced marketing and outreach efforts, increase enrollments and contribute to Tennessee's Drive to 55 efforts to ensure more Tennesseans earn a postsecondary credential. In addition, graduates will be able to enter the workforce fully prepared to contribute to the state's economic and cultural growth.

Overview and Goals of the Proposed Unit

A College of Music facilitates UT's vision and goals. Becoming a distinct academic unit immediately enhances areas of marketing, visibility, and efficiency. A College of Music will also be a more focused presentation platform in fundraising and development discussions. Premier university music programs in the country are marked by their independent structures, such as Florida State, South Carolina, LSU, Northwestern, Michigan State, UCLA, and Oregon. Each unit is an independent, college-level structure led by a dean reporting to the chief academic officer. In addition, the "college" designation has power of recognition. The brand of a College of Music gives UTK a more distinct marketing platform and creates new opportunities to move into the upper echelon of music programs nationally and internationally. Increased visibility also affords a tremendous opportunity for development through more prominent name recognition. Already a leader in development, the College of Music would be better positioned to engage with donors and with the tremendous music and entertainment connections afforded by the State of Tennessee. Finally, and perhaps most importantly, a College of Music will enable disciplined budgetary efficiency as the unit will control priorities, oversee strategic investments, and cultivate critical partnerships within and beyond the university.

Policies and procedures within a College of Music, particularly regarding promotion, tenure, and retention of faculty, will also better recognize and represent the contributions of music faculty. Each music professor's creative and intellectual output is unique, from creating music via

recordings and performances to writing articles and books about music to the interdisciplinary connections that bind music to other colleges, such as the Haslam College of Business and the College of Communication and Information. An independent structure allows one to manage this wide variety of artistic and intellectual output more effectively. Promotion and tenure processes can be complex when comparing the production of a performer to that of a research-based academic, both of which are prominently featured within the proposed College's diverse faculty. Traditional academic questions, such as "What counts as a book?" can become cumbersome when addressing more performance-based intellectual output. The efficiency afforded by an independent unit better streamlines the ability to discern and uphold standards warranted by an artistically and intellectually diverse, top-tier College of Music.

An independent college will be better able to develop new and innovative courses, curricula, and degree programs, leading to increased enrollments and revenue for the university and broader and customizable learning experiences for students. Unique curricular offerings will draw students and faculty alike and enhance the college's contribution to the cultural and economic development of the state as new students and faculty work and serve in the community and beyond. Within the College of Arts & Sciences, the School of Music is already regarded as a leader in curricular innovation. A specific example is a forthcoming articulation agreement that will draw students from Pellissippi State Community College's highly regarded Associate of Applied Science program in Audio Production Engineering. The School of Music recognized the strength and growth trajectory of this program. It began working with administrators at Pellissippi to build a path that combines technical skills with the well-established strengths of music and business at UTK. When completed in 2023, the joint AAS and BA (Music Business Administration concentration) path aims to be a powerhouse program in the country. Partnerships such as this across the UTK colleges and with other vital state programs will have a direct economic influence as these students begin working in the state's music industry. Standing on its own, a College of Music will have a more direct pathway to creating other innovative degree programs and offerings and will enhance artistic and research output throughout the state.

Inventory of Academic Program Offerings

The School of Music houses 21 undergraduate and 15 graduate majors, 5 undergraduate minors, and 5 graduate certificate programs. All 46 academic programs detailed in the list below would be transferred to and housed within the College of Music.

Several academic programs that would be transferred to the College of Music have been created with a modern approach to curricular design or have undergone extensive revisions in recent years. The wide variety of undergraduate minors and certificate programs housed in the School of Music allows for the efficient layering of diverse and creative combinations of majors and minors. Existing and forthcoming Bachelor of Arts degrees are inherently flexible and lend themselves to individualizing programs to students' interests. Bachelor of Music Performance degrees have also been redesigned to allow for a heavily individualized course of study. Bachelor of Music Performance degrees now provide a structure unique to UTK. As with many existing degrees, there is a renewed ability to use innovative academic offerings as a recruitment and marketing tool.

In addition to academic programs that would be transferred to the College of Music, there are several emerging academic offerings in various stages of development. Work is nearly complete on two interdisciplinary Bachelor of Arts degrees with the College of Communication and Information. The BA: Music, Journalism, and Electronic Media and BA: Music, Advertising, and Public Relations degrees are in the final stages of consideration by the School of Music Curriculum and Academic Policy Committee. As described above, an articulation agreement between Pellissippi State Community College and UT is nearing completion.

The School of Music faculty are engaging in early discussions regarding adding individual academic course offerings that would involve partnership with the Departments of Theatre and Psychology. These discussions lead toward courses focused on musical theatre, lighting and production, concert production, costume design, and performance anxiety management. The School of Music is also well-positioned to expand online offerings in academic disciplines. Academic programs in more nascent stages of development include a Master of Fine Arts program and Interdisciplinary Master and Doctor of Music programs.

It is apparent to the administration and faculty of the School of Music that future music careers will be available to those students who have fostered diverse, marketable skills and have experienced high-level interdisciplinary training. In a College of Music, creating interdisciplinary degrees and academic courses, such as those held with the Haslam College of Business and anticipated with the College of Communication and Information, would be significantly more efficient. This improved efficiency will enable the college to adapt more readily to changing workforce needs and support our faculty in educating students to adapt to the rapidly changing needs of the field.

Undergraduate Studies Curriculum

Academic Majors - Undergraduate Music, Bachelor of Arts Concentrations:

1. Applied Music
2. Music & Culture
3. Music Business Administration

Academic Majors - Undergraduate Music, Bachelor of Music Concentrations:

1. Brass Instruments
2. Music Education: String Jazz Emphasis
3. Music Education: Woodwind/Brass/Percussion Jazz Emphasis
4. Music Education: String Emphasis
5. Music Education: Vocal-General/Keyboard Emphasis
6. Music Education: Vocal-General/Vocal Emphasis
7. Music Education: Woodwind/Brass/Percussion Emphasis
8. Organ
9. Piano
10. Piano Pedagogy
11. Sacred Music - Organ Track
12. Sacred Music - Piano Track
13. Sacred Music - Voice Track
14. Strings
15. Studio Music & Jazz
16. Theory/Composition
17. Voice
18. Woodwind and Percussion Instruments

Academic Minors - Undergraduate

1. Applied Music
2. Music and Culture
3. Music Business
4. Music Composition
5. Music Theory

Graduate Studies CurriculumAcademic Majors – Master of Music Concentrations

1. Choral Conducting
2. Collaborative Piano
3. Composition
4. Instrumental Conducting
5. Jazz
6. Music Education
7. Music Theory
8. Musicology
9. Performance - Organ
10. Performance - Piano
11. Performance - Strings
12. Performance - Winds
13. Performance - Voice
14. Piano Pedagogy
15. Vocal Pedagogy

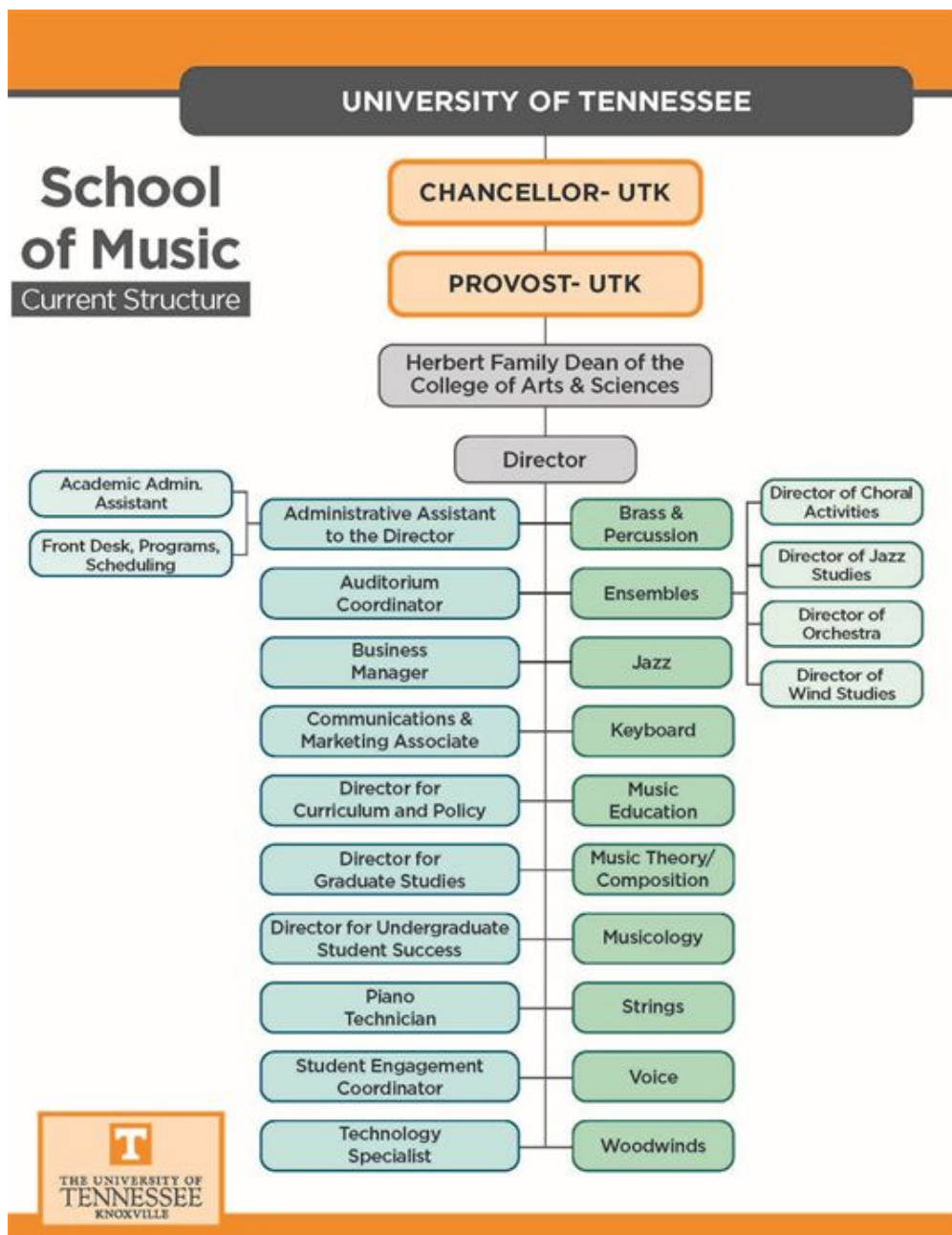
Certificate Programs

1. Artist Certificate in String Performance
2. Artist Certificate in Woodwind Performance
3. Artist Certificate in Keyboard Performance
4. Artist Certificate in Percussion Performance
5. Music Theory Pedagogy

Organizational Structure

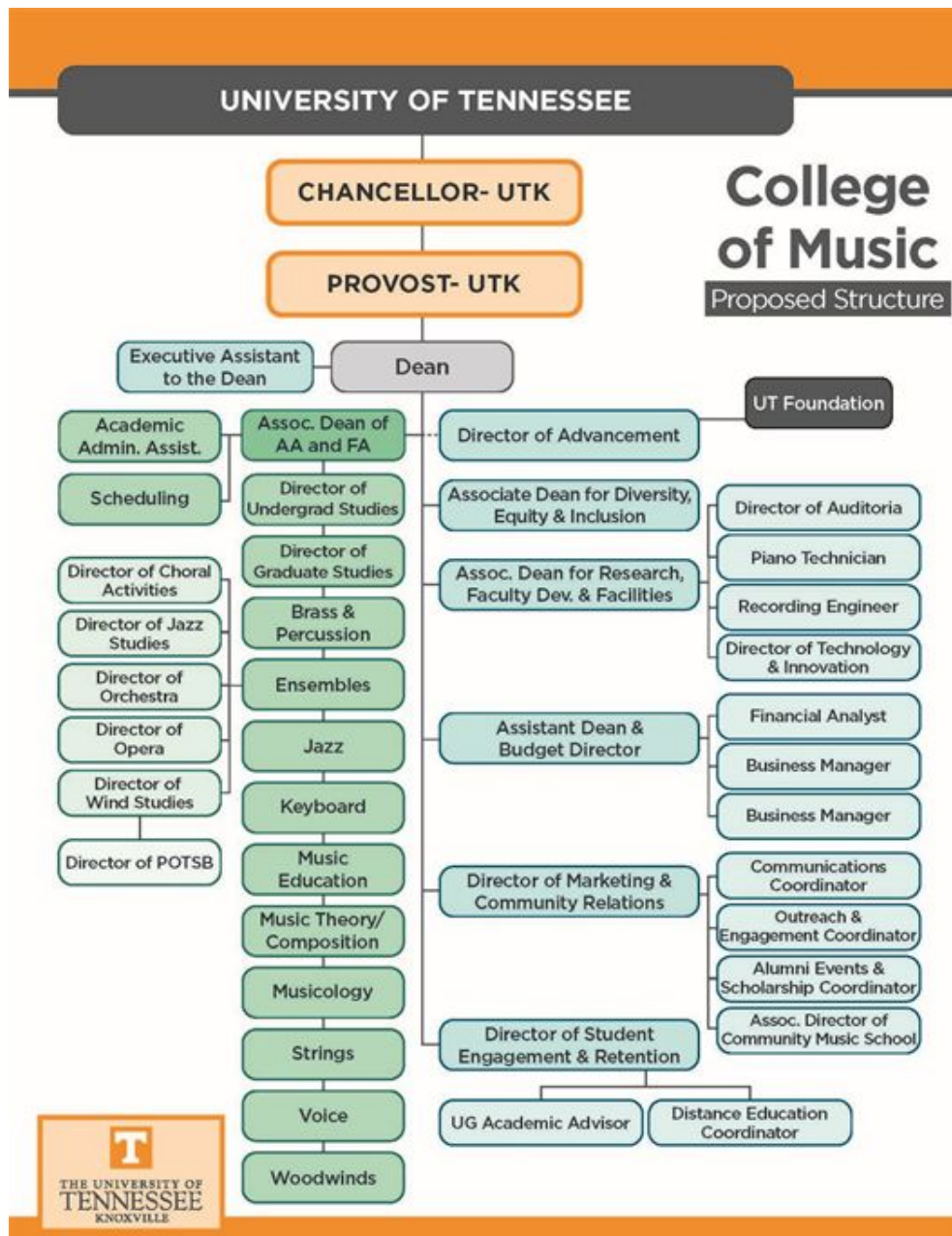
Current Organizational Chart

The current School of Music is led by a director and is part of the College of Arts and Sciences. Administrative staff support functions such as business management, coordination of the auditorium, curriculum and policy, and student success are shared among the College of Arts and Sciences programs.



Proposed (New) Organizational Chart

The proposed College of Music will be led by a dean and includes more robust staffing to meet the college's and university's goals. The staffing structure is similar to stand-alone music colleges or schools, including Florida State, South Carolina, LSU, Northwestern, Michigan State, UCLA, and Oregon (see appendix A). Support areas include those within the current school with additional emphasis on college finances and operations, development, outreach, recruitment, diversity and inclusion, research, advising, student engagement, and retention.



Cost-Benefit Analysis of the Proposed Academic Unit

The current School of Music has expenses of approximately \$7.5 million and relies on the College of Arts and Sciences for all administrative support. To become a stand-alone college and provide faculty and student support on its own, expenses for the College of Music are expected to increase by approximately \$2 million. Tuition and fee revenue is projected conservatively with a 3% increase in credit hours in year 3 and a 5% increase in year 5. Revenue could increase at a higher rate, and the new college is expected to see substantial growth in fundraising, including the potential to become a named college. Institutional reallocations will support the new college and are expected to lessen in Year 4 as the proposed College of Music grows.

Most increased expenses are to provide the staffing necessary for faculty and student services in a stand-alone unit. Administration and support costs are expected to increase through Year 3 as college services are established and then stabilize. The proposed staffing model was determined after conversations with the Provost's Office and evaluating the administrative and unique needs of the new College of Music compared with current structures of similar colleges at UTK and other national Colleges of Music. New roles include:

- Dean, a position that will be elevated from the existing director role in the School of Music;
- Associate Dean for Academic and Faculty Affairs, to support academic and faculty personnel needs;
- Associate Dean for Research, Faculty Development and Facilities, to support faculty in providing value through research and creative activity portfolios and overseeing the use of our facilities for classes, rehearsals, performances (over 200 per year) and other benefits of the Natalie L. Haslam Music Center;
- Associate Dean for Diversity, Equity, and Inclusion (DEI), to focus on DEI initiatives and programming and chair the College of Music's Diversity Equity and Inclusion Committee; and
- Assistant Dean/Budget Director, to assist the Dean with all aspects of budget management.

In some cases, current faculty will fill the new roles. When positions are less than full-time, funds are required to backfill their teaching loads. Additional administrative and support functions are planned to support student engagement and retention, advising, fundraising, marketing, technology, and innovation. Hiring will occur in phases.

Faculty positions are expected to grow as new programs and partnerships are developed. Investment in operational funds is expected to be minimal because the stand-alone unit will have operating costs similar to the current college-affiliated school. For example, offices, IT support, and performance spaces are already included in existing operations.

Projected recurring expenses also include travel for staff and faculty for performances, outreach, and professional development; printing costs for event publicity and technology/communication infrastructure and supplies; equipment costs such as purchases and equipment repair; and other costs such as employment of student assistants to help in the office and music venues, memberships/subscriptions, and support for development (offset by the ROI on gifts and grants).

University leadership projects multiple benefits of a stand-alone College of Music.

- The stand-alone college will have increased brand recognition, visibility, and prestige. In the SEC, only the University of South Carolina School of Music, the LSU College of Music and Dramatic Arts, and the Vanderbilt Blair School of Music have stand-alone units that name music as part of their title. UTK would become the only institution with a stand-alone college devoted only to music as a College of Music. The clear designation will increase brand recognition and drastically aid in recruitment.
- Having a stand-alone College of Music provides new development and fundraising opportunities, including the potential to become a named college. The college-affiliated School of Music has a strong donor base, having raised \$31.3 million since fiscal year 2013. Becoming a stand-alone College of Music is expected to substantially increase donor support among established supporters and with new donors.
- Enrollment is expected to increase as the college develops new programs, including cross-disciplinary programs and partnerships. A redesigned curriculum focused on the college's disciplines will give students more flexibility in their majors, enhancing the ability to recruit students.

Appendix B includes financial projections for the proposed unit over the next five years.

Existing and Anticipated Facilities for Proposed Academic Unit

The proposed College of Music will be housed in the state-of-the-art Natalie L. Haslam Music Center. The college will also continue to use Cox Auditorium in the Alumni Memorial Building, as needed, for larger events and current spaces in and around the Alumni Memorial Building for the opera rehearsal room and other supporting needs for the opera program. No additional facilities are required.

Appendix A: Leadership structures at stand-alone colleges/schools of music

Note: Although some institutions labeled music units as schools rather than colleges, all of them are independent units reporting directly to the chief academic officer of the institution. A College of Music at UTK with a dean, similar to the peers below and to the professionally oriented College of Architecture and Design, will have streamlined and effective advocacy through direct representation to the chief academic officer, benefiting students and faculty and increasing efficiency of decision-making. In the 15-month campus-wide discussions on academic structures, direct representation to the chief academic officer was among the music faculty's most desirable benefits of becoming a College of Music.

Florida State University College of Music	University of South Carolina School of Music	Louisiana State University College of Music and Dramatic Arts	Northwestern Bienen School of Music
Associate Dean for Operations	Assistant Dean / Enrollment Management	Associate Dean Diversity, Equity, and Inclusion	Associate Dean for Administration, Finance, and Planning
Associate Dean for Outreach and Engagement	Associate Dean of Diversity, Equity, and Inclusion	Associate Dean Graduate Studies	Assistant Dean for Administration, Finance, and Planning
Interim Associate Dean for Academic Studies and Director of Graduate Studies	Associate Dean / Director, Graduate Studies	Associate Dean Research, Creative Practice, and Community Engagement	Assistant Dean for Student Affairs
Assistant Dean of Development	Assistant Dean / Finance	Assistant Dean Student Success	Assistant Dean for Admissions, Financial Aid, and Graduate Services
Development Officer	Associate Dean / Director of Undergraduate Studies	Director of Operations Events Manager	Director of Development
Accounting Specialist	Assistant Dean for Advancement	Director of Development	Director of Concert Management
Assistant Dean of Undergraduate Studies	Associate Dean of Administration	Director of Development, LSU Foundation	Director of Music Performance Graduate Studies
Enrollment Associate	Assistant Director of Development	Student Services Data Coordinator	Director of Graduate Music Studies
Director of Special Programs	Assistant Director, Music Admissions	Director of Operations	

Assistant Dean of Admissions and Recruitment	Director of Alumni & Donor Engagement	Audio Engineer	
Director of Information Technology	Director of Information Technology		

Continued

Michigan State University College of Music	UCLA Herb Alpert School of Music	University of Oregon School of Music and Dance
Special Assistant to the Dean and Director of the Office of Diversity and Inclusion	Academic Associate Dean	Associate Dean of Finance and Operations
Special Assistant to the Dean for Strategic Initiatives	Special Assistant to the Inaugural Dean for Faculty Development and Gender Equity	Associate Dean of Graduate Studies
Associate Dean for Operations and Strategic Initiatives	Special Assistant to the Inaugural Dean for curricular reform	Associate Dean for Undergraduate Studies
Associate Dean for Undergraduate Studies and Operations	Associate Dean for Equity, Diversity & Inclusion	Assistant Dean for Admissions and Enrollment Management
Director of Undergraduate Student Affairs	Assistant Dean	Interim Director of Facilities Services
Senior Associate Dean for Graduate Studies and Research	Director of Academic Personnel	Director of Strategic Communications and Marketing
Director of Admissions	Director of Music Technology and Production, Director of the Recording Studios	
Assistant Director of Admissions	Director of Strategic Communications and Marketing	
Senior Director - Advancement	Executive Director of Development	
Associate Director - Advancement		
Assistant Director - Advancement		
Director of Special Events		
Special assistant to the dean for strategic initiatives		
Arts education and Career Development Coordinator		
Facilities Coordinator		
Operations Manager		
Finance/HR Coordinator		
Director of Finance		

Appendix B: THEC Financial Projections

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
University of Tennessee, Knoxville
College of Music**

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$-	\$-	\$-	\$-	\$-
Equipment	\$50,000	\$50,000	\$20,000	\$20,000	\$20,000
Library	\$-	\$-	\$-	\$-	\$-
Consultants	\$-	\$-	\$-	\$-	\$-
Travel	\$20,000	\$40,000	\$40,000	\$40,000	\$20,000
Other	\$-	\$80,000	\$80,000	\$80,000	\$-
Sub-Total One-time	\$70,000	\$170,000	\$140,000	\$140,000	\$40,000
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$973,754	\$1,096,754	\$1,312,754	\$1,338,754	\$1,364,754
Benefits	331,076	372,896	446,336	455,176	464,016
Sub-Total Administration	\$1,304,831	\$1,469,651	\$1,759,091	\$1,793,931	\$1,828,771
Faculty					
Salary	\$4,350,227	\$4,380,227	\$4,464,227	\$4,518,227	\$4,572,227
Benefits	1,479,077	1,489,277	1,517,837	1,536,197	1,554,557
Sub-Total Faculty	\$5,829,305	\$5,869,505	\$5,982,065	\$6,054,425	\$6,126,785
Support Staff					
Salary	\$1,129,609	\$1,139,609	\$1,262,609	\$1,285,609	\$1,308,609
Benefits	230,249	233,649	275,469	283,289	291,109
Sub-Total Support Staff	\$1,359,858	\$1,373,258	\$1,538,078	\$1,568,898	\$1,599,718
Operating					
Travel	\$32,802	\$32,802	\$32,802	\$32,802	\$32,802
Printing	\$45,224	\$45,224	\$45,224	\$45,224	\$45,224
Equipment	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Other	\$850,865	\$858,865	\$862,865	\$866,865	\$872,865
Sub-Total Operating	\$940,891	\$948,891	\$952,891	\$956,891	\$962,891
Total Recurring	\$9,434,884	\$9,661,304	\$10,232,124	\$10,374,144	\$10,518,164
TOTAL EXPENDITURES (A + B)	\$9,504,884	\$9,831,304	\$10,372,124	\$10,514,144	\$10,558,164

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	8,224,831	8,306,683	8,554,695	8,810,147	9,248,673
Institutional Reallocations ²	818,389	1,062,957	1,355,765	1,242,333	847,827
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	461,664	461,664	461,664	461,664	461,664
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$9,504,884	\$9,831,304	\$10,372,124	\$10,514,144	\$10,558,164

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 applicable earmarked program fees.

Tuition and fees will be collected in year one at current enrollment, projected 3% credit hour increase in year 3 and 5% in year 5 for new programs.

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

Institutional reallocations will come from central reserves.

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

NA

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

In addition to expected revenue, the school currently holds \$11.75M in Endowments and \$705K in gift dollars to continue supporting the new college and report to UT Foundation.

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

NA



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Proposed New Academic Unit: Howard H. Baker Jr. School of Public Policy and Public Affairs, UTK**

Type: Action

Presenter: John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The University of Tennessee, Knoxville (UTK) proposes the establishment of a new academic unit to be known as the Howard H. Baker Jr. School of Public Policy and Public Affairs (the “Baker School”), effective July 2023. The Baker School will be created by leveraging the existing activities and resources of Howard H. Baker Jr. Center for Public Policy (the “Baker Center”). Over its twenty years of operations, the Baker Center has built high-quality, unique, and interdisciplinary initiatives in research, teaching, and public engagement focused on providing critical insights on domestic and international challenges.

The Baker School will have brand recognition, visibility, and prestige as the first and only school of public policy and public affairs at any public university in Tennessee. Establishing the Baker School will also move the University closer to its peer and aspirational institutions, many of which already have such units. UTK plans to move its current bachelor’s and master’s degree programs in Public Policy and Public Administration to the Baker School.

The current budget for the Baker Center is \$2.1 million. It is anticipated that the creation of the school will require an additional \$2.1 million in institutional investment. UTK is committed to dedicating the resources necessary to ensuring the Baker School’s success. Enrollment and tuition are expected to increase significantly over the next five years. The benefits of the new school, for students and for the state, are expected to be substantial.

More detailed information is presented in the attached materials.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

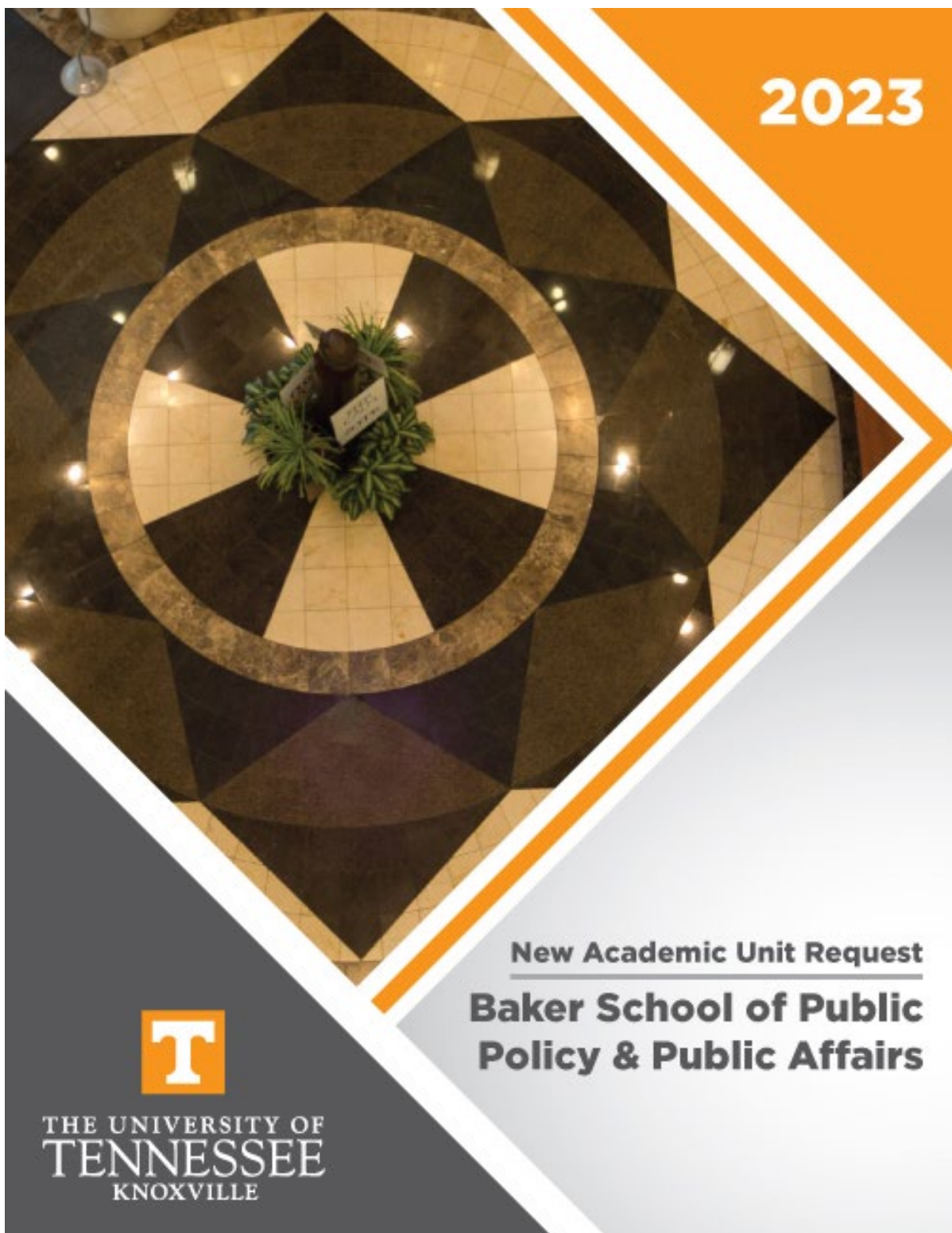
Committee Action

The Committee Chair will call for a motion to recommend adoption of the following resolution by the Board of Trustees.

Resolved:

The Board of Trustees hereby approves the following:

- 1. The establishment of a new academic unit at the University of Tennessee, Knoxville, which shall be known as the "Howard H. Baker Jr. School of Public Policy and Public Affairs."**
- 2. The effective date shall be July 1, 2023, subject to receipt of all necessary state approvals.**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with establishing the new academic unit, and (ii) take such other actions as may be necessary and deemed appropriate to effectuate the establishment of the Howard H. Baker Jr. School of Public Policy and Public Affairs, as contemplated in the meeting materials.**



New Academic Unit Request

Institution: The University of Tennessee, Knoxville
Type of Unit: School
Proposed Unit Name: Howard H. Baker Jr. School of Public Policy and Public Affairs
Proposed UT Board Approval: February 2023
Proposed THEC Approval: March/April 2023
Proposed Implementation: July 2023

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Documentation of Governing Board Approval

Campus Letter of Support



January 18, 2023

Randy Boyd, President
University of Tennessee System
505 Summer Place
UT Tower #1288
Knoxville, TN 37902

Dear President Boyd:

Please accept the attached application for the establishment of a new academic unit, *The Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School)* at the University of Tennessee, Knoxville. The proposed unit will be a key part of achieving the University's land-grant mission and its vision of "a world enriched by our ideas, improved through action, and inspired by the Volunteer spirit of service and leadership." Once established, the Baker School will be the first and only school of public policy and public affairs at any public university in Tennessee. Building on the remarkable legacy of Howard Baker and Volunteer leadership, the Baker School will:

- Expand the University's existing capacity to produce the next generation of public servants and civic leaders,
- Enhance research on the state's most pressing challenges, and
- Engage with all stakeholders to deliberate on and find solutions to issues of public concern

The University's leadership projects multiple benefits of the proposed school. The Baker School will:

- Create opportunities for students to explore careers in public service by creating and supporting enriched curricular and co-curricular programming, including related minors and majors,

- Increase the recruitment, retention, and placement of students in high profile positions of public service and private sector leadership,
- Attract donors interested in investing in high-quality public service and leadership, and
- Become a nationally known School for the training of public servants and non-profit leadership, thereby raising the recognition and prestige of the entire University.

The Baker School will be created by leveraging the existing activities and resources of *Howard Baker, Jr. Center for Public Policy (Baker Center)*. Over its 20 years of operations, the Center has built high-quality, unique, and interdisciplinary initiatives in research, teaching, and public engagement focused on providing critical insights on domestic and international challenges. The Center's current work is motivated by a vision of sound policy, thoughtful leadership, and informed citizens—an ideal foundation for the proposed school.

Indeed, the idea of the Baker Center becoming a school has been discussed since even before its creation in 2003. A 1998 memo from University of Tennessee President Joseph E. Johnson notes the intention of establishing the “Baker School of Government.” Multiple working groups and task forces since have also recommended the conversion of the Center into a school. In 2009, a task force led by Dr. Bill Fox and Dr. John Scheb issued a report stating, “We find that the Baker Center is a tremendous asset for the University, the community, and the state, but the Center has only begun to move toward meeting its potential.” The 2009 task force recommended the following:

- A more focused mission
- Better integration into the academic life of the University
- An active research program aimed at generating external funds
- Greater participation in the University's teaching mission
- Public programs that are better focused and higher profile
- A more streamlined administrative structure
- Greater emphasis on the development of private giving

Over the last decade, the Baker Center has been following up on these recommendations by shifting its focus from serving as a museum, archives, and event space, into operating as a public policy think-tank. The Baker Center has refocused its mission to serve the needs of Tennesseans and the nation by generating critical scholarship on challenges of public importance — on topics as wide-ranging as educational investments in Appalachian coal communities and solar markets, to maritime piracy and rebel group conflict, to substance use disorder and rural health disparities. The Center has an active research program, with over \$7 million awarded in the last 10 years in grants from a variety of private sponsors and state and federal agencies.

In 2017, the Center established a high-quality minor in public policy analytics and has offered an increasing portfolio of curricular and co-curricular programming for students as part of a growing teaching mission. Its public programs are increasingly garnering national attention, with the recent “You Might Be Right” podcast, featuring former governors Phil Bredesen and Bill Haslam as hosts, being a prime example. The state has recently recognized the capacity importance of the Baker Center's mission by choosing it as the location of the new *Institute of American Civics*. Due to increased University investment, the Baker Center is currently focusing on building an

administrative structure and development plan that can support its future growth. Now is the moment to take the next step by adding degree programs and faculty to realize its full potential — as a school of public policy and public affairs.

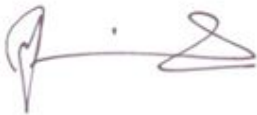
The transformation of the Center's existing assets, expertise, and investments into a Baker School is a natural next step in its evolution. Now is a fitting time to realize the initial and subsequent recommendations that it become a fully integrated academic unit. Indeed, the opportunity to immediately leverage existing resources to create a new, high-impact, academic unit is a remarkable and rare opportunity. Establishing the Baker School will also move the University closer to its peer and aspirational institutions, many of which already have such units. While some additional investments will be necessary to ensure that the Baker School is positioned for success, the University is capable of and committed to dedicating those resources to ensure the Baker School's success. The current University budget for the Baker Center is \$2.1 million. Establishment of the school will require an additional \$2.1 million in institutional investment. Enrollment and tuition are expected to increase significantly over the next five years. The benefits of the new school, for the student and for the state, are expected to be substantial.

This new unit has been reviewed and approved by the appropriate bodies on the University of Tennessee, Knoxville campus, and has the full support of campus administration. We request approval by the Board and subsequent transmission to THEC for approval. Please contact me if you have any questions or need additional documentation.

Thank you in advance for your attention to this matter.

Sincerely,

John Zomchick



Provost and Senior Vice Chancellor
University of Tennessee, Knoxville

CC: Donde Plowman
Bernie Savarese
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Rationale for Proposed Academic Unit

A Critical Need

The national need for individuals committed to leadership in public service is greater than ever before. Over the last year, for every ten government jobs posted, only four were filled—the worst rate of the ten major economic sectors tracked by the United States Bureau of Labor Statistics.¹ This trend is occurring at the same time as the importance and budgets of state and local governments are rapidly increasing. From 1977 to 2019, state and local government expenditures in the United States rose by 190 percent, reaching \$3.3 billion in 2019—a figure that has only since increased.² These expenditures support vital programs for the public including education, nutrition and health, infrastructure, criminal justice, housing, and community development. It is critical that well-trained public administrators and public policy experts are available to create, guide, and implement these essential services. Tennessee has demonstrated leadership in this area, with one of the lowest per-capita direct general expenditures among all states,³ while still enjoying high rates of population and economic growth. High-quality leadership is key to attracting and retaining the best public servants. Based on a survey of more than 13,000 respondents, more than 40 percent of government workers said they were considering leaving due to uncaring and uninspiring leadership.⁴ This finding suggests that government leaders who inspire their workers could play a crucial role in talent retention and the ultimate success of the initiatives needed for communities to thrive. The University of Tennessee, Knoxville campus is poised to meet this critical need by educating and advancing Tennessee's future leaders in a new academic unit.

A Legacy of Tennessee Leadership

In 1965, the General Assembly of Tennessee passed a resolution to adopt a new state slogan, “Tennessee— America At Its Best.” The very next year, on November 8, 1966, Howard H. Baker Jr., a native of Huntsville, Tennessee, University of Tennessee law school alum, student body president, and Navy veteran, was elected to the United States Senate to represent Tennessee in the nation's capital. During his time in public service as a Senator, Senate Majority Leader, White House Chief of Staff, and U.S (United States) Ambassador to Japan, he served with integrity, civility, and courage.

Senator Baker embodied what the University of Tennessee, Knoxville, hopes to foster in students: individuals who are thoughtful and responsive, motivated by a deep curiosity about the boundaries of human knowledge, demonstrate an eagerness to learn from others, share a profound interest in solving society's greatest challenges, and possess the confidence that they can. Most especially, the University hopes to produce committed and thoughtful citizens who light a path that inspires and challenges those who follow. Throughout his career, Senator Baker embodied Tennessee and America at its best. Indeed, it is Senator Baker's story and that of other Volunteers that motivated

¹ From July 2021 to August 2022 as cited in “What workers want is changing. That could be good for government” by McKinsey & Company (October 26, 2022), <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/what-workers-want-is-changing-that-could-be-good-for-government>

² As cited in “State and Local Expenditures” by The Urban Institute, <https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/state-and-local-backgrounders/state-and-local-expenditures#:~:text=From%201977%20to%202019%2C%20in,increase%2C%20over%20the%20same%20period.>

³ Ibid.

⁴ Ibid, McKinsey & Company.

the University’s strategic vision of “a world enriched by our ideas, improved through action, and inspired by the Volunteer spirit of service and leadership.”

To continue the legacy of Tennessee and Volunteer leadership exemplified by Senator Baker, the University proposes to establish the *first* and *only* school of public policy and public affairs at any public university in the state. To establish the school, the University will expand the scope of existing activities of the Howard H. Baker Jr. Center of Public Policy (Center) to include academic degree programs at the undergraduate and graduate level. The proposed academic unit will be the Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School).

Overview of the Howard H. Baker Jr. Center for Public Policy

Established in 2003, the Center has evolved from a museum and archive modeled after a presidential library to a vibrant think tank. Over its nearly 20 years of operations, the Center has built high-quality, unique, and interdisciplinary initiatives in research, teaching, and public engagement focused on providing critical insights on domestic and international challenges. The Center’s current work is motivated by a vision of fostering sound policy, thoughtful leadership, and an informed citizenry.

In pursuit of this vision, each year, the Center convenes many of the University’s best researchers, external scholars, prominent speakers, and stakeholders around issues of critical public policy importance. And as a trusted non-partisan voice, the Center is frequently asked by policymakers to provide insights into the state’s most pressing policy challenges. Most recently, the Center has served as a forum for topics as wide-ranging as energy market disruptors, the implications of the war in Ukraine, and the consequences of substance use disorder on economic development. This research, as well as related public engagement initiatives, has been supported by more than \$7 million in grants from state and federal agencies, foundations, non-profit organizations, and private-sector sponsors,⁵ and nearly \$2 million in gifts from corporate and individual donors.⁶ This research activity is largely centered around the Center’s [Energy & Environment](#) and [Global Security](#) programs.

In addition to its research and public engagement activities, the Center also has developed high quality student programming. For two decades, the Center has facilitated the *Baker Scholars* interdisciplinary thesis program for students to conduct research on policy issues of interest to them. Over the last five years, the Center has offered a *Minor in Public Policy Analytics*, teaching a two-course sequence capstone.

The Center also provides opportunities for student learning and professional development through its *Washington Fellows*, *Baker Ambassadors*, *Baker Basics*, and *Baker Experience* programming. The recent establishment of the *Institute of American Civics* (Institute) at the Center by Tennessee’s General Assembly with the support of Governor Bill Lee has further expanded the scope of the Center’s curricular and co-curricular activities into areas such as viewpoint diversity,

⁵ Data come from University of Tennessee’s Cayuse report “Awards in Unit” for the Baker Center as well as grants and contracts awarded where an individual with a primary appointment in the Center serves as PI or Co-PI.

⁶ Data from IRIS “ZSL_GIFT_BALANCES” report for the Center’s Fund Center.

the foundations of democracy, and civic leadership.⁷ The Center is eager to do even more to help the University serve all Tennesseans.

The transformation of the Center's existing assets, expertise, and investments into a Baker School is a natural step in making an even greater impact. Indeed, the opportunity to immediately leverage existing resources to create a new, high-impact, academic unit is a remarkable and rare opportunity. Establishing the Baker School will also move the University closer to its peer and aspirational institutions, many of which already have such units. While some additional investments will be necessary to ensure that the Baker School is positioned for success, the University is capable of and committed to dedicating those resources to ensure the School's success.

Peer Benchmarking

In summer 2022, a university-wide task force examining the potential for a Baker School found that four of the University's [comparative peer institutions](#) had a school of public policy or public affairs.⁸ Three [aspirational peer institutions](#) had a school of public policy or public affairs.⁹ In the Southeastern Conference (SEC), five of the fourteen universities have a school of public policy, public affairs, or public service.¹⁰ These five schools in the SEC are all at public land-grant institutions. Additionally, among the Top-25 programs in public policy and/or public affairs ranked in 2022 by *U.S. News and World Report*, eighteen are located at public universities and all are administered through a school or college as the primary academic unit.¹¹ Of graduate programs in public policy, public affairs, and public administration accredited by the [Network of Schools of Public Policy, Affairs, and Administration \(NASPAA\)](#), 37 percent are housed in a school structure. Yet within the state of Tennessee, there are *no* schools of public policy or public affairs at any public university.¹²

⁷ Tennessee General Assembly, Senate Bill 2410 and House Bill 2157. See also: <https://bakercenter.utk.edu/about/institute-for-american-civics/>

⁸ These four are: University of Kentucky (Martin School of Public Policy and Administration), Virginia Tech (School of Public and International Affairs), North Carolina State University (School of Public and International Affairs), and University of Missouri (Harry S. Truman School of Public Affairs). Note: UTK aspirational and comparative peers were changed after this analysis was completed.

⁹ These three are: *University of Wisconsin, Madison* (Robert M. La Follette School of Public Affairs); *University of Georgia* (School of Public and International Affairs); *University of Minnesota, Twin Cities* (Hubert H. Humphrey School of Public Affairs). Note: UTK aspirational and comparative peers were changed after this analysis was completed.

¹⁰ These five are: *University of Georgia* (School of Public and International Affairs), *University of Kentucky* (Martin School of Public Policy and Administration), *University of Missouri* (Harry S. Truman School of Public Affairs), *Texas A&M* (Bush School of Government and Public Service), and *University of Arkansas* (Clinton School of Public Service).

¹¹ In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed, and specialty areas evaluated by *U.S. News and World Report* in "public policy analysis" and/or "public affairs" were provided by the *Network of Schools of Public Policy, Affairs, and Administration*, known as NASPAA, and the *Association for Public Policy Analysis and Management*.

¹² The closest equivalents are the College of Public Service at the public land-grant *Tennessee State University*, the School of Public Policy at private *Lipscomb University*, and the Peabody College of Education and Human Development at private *Vanderbilt University* which offers public policy degrees with a singular focus in education policy.

Degree Benchmarking

Schools of public policy or public affairs are typically centered around professional master's degree programs, including Master of Public Administration (MPA), Master of Public Policy (MPP), and Master of Public Affairs (MPAff). Based on the 328 programs in the US that submitted data to NASPAA, the vast majority of programs (accredited and unaccredited) are Master of Public Administration (MPA) with 70%, followed by the Master of Public Policy (MPP) with 11%, the Master of Public Affairs (MPAff) with 5%, and the Master of Public Policy and Public Administration (MPAA) with 3%.

Few of the existing programs are accredited (six of the MPP programs and only three of the MPPA programs). These degree programs often use concentrations or specializations to adapt to changing student interests and needs. UTK has existing strengths in the Environment, International and Global Affairs, Leadership, Economic Development, Homeland and National Security, and Education.

In addition, although most schools of public policy and public affairs are focused on graduate degrees, the number of undergraduate degree programs is expanding. A [2019 NASPAA Survey](#) found that 61 percent of responding programs also offered an undergraduate major.¹³ Further, survey respondents indicated that 33 percent of students entered the major upon being admitted as a first-year student. In fact, 40 percent of programs reported that enrollment had grown over the last five years. The [NASPAA Survey](#) also found that 44 percent of related undergraduate degree programs are in a *stand-alone school or college*, while just 17 percent are in a department of political science, and only 2 percent in another academic department.

Goals of the Institution

The [2021 “It Takes a Volunteer” Strategic Vision](#) sets forth five goals to:

1. Cultivate the Volunteer Experience.
2. Conduct research that makes life and lives better.
3. Ensure a culture where Vol is a Verb.
4. Make ourselves nimble and adaptable.
5. Embody the Modern R1, Land Grant University.

Following the path of many of the University of Tennessee, Knoxville's, comparative and aspirational peer institutions, establishing the Howard H. Baker Jr. Baker School of Public Policy and Public Affairs is the natural next step in the journey to fulfill strategic goals and the land-grant mission.

¹³ According to data available in the “2019 Undergraduate Survey Results” on the NASPAA website, accessed here: <https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>.

Overview and Goals of Proposed Unit

Goals of the proposed Baker School align with the strategic vision by providing education oriented toward leadership as part of students' Volunteer experience, enhancing research on the state's pressing challenges, promoting productive public deliberation and dialogue, and becoming a partner that serves stakeholders across the state. The Baker School will:

- Create opportunities for students to explore careers in public service by creating and supporting enriched curricular and co-curricular programming, including related minors and majors,
- Increase the recruitment, retention, and placement of students in high profile positions of public service and private sector leadership,
- Attract donors interested in investing in high-quality public service and leadership, and
- Become a nationally known School for the training of public servants and non-profit leadership, thereby raising the recognition and prestige of the entire University.

The proposed Baker School aligns with the *Tennessee Master Plan for Higher Education* in the following ways:

1. It will increase enrollment in areas for which there is a high workforce need, particularly in public service and non-profits,
2. It provides outreach to all Tennesseans,
3. It partners with industry to identify and respond to workforce needs, and
4. It partners with other entities to identify and respond to issues facing the state.

Next Generation of Public Servants and Civic Leaders

These goals help situate the Baker School in the proper context. For Tennessee to continue to be “America at Its Best,” it is logical that the state’s flagship University be the location of such education and training for the next generation of thought leaders and change agents. While civic-minded, motivated, and courageous future leaders are being educated and produced in other parts of this campus, the establishment of the Baker School will extend and amplify these existing efforts by offering students the opportunity to focus their studies on public service.

Members of Generation Z (Gen Z), or those born between 1997 and 2012, comprise approximately 20 percent of the U.S. population.¹⁴ A defining feature of Gen Z is their preference for vocations and employers that contribute to the general welfare.¹⁵ Such pursuits fit well with the profile of individuals enrolled in public policy, public affairs, and related degree programs. A [2019 survey by NASPAA](#) found that students in public administration, public policy, and related degree programs were most likely to be motivated by a desire to make a difference, to increase their

¹⁴ According to “Now, more than half of Americans are millennials or younger” by the Brookings Institute in July 2020, accessed here: <https://www.brookings.edu/blog/the-avenue/2020/07/30/now-more-than-half-of-americans-are-millennials-or-younger/>

¹⁵ See “Gen Z Wants To Change The World—At Your Company” from 2019, accessed here: <https://www.forbes.com/sites/markperna/2019/12/10/gen-z-wants-to-change-the-world-at-your-company/?sh=7ae069743c56>

earnings potential, and to enhance the knowledge and skills needed to be more effective public servants.

Further, the survey found that 96 percent of alumni respondents were employed full time in 2019, with the highest percentage working in government (48%), followed by nonprofits (22%) and the private sector (18%). Alumni of these programs reported being “very prepared” to “articulate and apply a public service perspective” (58%) and to “communicate and interact productively with a diverse and changing workforce and citizenry” (59%).

Tennessee’s Most Pressing Policy Challenges

Over the last ten years, from 2011 to 2021, the Center has been awarded nearly \$7 million in grants from a variety of private sponsors, as well as from state and federal agencies. These grants have supported important policy-relevant interdisciplinary research and initiatives on topics as wide-ranging as educational investments in Appalachian coal communities and solar markets, to maritime piracy and rebel group conflict, to substance use disorder and rural health disparities. In addition, the Center makes a concerted effort to provide students, undergraduate and graduate alike, opportunities to put their education into practice by working as research assistants on these projects.

The Baker School will leverage existing research assets and opportunities by leading with an interdisciplinary, research-forward mission, and an academic curriculum that is well-integrated with existing expertise and responsive to workforce needs. In doing so, the Baker School will build upon the Center’s existing strengths and strategic investments in the areas of energy, mobility, and environmental policy; global security and foreign affairs; and emerging opportunities in economic and community development. The University’s existing research in these substantive areas will also be accelerated by appointing faculty who can establish interdisciplinary research centers in the Baker School that are highly integrated with its curricular and co-curricular initiatives.

This model has been successful—the Center currently has a 70 percent success rate on grant and contract submissions¹⁶ and serves as the nexus of activity for many funded research collaborations on campus. Due to its interdisciplinary record, the Center is widely seen as a valuable partner. Compared to peer and aspirational institutions that have established similar schools at other universities, the proposed Baker School will enter the market with a much stronger initial research mission and record of accomplishment, potentially providing a significant competitive advantage to the state and its students.

Public Deliberation and Problem-Solving

The Baker School will continue to provide a forum for democracy in action by demonstrating effective public deliberation and problem-solving. The “You Might Be Right” podcast recently produced by the Center is a prime example of the kind of forum that the Baker School will provide. The podcast, co-hosted by former Tennessee Governors Phil Bredesen and Bill Haslam, takes its name from one of Senator Baker’s most often-cited pieces of advice: always keep in mind that the

¹⁶ Data come from University of Tennessee’s Cayuse report “Proposals in Unit” and “Awards in Unit” for the Baker Center as well as grants and contracts awarded where an individual with a primary appointment in the Center was serving as PI.

other person might be right. As Senator Baker explained in a [2010 event with former President Jimmy Carter](#): “In politics, the competition for ideas, the competition for the right to serve, is fundamental and it is political. But it must be accompanied by a decent respect for the other fellow’s point of view. Because if you don’t do that, the whole system falls, it collapses, if you don’t admit that the other person may be right from time to time.”

To bring Baker-style civility and public policy debate back into fashion, each episode of *You Might be Right* tackles a tough topic like gun violence, climate change, and the national debt. It features conversations between Governors Bredesen and Haslam and guests with differing viewpoints including Paul Ryan, Al Gore, Erskine Bowles, Nancy Ann DeParle, and Arne Duncan. These important conversations and others convened by the Baker School, will be used to invigorate the classroom experience for students, as well as provide the broader public an opportunity to learn about how we might tackle some of the country’s greatest challenges.

Inventory of Academic Program Offerings

Current:

- *Minor:* Public Policy Analytics (Howard H. Baker Jr. Center for Public Policy)

To Be Moved:

- *Undergraduate Major: Public Administration*, BSBA (Haslam College of Business, Department of Economics), *planned move in Fall 2024*
- *Graduate Degree: Public Policy and Administration*, MPPA (College of Arts and Sciences, Department of Political Science), *planned move in Fall 2023*
- *Graduate Degree: Dual JD-MPPA Law/Public Policy and Administration* (College of Law), *planned move in Fall 2023*

Existing Degree Programs

The University of Tennessee, Knoxville has existing small, sub-scale academic programs in public administration and public policy. The current 39-credit hour MPPA program at the University of Tennessee, Knoxville, housed in the Department of Political Science, is not accredited, and is ranked #102 of 270 programs by U.S. News and World Report.¹⁷ The low ranking of the program reflects a lack of visibility, as rankings are established by surveying deans, directors, and department chairs at all programs in the country. The lack of awareness is also reflected in low enrollment. Based on an average enrollment of twenty-five students, the program is well-below

¹⁷In the Fall 2021 and early 2022, *U.S. News* surveyed deans, directors and department chairs representing 270 master's programs in public affairs and administration. The lists of schools, individuals surveyed, and specialty areas evaluated by *U.S. News and World Report* in “public policy analysis” and/or “public affairs” were provided by the *Network of Schools of Public Policy, Affairs, and Administration*, known as NASPAA, and the *Association for Public Policy Analysis and Management*.

the NASPAA national average of enrollment of 111 students per program.¹⁸ However, the program is a bit of a hidden gem, with a 100-percent placement record for its dozens of graduates per year and a very loyal alumni base, a credit to the dedication of the program's faculty.

At the undergraduate level, the University of Tennessee, Knoxville currently houses an undergraduate major in public administration: BSBA/PA major¹⁹ in the Department of Economics.²⁰ The program enrolls an average of 12 students per year and produces an average of eight graduates annually. In comparison, according to NASPAA 2018-2019 data, the average enrollment for comparable major programs at other schools is 169, with seventy-four graduates annually.

The Center also offers a minor in public policy analytics at the undergraduate level. The minor is an interdisciplinary program available to undergraduate students in all colleges and degree programs. The minor emphasizes practical applications of data-driven analysis, visualization, and communication. Students specialize in a policy area by taking classes from other departments and then work in a cohort to hone their analytical skills while they prepare for professional careers. The capstone experience for minors is the *Baker Center Public Policy* (BCPP) 480/481 two-course sequence taught by the Center's faculty. Offered since 2017, the minor has an annual average cohort of six students; enrollment is capped at 15 students. This cap will be removed once the Baker School is established. The two-course capstone sequence for the minor has been incorporated into an undergraduate sustainability track for the University's Department of Geography (to begin in Fall 2023) and in a data science interdisciplinary degree program.

Moving Existing Degree Programs

The University will move existing academic degree programs related to the new Baker School as part of its establishment. No existing academic units will be moved with the programs. These degree programs currently have limited enrollment due to lack of visibility, but there is significant market demand for graduates. These degree programs will be more reflective of trends in other top-ranked, accredited programs, as well as the needs and interests of current and future students. This will include a future proposal to THEC to divide the MPPA Program (Master's in Public Policy and Administration) into two separate degrees— an MPA (Master's in Public Administration) and MPP (Master's in Public Policy). This will provide a more marketable degree for those earning an MPA, which has a nationally recognized and standardized curriculum. It will also allow for innovation for students who pursue an MPP degree, with concentrations such as in energy policy developed to maximize the impact of the University's comparative advantages, such as the proximity and relationship with *Oak Ridge National Lab* and *Tennessee Valley Authority*.

Moving these degree programs will focus and highlight their potential, provide a jump start to the new Baker School, and minimize disruption for faculty and students. This approach will also allow national program accreditation to occur more efficiently than if the Baker School began with

¹⁸ According to the average of the most recent enrollment audit data available from Fall 2014 to Fall 2018 for graduate degree programs at U.S. schools as calculated from the "NASPAA Data Files--Enrollment Audit" on the NASPAA website accessed here: <https://www.naspaa.org/data-center/download-naspaa-data>.

¹⁹ See the University's Course Catalog for complete details on the BS/PA degree, accessed here: https://catalog.utk.edu/preview_program.php?catoid=34&poid=16816.

²⁰ The types of degrees awarded are in line with other degree programs. The 2019 NASPAA Survey found that 51 percent of undergraduate degrees are a BA, while 32 percent are a BS.

wholly new degree programs. Moving degree programs without moving departments will be the most efficient and least disruptive means of bringing existing programs into the Baker School. Variations of this process have been used at other peer and aspirational institutions in the establishment of similar schools with great success.

The University proposes moving its current Master's in Public Policy and Public Administration (MPPA) degree to the Baker School. Faculty of the Baker School will also be encouraged to consider developing curriculum with other campus units to facilitate the division of the MPPA degree into separate Master's of Public Administration (MPA) and Master's of Public Policy (MPP) degree programs with concentrations defined by the research pillars of the Baker School. This movement and modification will align the Baker School's degree programs more closely with market trends and empower a team of interdisciplinary faculty to collaborate on the development of targeted, high-quality curriculum. If they elected to participate, this process will ideally include existing leadership and faculty of the current MPPA program. The Baker School will require at least five faculty for accreditation and eight faculty to fully deliver the existing curriculum. Once the number of faculty who will voluntarily move is established, additional faculty positions will be added through normal university search procedures.

As part of the move and modifications to the MPPA degree program, and pending the agreement of the Baker School faculty, the JD-MPPA degree programs offered with the College of Law will move to the proposed Baker School and be reorganized as JD-MPA and JD-MPP programs. In addition, while existing graduate certificate programs related to the Baker School will not be moved, efforts will be made to integrate relevant certificates into the curriculum options for students who seek a more in-depth understanding of a topic provided as part of a certificate program.

Movement of the existing BSBA/PA will occur in Fall 2024, once the Baker School is established. Appropriate and necessary curriculum changes will be made at the time the programs are moved. For example, the Baker School will be able to offer an accelerated graduate degree program (3+2 or 4+1), which 55 percent of related undergraduate programs at other universities offer.²¹ Establishing the Baker School by moving and modifying existing degree programs will minimize the disruption for faculty and students, avoid unnecessary delays in enrolling new students, and allow accreditation to occur more efficiently than if the Baker School started from new degree programs. Additionally, investments in the Baker School are likely to attract high-caliber undergraduate students to the University and improve the ability to increase graduate student enrollment.

As such, these investments will result in a net positive increase in University enrollment by reaching a broader set of potential undergraduates and graduate students and by offering our current undergraduate students with additional opportunities for graduate study in their 5th year. In other words, enrollment in Baker School programs will not come at the expense of other academic units. Starting from this foundation of degree programs, the new Baker School will establish best-in-class academic undergraduate and graduate programs that integrate the Baker School's research strengths, the recently established *Institute of American Civics*, and the remarkable legacy of Senator Baker.

²¹ See the data from the 2019 NASPAA Survey, accessed here: <https://www.naspaa.org/resources/resources-programs/managing-undergraduate-or-doctoral-program/undergraduate-program>.

Organizational Structure

In the current organizational structure, the Center's executive director reports directly to the chancellor and is guided by the expertise of a knowledgeable and accomplished board. Administratively, the Center has five units under the executive director's direction with support from the associate director: development, internal operations, research operations, external affairs, and student programs.

1. **Development Operations.** The *Development Operations* unit is responsible for increasing financial and other support for programming by fostering relationships with potential donors and foundations. This unit includes a director of advancement.
2. **Internal Operations.** The *Internal Operations* unit is responsible for managing financial, human, and physical resources. This unit includes a business manager, office and building manager, financial and HR specialist, and an administrative specialist.
3. **Research Operations:** The *Research Operations* unit is responsible for increasing productivity through grants and contracts, facilitating working groups, public engagement, and conducting academic research. This unit includes two joint-appointed faculty as program directors, a joint-appointed faculty member, approximately forty *Baker Experts* who serve as fellows or affiliates, two research associates, two post-docs, a program manager, and a manager of sponsored projects and contracts.
4. **External Affairs.** The *External Affairs* unit is responsible for policy engagement, communications, events, branding, and digital presence. This unit includes a director of policy partnerships, a director of external affairs, a communications manager, a brand and digital manager, and an events coordinator.
5. **Student Programs.** The *Student Programs* unit is responsible for the design and implementation of curricular and co-curricular activities, including mentorship, professional development, and advising. This unit includes a director of student programs and a student programs coordinator.

Proposed Changes

Based on benchmarking, case studies, and interviews, most schools operate as departments, with the ability to award tenure. Schools are often led by either a dean or an executive director, and sometimes report differently than other campus units. In addition, schools often employ a joint-appointment strategy, particularly in the short-term, to obtain the critical mass of faculty needed without significant allocations of new resources.

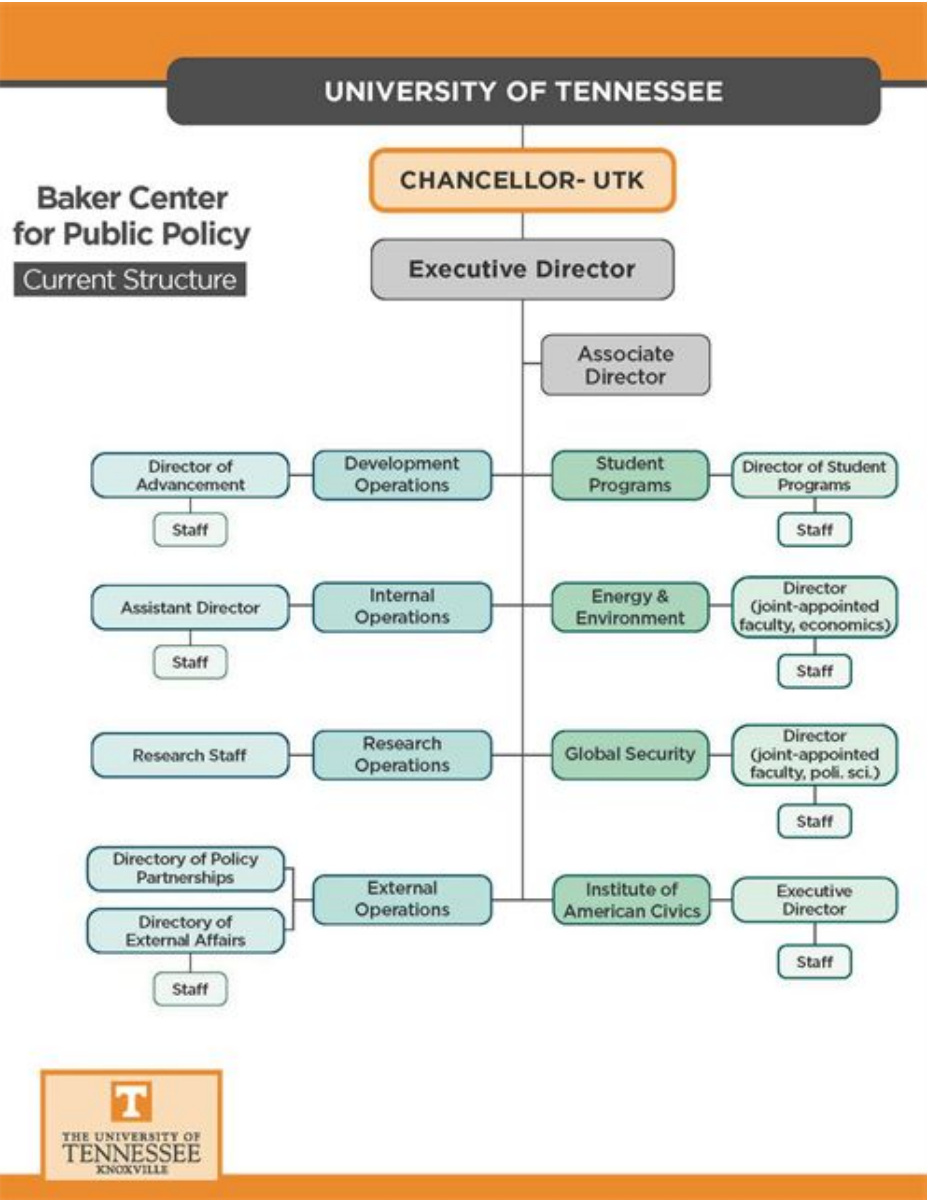
A dean will lead the proposed Baker School. An associate dean for academic programs and an assistant dean of finance, administration, and operations will support the dean. The Baker School will operate under a shared services model to avoid duplication of support functions across initiatives and programs. To facilitate this model, development operations, internal operations, research support operations, and external affairs will report to the assistant dean of finance, administration, and operations. The Baker School faculty, who may hold joint appointments, will report to an associate dean for academic programs, a role which will also supervise the director of student programs, whose team is responsible for co-curricular programming, recruitment, retention, mentorship, advising, and placement. The director of the MPA/MPP program, director

of policy partnerships, and director of strategic initiatives will also report to the associate dean. The Baker School's research activities will be led by a set of jointly appointed faculty directors, who will report directly to the dean. This model should produce efficiency and collaboration across the Baker School's teaching, research, and engagement initiatives.

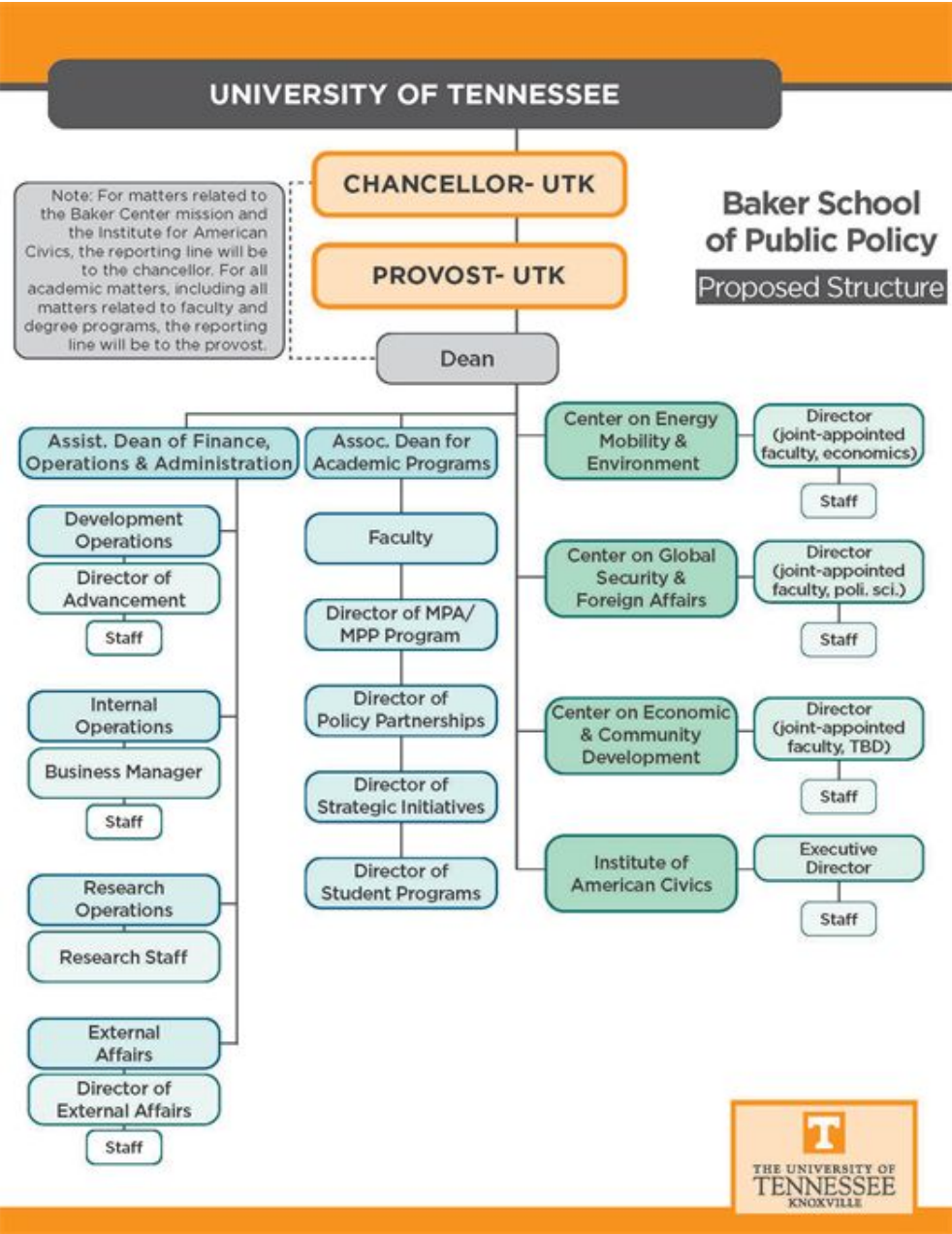
The following changes will be made to the current organizational structure of the Center to create the Baker School:

- The executive director's position will be re-titled to dean.
- The dean will have a dual reporting structure to the chancellor and provost. For matters related to the *Baker Center* mission and the *Institute of American Civics*, the reporting line will be to the chancellor. For all academic matters, including all matters related to faculty and degree programs, the reporting line will be to the provost.
- An assistant dean of finance, administration, and operations position will be created, with the following responsibilities:
 - The leadership and staff of development operations, internal operations, and external affairs;
 - The support staff of research operations.
- An associate dean of academic programs position will be created, with the following responsibilities:
 - Supervision of faculty;
 - Supervision of the newly created director of MPA/MPP;
 - Supervision of the director of policy partnerships;
 - Supervision of the director of strategic initiatives, formerly the associate director;
 - Supervision of the leadership and staff of student programs.
- The Energy and Environment Program will be renamed The Center on Energy, Mobility, and the Environment.
- The Global Security Program will be renamed The Center for Global Security and Foreign Affairs.
- The Center on Economic and Community Development will be created.
 - A director of economic and community development position will be created to be occupied by a jointly appointed faculty member.
 - Staff reporting to the director of economic and community development position may be hired, but will be funded in the long-term by grant, contract, and gift funding for this research area.

Current Organizational Chart



Proposed Organization Chart



Cost-Benefit Analysis of the Proposed Academic Unit

Costs

The current University budget for the Baker Center is \$2.1 million. The Center also has approximately \$400,000 in endowment income annually, \$700,000 in gift funds and \$600,000 in an emergency fund. Establishing the Baker School would require an additional \$2.1 million in Institutional Reallocations to cover faculty costs, administrative costs, and professional services. The total cost of the Baker School is estimated to be \$5.3 million in year one. Funds for administrative and support staff and faculty are expected to grow as tuition and fee revenue increases through Year 5. Moving academic programs to the Baker School is expected to provide \$700,000 in revenue at current enrollment levels once the degree programs are fully moved. Enrollment, and thus tuition income, is expected to increase dramatically over the next five years. At the end of five years, the Baker School is projected to generate approximately \$2.3 million in tuition and fee revenue, which is expected to help cover the additional costs.

Because the Baker Center has existing facilities and is an established organization, one-time expenses for items such as additional equipment and travel for recruitment and new hires are likely needed but limited. Other expenses, such as renovated space, library fees, consultants, and other one-time expenses are projected to be limited. Recurring operating expenses include travel for faculty and staff, printing costs, marketing, and other costs such as co-curricular programming, public engagement activities, and strategic investments in initiatives to promote the growth, visibility, and prominence of the Baker School.

Benefits

University leadership projects multiple benefits of the Howard H. Baker Jr. School of Public Policy and Public Affairs:

- The Baker School will increase University enrollments by recruiting and retaining students in undergraduate and graduate programs. Enrollment is expected to increase as new degree programs, interdisciplinary certificates, and professional internships are established.
- The Baker School will redesign the curriculum, particularly for the accelerated (3+2 and 4+1) degree programs to give students more degree options and to address the state's and the nation's public service workforce needs.
- The Baker School will have increased brand recognition, visibility, and prestige as the first and only school of public policy and public affairs at any public university in Tennessee.
- The establishment of the Baker School will provide an opportunity to attract donors interested in investing in high-quality public service and leadership. The Baker Center has a strong donor base, with \$17 million raised to fund the construction of its building, and a \$9 million endowment from private donations. Becoming a school is expected to increase donor support among established supporters and with new donors.

Appendix A includes financial projections for the proposed unit over the next five years.

Existing and Anticipated Facilities for Proposed Academic Unit

The existing Center already has the physical infrastructure necessary to support the addition of degree-granting programs. The Center occupies a three-story, 51,000 square foot building with a marble rotunda and dome at its core. Built in 2008 using public and private dollars, the facility is ideally suited to be the home of the Baker School. The Center, which is currently being renovated to expand capacity and accommodate rapid projected growth, includes classrooms, meeting rooms, event facilities, offices, and a parking lot. Renovations to the existing facilities are already underway or planned as part of standard campus facilities improvements and will meet the needs of the proposed school.

Appendix A: THEC Financial Projections

Tennessee Higher Education Commission Appendix A: THEC Financial Projections Form

University of Tennessee, Knoxville
Howard H. Baker Jr. School of Public Policy and Public Affairs

Year 1	Year 2	Year 3	Year 4	Year 5
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I. Expenditures

A. One-time Expenditures

New/Renovated Space ¹	\$-	\$-	\$-	\$-	\$-
Equipment	\$40,000	\$-	\$-	\$-	\$-
Library	\$-	\$-	\$-	\$-	\$-
Consultants	\$-	\$-	\$-	\$-	\$-
Travel	\$20,000	\$-	\$-	\$-	\$-
Other	\$-	\$-	\$-	\$-	\$-
Sub-Total One-time	\$60,000	\$-	\$-	\$-	\$-

B. Recurring Expenditures

Personnel

Administration

Salary	\$1,207,202	\$1,255,490	\$1,305,710	\$1,357,938	\$1,412,256
Benefits	\$410,449	\$426,867	\$443,941	\$461,699	\$480,167
Sub-Total Administration	\$1,617,651	\$1,682,357	\$1,749,651	\$1,819,637	\$1,892,422

Faculty

Salary	\$1,094,065	\$1,557,710	\$1,620,018	\$1,684,819	\$1,752,212
Benefits	\$371,982	\$529,621	\$550,806	\$572,839	\$595,752
Sub-Total Faculty	\$1,466,047	\$2,087,331	\$2,170,825	\$2,257,658	\$2,347,964

Support Staff

Salary	\$1,372,236	\$1,427,125	\$1,484,210	\$1,543,578	\$1,605,322
Benefits	\$466,560	\$485,222	\$504,631	\$524,817	\$545,809
Sub-Total Support Staff	\$1,838,796	\$1,912,347	\$1,988,841	\$2,068,395	\$2,151,131

Operating

Travel	\$150,000	\$156,000	\$162,240	\$168,730	\$175,479
Printing	\$46,900	\$48,776	\$50,727	\$52,756	\$54,866
Equipment	\$-	\$-	\$-	\$-	\$-
Other	\$235,000	\$244,400	\$254,176	\$264,343	\$274,917
Sub-Total Operating	\$431,900	\$449,176	\$467,143	\$485,829	\$505,262

Total Recurring	\$5,354,393	\$6,131,212	\$6,376,460	\$6,631,518	\$6,896,779
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**TOTAL EXPENDITURES
(A + B)**

\$5,414,393	\$6,131,212	\$6,376,460	\$6,631,518	\$6,896,779
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Year 1	Year 2	Year 3	Year 4	Year 5
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II. Revenue

Tuition and Fees ¹	\$280,980	\$779,067	\$1,103,214	\$1,654,821	\$2,314,982
Institutional Reallocations ²	\$4,297,584	\$4,498,722	\$4,401,527	\$4,085,950	\$3,671,259
Federal Grants ³	\$-	\$-	\$-	\$-	\$-
Private Grants or Gifts ⁴	\$396,000	\$396,000	\$396,000	\$396,000	\$396,000
Other ⁵	\$439,829	\$457,422	\$475,719	\$494,748	\$514,538

BALANCED BUDGET LINE	\$5,414,393	\$6,131,212	\$6,376,460	\$6,631,518	\$6,896,779
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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.

Tuition and fees will be collected in year one at current enrollment. Graduate enrollment is anticipated to double by year 3 and to continue to double through year 5. At the undergraduate level, full tuition capture will not accrue to the Baker School until year 3, with enrollment expected to double by year 3 and to continue to grow by 50% in years 4 and 5.

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

Institutional reallocations will come from central reserves.

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

Although grants may be awarded for research, there are no federal sources that are specifically awarded or anticipated for the establishment or operation of the school.

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

In addition to expected revenue the Baker Center at the close of FY22 held ~\$9M in endowments, which generates a 4% return, and \$1.15M in gift dollars that will move to the new Baker School and held in UT Foundation.

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

Other revenue from salary recoveries on grants, contracts, gifts, and other sources.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Proposed New Academic Unit: College of Emerging and Collaborative Studies, UTK**

Type: Action

Presenter: John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The University of Tennessee, Knoxville (UTK) proposes the establishment of a new academic unit to be known as the College of Emerging and Collaborative Studies (CECS), effective July 2023. The college will be an incubator and home for new degree programs drawn from multiple colleges and disciplines while responding to changes in fields of inquiry and emerging workforce opportunities.

The mission of CECS aligns with UTK's Strategic Vision. It will serve as a catalyst for customizable degrees offered both in person and face to face. It will provide a gathering place for faculty from different disciplines to collaborate on innovative research and teaching strategies. It will offer nonconventional educational experiences to students, which will contribute to the diversity of the student body. It will remove barriers and thus simplify cross-disciplinary collaboration in developing new courses and curricula to meet workforce needs.

While the establishment of CECS will require the reallocation of funds for start-up, the benefits are anticipated to far outweigh the initial investment. Expenditures are projected at approximately \$2.7 million at launch, supported primarily by UTK investment. Institutional support is projected to decrease as CECS grows programs and services that benefit students, faculty, and state workforce needs.

More detailed information is presented in the attached materials.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following resolution by the Board of Trustees.

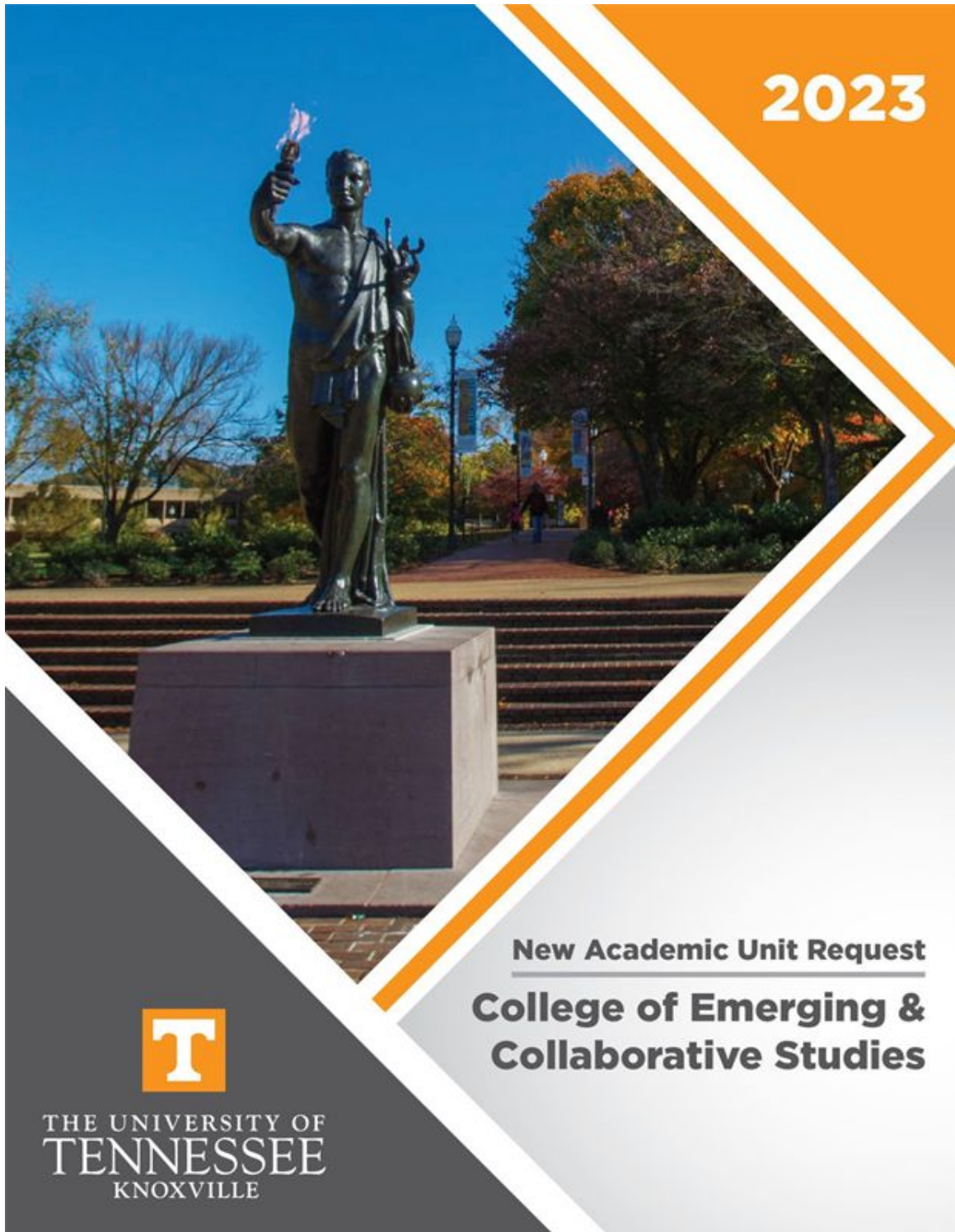


THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

- 1. The establishment of a new academic unit at the University of Tennessee, Knoxville, which shall be known as the "College of Emerging and Collaborative Studies."**
- 2. The effective date shall be July 1, 2023, subject to receipt of all necessary state approvals.**
- 3. The proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with establishing the new academic unit, and (ii) take such other actions as may be necessary and deemed appropriate to effectuate the establishment of the College of Emerging and Collaborative Studies, as contemplated in the meeting materials.**



New Academic Unit Request

Institution: The University of Tennessee, Knoxville
Type of Unit: College
Proposed Unit Name: College of Emerging and Collaborative Studies
Proposed UT Board Approval: February 2023
Proposed THEC Approval: March/April 2023
Proposed Implementation: July 2023

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Campus Letter of Support



January 18, 2023

Randy Boyd, President
University of Tennessee System
505 Summer Place
UT Tower #1288
Knoxville, TN 37902

Dear President Boyd:

Please accept the attached proposal to establish the College of Emerging and Collaborative Studies (CECS) at the University of Tennessee, Knoxville (UTK). If approved, the proposed college will commence operations on July 1, 2023.

CECS, which aligns with the UTK's vision and mission as well as the Tennessee State Master Plan for Higher Education, has the following goals:

- Launch and oversee multidisciplinary courses, programs, and degrees for both undergraduate and graduate students. These programs will be designed for face-to-face and online delivery.
- Design innovative academic programs to address emerging workforce issues and needs.
- Serve as a platform that can quickly respond to emergent fields of inquiry by coordinating current programs and collaborating with campus experts to develop innovative curricula and pedagogies.
- Leverage existing programs and support content development to fill any gaps in creating new programs that can serve students from all disciplines.
- Serve students of all ages and backgrounds with customizable, accessible content.
- Tailor educational experiences to student goals.

- Offer cost-effective degree credentials that can be stackable and used immediately in the workforce or combined into a degree.
- Serve as an incubator for innovative programs that cross traditional disciplinary boundaries.

CECS will provide academic and administrative support to launch and maintain multidisciplinary programs in emergent fields of inquiry and a structure for experimenting with customizable degree programming tailored to workforce needs. CECS will facilitate collaboration among colleges for new programs that address rapidly changing workforce needs, student expectations, and learner demographics. It will facilitate removal of structural barriers that inhibit the timely launch of multidisciplinary or otherwise innovative cross-collegiate degree programs. CECS will also invest in technology-enhanced teaching and learning as an additional way to prepare learners for the future workforce.

At the outset, CECS will be the academic home to non-tenure track faculty only, some of whom may be drawn from business and industry. CECS will offer incentives to current faculty to develop new courses and programs, and it will develop rewards for faculty investment in the new interdisciplinary programs.

Two current academic programs will be moved immediately to CECS: a Data Science undergraduate minor (currently under Intercollegiate Undergraduate Programs) and a Global Development minor (currently under the Center for Global Engagement). Discussions are underway to migrate or develop several other programs, including a minor in Artificial Intelligence, a Sustainable Development certificate, and a Human-Computer Interaction minor and major.

While the establishment of CECS requires the reallocation of funds for start-up, the benefits to the University and the state far outweigh the initial investment. Expenditures are projected at approximately \$2.7 million at launch, supported primarily by university investment. Institutional support is projected to decrease as CECS grows programs and services that benefit students, faculty, and state workforce needs. Specifically, CECS will:

- Have brand recognition and visibility across the state and beyond
- Facilitate the development of transdisciplinary programs and courses needed for rapidly changing current and future workforces nimbly and efficiently
- Encourage collaboration among scholars from multiple disciplines to develop innovative academic programs and experiences
- Attract traditional-age students looking for a customizable academic program
- Afford unemployed or underemployed adults the opportunity to earn a credential to help them attain a job or promotion
- Make programs accessible to students anywhere via online offerings
- Offer affordability and accessibility to students who cannot or choose not to enroll in traditional four-year, full-time college work
- Help the state reach its Drive to 55 goal

Conversations involving faculty and administration have been taking place for the past year, and they resulted in a recommendation to establish a College of Emerging and Collaborative Studies. All necessary campus approval processes have been followed. I respectfully request your approval of this proposal and its transmission to the Tennessee Higher Education Commission for consideration. Please contact me should you have questions or need additional information.

Sincerely,

John Zomchick



Provost and Senior Vice Chancellor
University of Tennessee, Knoxville

CC: Donde Plowman
Ozlem Kilic
Bernie Savarese
Karen Etzkorn

Office of the Provost and Senior Vice Chancellor
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 865-974-4811 fax provost.utk.edu

Rationale for Proposed Academic Unit

As the population grows and technology shrinks the world, students enter college with greater expectations of how an educational experience will support their future careers. Upon graduation, they enter a workforce addressing rapidly evolving challenges and requiring multidisciplinary skill sets. At the same time, the need to address emerging and quickly evolving opportunities and challenges often requires a faster and faster response time from higher education to better prepare students for future careers. Furthermore, as student educational needs and demographics diverge from traditional patterns, higher education is called to serve a diverse learner community of all ages and backgrounds. Providing an integrative curriculum that addresses these needs and doing so in a timely fashion necessitates new approaches to collegiate structures. The College of Emerging and Collaborative Studies (CECS) is designed to respond to present needs and emergent and future challenges.

The proposed new college strives to:

- Continuously monitor and identify emerging workforce needs for the state and nation that cross traditional disciplines and cannot be easily accommodated within existing structures and programs
- Empower students for creative applications of knowledge that can impact society and prepare them for careers that may not yet be invented
- Advance convergent teaching collaborations by being an incubator for new content and teaching approaches to meet emerging issues and leverage up-and-coming resources and tools
- Commit to a centralized academic and administrative support unit that will overcome organizational barriers to launching new, relevant learning experiences on integrative and convergent topics
- Provide accessible and customizable degrees to a diverse learner community of all ages and backgrounds through both in-person and online educational opportunities
- Connect future workforce needs with K-12 youth and educators to create awareness and provide pathways for college education on these topics

Often the current traditional disciplinary structures in higher education hinder a dynamic response to changing educational needs. CECS will help to remove existing institutional barriers by providing a centralized academic and administrative support unit to bring traditional disciplines together to address challenges that cannot be successfully addressed by a single discipline. For example, by employing non-tenure track faculty shared across campus, CECS will incentivize colleges to collaborate on new, relevant learning experiences. CECS will promote the cross-pollination of ideas and pedagogies by providing a platform that coordinates and streamlines processes and procedures across campus. CECS will be the go-to place for multidisciplinary curricula. By offering summer salaries to faculty, it will support the development of courses on strategic topics.

Summary of Proposed Change

UTK proposes to establish a new college, the College of Emerging and Collaborative Studies (CECS), that facilitates the timely launch and oversight of interdisciplinary courses, programs, and degrees for both undergraduate and graduate education, and serves as an incubator for the creation of innovative, customizable programs and degrees that address the workforce needs of the future. CECS will coordinate among faculty experts on campus, leverage existing programs, and support content development to offer convergent programs that serve students from all disciplines. It will also develop new majors that will reside in CECS but be offered in collaboration with all colleges on campus.

CECS objectives align with the Tennessee State Master Plan for Higher Education. It will develop and offer content to build the state's "Future Workforce," and create accessible and flexible content that serves learners of all backgrounds and ages as identified under the Master Plan "Student Success" section.

CECS will also be vital in achieving UTK's mission of embracing a "*diverse community with a shared commitment to discovery, creativity, learning, and engagement*" by removing barriers and improving processes to encourage cross-disciplinary teaching and new curricula development to serve learners and help them prepare for the future workforce. CECS will empower learners of all ages and backgrounds and expose them to a broad world of applications of new knowledge. Furthermore, by making content available online, CECS will be a staunch supporter of accessible education.

Goals of the Institution

UTK's Strategic Vision, "It Takes a Volunteer," identifies five goals to serve its mission of being a diverse community with a shared commitment to discovery, creativity, learning, and engagement.

1. **Goal 1: "Cultivating the Volunteer Experience"** via "*demonstrated leadership in providing high-quality educational opportunities for people at every stage of life, whenever and wherever they seek to learn.*"
2. **Goal 2: "Conducting Research That Makes Life and Lives Better"** by "*advancing the frontiers of knowledge to create a more just, prosperous, and sustainable future through world-class research, scholarship, and creative work.*"
3. **Goal 3: "Ensuring a Culture where VOL is a Verb"** by "*developing and sustaining a nurturing university culture where diversity and community are enduring sources of strength.*"
4. **Goal 4: Making Ourselves Nimble and Adaptable** by "*empowering and sustaining a culture of collaboration, agility, and innovation throughout the university.*"
5. **Goal 5: Embodying the Modern, R1, Land-Grant University** by "*connecting with every Tennessean and communities around the world, inspiring future Volunteers to join our diverse community.*"

Overview and Goals of the Proposed Unit

The mission of CECS aligns with UTK's Strategic Vision. It will serve as a catalyst for customizable degrees offered both in person and face to face. It will provide a gathering place for faculty from different disciplines to collaborate on innovative research and teaching strategies. It will offer nonconventional educational experiences to students which will contribute to the diversity of the student body. It will remove barriers and thus simplify cross-disciplinary collaboration in developing new courses and curricula to meet workforce needs.

CECS aims to launch, support, and grow new and creative academic programs that leverage multiple disciplines and diverse expertise to address student needs for customizable education and promote future workforce readiness. CECS will provide faculty with a place where they can propose and implement innovative ideas, students a place where they can combine programs in interesting ways, and industry a place where UT can rapidly provide solutions for emerging workforce needs. CECS will also be an incubator for the creation of new, customizable, and stackable degrees. By being a central point of contact, CECS will provide connections among cohesive ideas and topics across campus, cultivate and expedite collaborations on strategic topics, and provide resources to incentivize the rapid launch of programs.

Specifically, CECS will enable:

1. Creating and Overseeing:
 - new minors, degrees, stackable credentials, and certificate programs on interdisciplinary topics
 - new topics of convergence that help with developing the workforce to address the needs of the state and nation
 - customizable curricula that work towards a degree
 - new courses drawn from and staffed by multiple disciplines
2. Facilitating:
 - cohort experiences for non-traditional students or those who are pursuing knowledge on multidisciplinary topics
 - technology-enhanced teaching and learning for both in-person and online formats
 - creation of new course content and cross-disciplinary teaching of subject matter
 - equitable incentivization programs to departments whose faculty teach in the interdisciplinary programs
 - a central point of contact on new programs or interdisciplinary initiatives
 - hiring non-tenure track faculty and staff to assist in the creation of new course content and cross-disciplinary teaching of subject matter
3. Liaising between and among:
 - UTK and K-12 community and community partners to address the state's and the nation's emerging workforce needs that rely on convergent topics
 - UTK colleges to promote interdisciplinary curriculum funding such as National Science Foundation's recurring educational (e.g., NSF Research Traineeship program) and

workforce development (e.g., Experiential Learning for Emerging and Novel Technologies) solicitations.

- Education and research activities at UTK on integrative and convergent initiatives
- UTK colleges and university support units in attracting and retaining students for interdisciplinary programs and degrees

The proposed structure for CECS is unique and innovative as it is a hybrid between an independent college and a central office that serves other colleges. By hiring non-tenure track lecturers to be shared with other colleges, CECS enables the timely launch of new course content while supporting partnering colleges in their pursuit of domain-specific new content development in their operations. Offering course buyouts and summer salaries to tenure-track or tenured faculty in other colleges will also enable cross-pollination as new content is developed collaboratively. Faculty will have a go-to place for their ideas through CECS. CECS leadership will assess proposals for topics from across campus and support the faculty by offering them compensation (buy-out, summer salary), and connecting them to faculty with similar interests across campus. It will provide administrative support to faculty to facilitate meetings and collaboration. It will serve as an incubator for new courses and programs. Furthermore, CECS will overcome the burden of coordination among multiple units by anticipating and identifying resource needs to create and sustain these new programs.

Inventory of Current Academic Program Offerings

The following academic programs will transfer over to CECS:

- Data Science undergraduate minor (currently under Intercollegiate Undergraduate Programs under Provost's Office)
- Global Development minor (developed by Center for Global Engagement; Letter of support is included in Appendix B)

Inventory of Future Academic Program Offerings

In different stages of discussion are the following:

Undergraduate Studies Curriculum

- Sustainable Development certificate – developed and proposed for Fall 2023
- Data Science undergraduate major - in development and planned for Fall 2024
- Sustainability minor and major – exists in various colleges, plan to revise, integrate and move under CECS
- Artificial Intelligence minor – new, planned for Fall 2024
- OneHealth minor – new, planned for Fall 2025
- Human-Computer Interaction minor and major – new, minor planned for Fall 2024, major Fall 2026

Graduate Studies Curriculum

- Data Science certificate and master's degrees, new, discussions to start Fall 2023
- Artificial Intelligence certificate, new, discussions to start Fall 2023
- Sustainability certificate, new, discussions to start Fall 2023
- STEM Education certificate, exists in multiple colleges, discuss integration and revision as of Fall 2023

Organizational Structure

CECS is proposed as a new college. The complete organizational structure will be developed in phases. The initial phase will focus on an agile structure that can develop and implement programs on topics of high interest that are already in discussions on campus. The foundational structure at launch will include a Vice Provost and Dean to enable a central support platform on campus. Other positions include the following:

- Assistant Dean for Student Experience to address career development, job placement, cohort experiences on campus, service and community engagement, recruitment, and outreach
- Associate Dean for Academic Affairs to oversee the administration of programs, establishing faculty teams, hiring program directors, scheduling courses, handling Memoranda of Understanding between colleges, advising issues
- Director of Industry Partnerships and Workforce Development to engage potential employees in government and industry, community partners and state economic development experts as new programs are developed. Due to the great synergy with the Office of Research, Innovation and Economic Development (ORIED), a shared position between CECS and ORIED is envisioned at launch.
- Director of Business Operations to manage day to day operations, finance matters, agreements, hiring, IT needs
- Director of Communication and Marketing to publicize the college, develop communication strategies with different stakeholders, maintain the website, support events, and CECS engagement with community, state, and industry partners
- Director of Advising to support student needs and coordinate advising between and among colleges for consistency across campus
- Director of Content Design and Online Development to enable immersive and engaging learning experiences for students, to weave emerging technologies throughout the course content and enable online content development
- Two administrative assistants to support the deans
- Program directors and lecturers to be hired from faculty across campus to develop curricula and teach courses from across campus

Once the foundational structure of the college is established, the leadership will assess the success of its programs and their sustainability based on metrics including student enrolment, satisfaction, and placement. Positive performance indicators will encourage the college to move to Phase 2 and expand by hiring more supporting staff (program directors, lecturers, teaching assistants, advising staff and administrative support). As students graduate with majors from CECS, the leadership will assess the sustainability of the programs offered and, as appropriate, the college will move to Phase 3, where offices such as industry partnerships and economic development will fully report to CECS, and the student success office will expand to address the growing student body and to enrich outreach efforts. The College expects to reach Phase 2 by Year 3 and to reach Phase 3 by Year 5.

Proposed (New) Organizational Chart

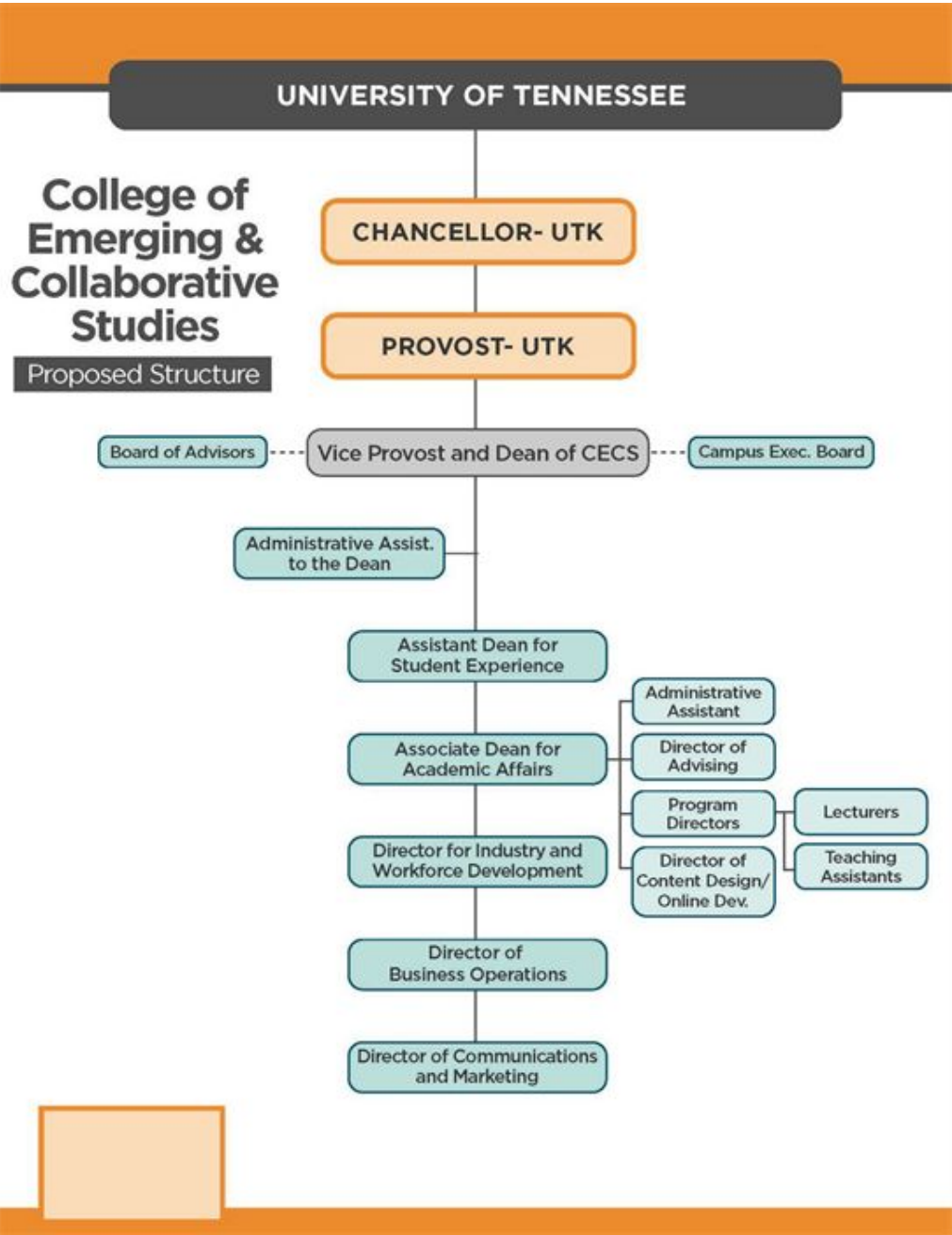


Figure 1 CECS Organizational Structure at Launch

Cost-Benefit Analysis of the Proposed Academic Unit

While the establishment of CECS requires the reallocation of institutional funds for start-up, as depicted in the financial forms included in Appendix A, the benefits to the University and the state far outweigh the investment. Expenses to start the college are estimated at \$2.7 million. Assuming CECS courses have approximately 30 students (a conservative estimate), tuition and fee revenue is projected at approximately \$123,700 in Year 1 based on the planned Fall 2023 curriculum. Tuition and fee revenue in Years 2-5 is projected to grow substantially following the planned development of the undergraduate and graduate curriculum as outlined above.

In addition to full-time CECS administration and support staff salaries, faculty salaries are projected at \$562,800 in Year 1 to hire two non-tenure-track faculty, cover buyout for 50% time and one month summer salary for three faculty to serve as program directors for the minors in consideration, and buyout for faculty to teach 7 courses each semester to cover these minors. Additional expenses anticipated for launch include:

- New/Renovated Space: \$20,000 to reconfigure new office spaces for the deans, directors and administrative assistants.
- Equipment: \$15,000 for technology and IT needs of CECS staff
- Consultants: \$100,000 to acquire digital marketing and web-design services to launch the CECS website and publicize the college and its programs
- Other: \$60,000 to provide summer salary for faculty, training of faculty, and technology integration into the curricula

Recurring costs include funds for travel for CECS staff, printing costs, office supplies, and other expenses such as professional development for faculty and staff and marketing and events to increase enrollment.

The benefits of CECS are substantial as it becomes a hub for interdisciplinary collaboration and offers unique academic programs highly relevant to workforce needs. While many institutions are attempting to address the need to offer interdisciplinary programs, most are opting to gather courses from various colleges rather than establish a specific unit. To our knowledge, the proposed concept of a college dedicated to creating course content by engaging faculty across campus and coordinating the curriculum through a central platform has not been implemented in this manner at aspirant or peer institutions. Models of interest nationally include the College of Innovation and Design at Boise State University, Rochester Institute of Technology's New Economy Majors, and the School for the Future of Innovation in Society at Arizona State University.

The stand-alone College will:

- Enjoy brand recognition and visibility across the state and beyond
- Facilitate the development of courses needed for the current and future workforce nimbly and efficiently
- Encourage collaboration among scholars from multiple disciplines to develop innovative academic programs and experiences
- Attract traditional-age students looking for a customizable academic program

- Offer unemployed or underemployed adults the opportunity to earn a credential to help them attain a job or promotion
- Make learning accessible to students anywhere via online course offerings
- Be more affordable for students who cannot or choose not to enroll in traditional four-year, full-time college work
- Help the state reach its Drive to 55 goal

Existing and Anticipated Facilities for Proposed Academic Unit

Office space, supported by one-time setup costs for the new personnel, will be made available in Andy Holt Tower. The program directors will be appointed from existing colleges on campus and will continue to reside in their current locations. CECS will offer available courses face to face and online, which will allow the college to reach many students beyond campus without needing extra space on campus.

During its initial phase, CECS will provide cohort experiences to both students and faculty through shared spaces provided by the University Library. Advising, career guidance, research experience support, internship, and employment opportunities will take place in the Library space. Faculty will also have access to this space for shared experiences. As the college operations grow, investments in space on campus will be supported by the revenue generated by the programs and endowments.

Appendix A: THEC Financial Projections

**Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
University of Tennessee, Knoxville
College of Emerging and Collaborative Studies**

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	\$20,000	\$-	\$-	\$-	\$-
Equipment	\$15,000	\$-	\$-	\$-	\$-
Library	\$-	\$-	\$-	\$-	\$-
Consultants	\$100,000	\$100,000	\$100,000	\$-	\$-
Travel	\$-	\$-	\$-	\$-	\$-
Other	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Sub-Total One-time	\$195,000	\$160,000	\$160,000	\$60,000	\$60,000
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$1,193,000	\$1,328,000	\$1,531,000	\$1,789,000	\$1,817,000
Benefits	405,620	451,520	520,540	608,260	617,780
Sub-Total Administration	\$1,598,620	\$1,779,520	\$2,051,540	\$2,397,260	\$2,434,780
Faculty					
Salary	\$488,333	\$518,667	\$451,667	\$459,667	\$467,667
Benefits	74,533	100,847	103,567	106,287	109,007
Sub-Total Faculty	\$562,866	\$619,514	\$555,234	\$565,954	\$576,674
Support Staff					
Salary	\$88,800	\$221,800	\$227,800	\$288,800	\$294,800
Benefits	4,900	45,320	47,360	68,100	70,140
Sub-Total Support Staff	\$93,700	\$267,120	\$275,160	\$356,900	\$364,940
Operating					
Travel	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000
Printing	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Equipment	\$-	\$-	\$-	\$-	\$-
Other	\$157,500	\$163,500	\$165,500	\$167,500	\$176,500
Sub-Total Operating	\$214,500	\$220,500	\$222,500	\$224,500	\$233,500
Total Recurring	\$2,469,686	\$2,886,654	\$3,104,434	\$3,544,614	\$3,609,894
TOTAL EXPENDITURES (A + B)	\$2,664,686	\$3,046,654	\$3,264,434	\$3,604,614	\$3,669,894

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	123,732	654,858	1,216,494	2,158,587	3,101,526
Institutional Reallocations ²	2,540,954	2,391,796	2,047,940	1,446,027	568,368
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-
Other ⁵	-	-	-	-	-
BALANCED BUDGET LINE	\$2,664,686	\$3,046,654	\$3,264,434	\$3,604,614	\$3,669,894

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.

Tuition and fee revenue is expected to be generated in Year 1 and grow as new courses, minors, and majors are developed over five years. New programs will also benefit individual colleges as they collaborate with CECS.

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

Institutional reallocations will come from central reserves.

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

None included, but will seek federal grants

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

None included but gifts will be pursued

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

NA

Appendix B: Program Letter of Support



Center for Global Engagement
1620 Malcolm Avenue
Knoxville, TN 37996-3533
865-974-1377
fax 865-974-2985
cge.utk.edu

January 19, 2023

To the Tennessee Higher Education Commission:

This letter is to fully endorse and support the development and collaboration with the proposed College of Emerging and Collaborative Studies at the University of Tennessee. As the University of Tennessee has considered outcomes of education, the campus community consistently comes back to the centrality of our role to enable graduates to live and work in a fast pace, ever changing society. To this end, the Center for Global Engagement (CGE) at the University of Tennessee is honored to collaborate to implement a rigorous new College that has a relevant and responsive vision for educating the future workforce of the state of Tennessee.

CGE will co-lead the Global Development minor with the College of Emerging and Collaborative Studies. This minor will operate in the College and will launch in the Fall of 2023. Many 21st century problems no longer know national boundaries. To address these problems, students will require knowledge, and skills that transcend conventional paradigms. They must be comfortable with critical thinking skills and understand the complexities of present day societies. Thus the College of Emerging and Collaborative Studies is a perfect operational home for the minor while providing access to a wide range of disciplinary exploration by its students.

The Center for Global Engagement (CGE) is committed to collaborating and supporting the operation and integration of the Global Development minor in the College of Emerging and Collaborative Studies.

Sincerely,

Gretchen Neisler
Vice Provost for International Affairs

**BIG ORANGE.
BIG IDEAS.**

Flagship Campus of the
University of Tennessee System



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Jamie Woodson, Committee Chair

Background Information

Items on the Committee Consent Agenda are not presented or discussed in the Committee unless a Committee member requests that an item be removed from the Consent Agenda. The Bylaws provide that an item will not be removed from the Consent Agenda solely for the purpose of asking questions for clarification. Those questions should be presented to Dr. Bernie Savarese before the meeting.

Committee Action

If there are no requests to remove items on the Consent Agenda, the Committee Chair will call for motion that:

1. The reading of the minutes of the last meeting of the Committee, held on October 28, 2022, be omitted and that the minutes be approved as presented in the meeting materials.
2. The resolutions set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

If the motion passes, the items requiring Board approval will go forward to the Consent Agenda of the full Board meeting.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.1

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE October 28, 2022

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 9:30 a.m. (CDT) on Friday, October 28, 2022. The meeting was held in the Duncan Ballroom of the Boling University Center located at the University of Tennessee at Martin, in Martin, Tennessee.

Committee Members Present: Jamie R. Woodson, Committee Chair; John C. Compton, Board Chair; Hayden Galloway (Student Trustee); Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Shanea A. McKinney; Andy Puckett (Faculty Representative); and Donald J. Smith.

Other in Attendance:

Trustees: Bradford D. Box, Decosta E. Jenkins; Christopher L. Patterson; William (Bill) C. Rhodes III; and David N. Watson.

University Administration: President Randy Boyd; Bernard Savarese, Acting Vice President for Academic Affairs and Student Success; Cynthia C. Moore, Board Secretary and Special Counsel; Chancellor Steve Angle (UT Chattanooga); Chancellor Peter Buckley (UT Health Science Center); Chancellor Keith Carver (UT Martin); Interim Chancellor Linda Martin (UT Southern); and Chancellor Donde Plowman (UT Knoxville). In addition, other members of the UT senior leadership and administrative staff were present.

Ms. Moore announced the presence of a quorum. The meeting was webcast for the convenience of the University community, the general public, and the media.

Opening Remarks of the Committee Chair

Committee Chair Woodson welcomed everyone to the meeting. She expressed her gratitude to Trustee Donnie Smith for his service as Chair of the Education, Research and Service Committee over the past few years and thanked him for continuing to serve as a member of the Committee. She also welcomed new Committee members Hayden Galloway, an undergraduate at UT Southern, and Dr. Andy Puckett, Professor and Finance PhD Program Director in the Department of Finance at the Haslam College of Business at UT Knoxville.

Presentations

UT System Student Success Indicators

Dr. Bernard Savarese, Acting Vice President for Academic Affairs and Student Success, began his presentation by noting that while enrollment and retention are down at many institutions across the nation, the UT System is, for the most part, seeing gains in both areas,

as detailed in the “UT System Student Success Indicators” report (Tab 1.1). Key student metrics for the UT System and its campuses include:

- UT System: Enrollment in the UT System has reached an all-time high of 56,032, representing an increase of 3.8% from 2021 to 2022 and an increase of 10.3% for the five-year period from 2018 to 2022. The System has also seen modest gains in retention and graduation rates have also increased over that same five-year period. Over the past five years, the number of students earning their bachelor’s degrees has risen by 9.6%, with rates for those earning graduate and professional degrees increasing by 15.3% over that same period.
- UT Knoxville: Enrollment at UTK has increased by 17% over the past five years, with enrollment rising by 6.6% from 2021 to 2022, driven by the enrollment of nearly 2,000 undergraduates and 130 graduate students. Retention rates have increased slightly, with an overall increase of 1.8% over the past five years. While graduation rates for those completing their degrees in six years have not seen a significant increase, over the past five years, four-year graduation rates have climbed by 5.6%.
- UT Chattanooga: UTC has seen slight declines in enrollment. The campus is working to increase enrollment, which had seen moderate gains prior to the pandemic. Graduation rates have increased over the past five years, with the number of degrees earned in four years rising by 2.8% from 2021 to 2022 and by 4.6% for those completing degrees in six years.
- UT Southern: The University’s newest campus saw substantial growth from 2021 to 2022, with enrollment increasing by 6.6%. First-year retention at UTS increased by 11.8% over the past year, and by 14.7% from 2018 to 2022. Over the past five years, the four-year graduation rate rose by 3.0%; however, the six-year graduation rate fell by -6.3%. Dr. Savarese noted that graduation rates can be a lagging indicator that should improve if the positive trends in retention continue.
- UT Martin: While enrollment fell by -2.6% over the five-year period from 2018 to 2022, enrollment grew by 2.3% from 2021 to 2022. The decline in retention over the past five years (-2.7%) may be attributable to the pandemic, as there was a modest increase in retention (1%) over the past year. UTM recently hired a Director of Retention to identify and address barriers that may impact a student’s decision to return following their first year. Graduation rates have increased, with a 4.9% rise over the last five years for those completing their degrees in six years, with four-year graduation rates increasing by 1.9% over that same period.
- UT Health Science Center: Dr. Savarese pointed out that the reporting of retention and graduation for the UTHSC is different from that of other campuses. While there have been declines in enrollment at UTHSC (-2.9% from 2021 to 2022 and -4.2% over the past five years), undergraduate enrollment is increasing slightly, and this past fall saw the highest transfer student enrollment over the past five years.

Dr. Savarese concluded his presentation by stating that, overall, the UT System is performing well in terms of enrollment, retention, and graduation rates.

2022 Student Experience Survey

Dr. Savarese reviewed the results of the 2022 Student Experience Survey. The Survey was first implemented in Fall 2020 to gauge the student experience during the pandemic. The survey is distributed to all levels of students from undergraduate through those pursuing doctoral degrees during the fall and spring semesters.

Students are asked to respond to five questions: (i) I believe my campus listens and responds to student needs; (ii) I agree that my campus offers the resources and/or support needed for my success as a student; (iii) I am currently accessing the resources and/or support I need to be successful; (iv) I would recommend my campus to a friend/family member as a great place to study; and (v) I believe that I matter and belong at UT.

Participation in the Survey has been mixed, although the number of students participating this fall was higher than that of the past two terms. More first-year students responded to the Fall 2022 Survey than any other constituency. In addition, two of the UT System's smaller campuses, UTS and UTHSC, generated the largest percentage of respondents. The Survey also reflects the composition of the UT System in terms of undergraduate and graduate students, as well as race and ethnicity.

The results of the Survey show increases in the number of students responding positively to each of the five questions, with the most positive responses being to the statements: "I agree that my campus offers the resources and/or support needed for my success as a student;" and "I would recommend my campus to a friend/family member as a great place to study."

The Committee members expressed concerns regarding the overall participation rate in the Survey. The Chancellors shared the steps they took to encourage participation. The Committee members questioned the impact of "survey fatigue" on the level of participation. UT President Randy Boyd stated that the University community is asked to respond to numerous surveys throughout the year, including surveys requested by the State Legislature and the Tennessee Higher Education Commission ("THEC"). He suggested that it may be important for the University administration to consider the timing of all surveys and whether certain surveys could be consolidated to improve participation.

Campus Reports

Report on Periodic Post-Tenure Performance Review (PPPR)

Dr. Savarese turned to the presentation on Periodic Post-Tenure Performance Review ("PPPR"). He indicated that Section I of UT Board Policy BT0006, "Policies Governing Academic Freedom, Responsibility, and Tenure," outlines procedures for the evaluation of tenured faculty, which included: (i) the Annual Performance and Planning Review

("APPR"); and (ii) the Enhanced Post-Tenure Performance Review ("EPPR"), which is used if a faculty member receives an "unsatisfactory" or "needs improvement" ranking. The policy was revised in March 2018 to include PPPR, which is a comprehensive peer review of faculty members that is to take place every six years. Faculty members may request an exemption from participating in PPPR for reasons that include retirement, administrative appointments, or leaves of absence. The first cycle of PPPR reviews was completed during the Academic Year 2019-20. However, during the pandemic, with the support of the Board, the PPPR process was paused. The PPPR process was reinstated during AY 2021-22. Dr. Savarese briefly reviewed the results of the 2021-22 PPPR report (Tab 2.1).

Dr. Andy Puckett provided a few observations from a faculty perspective, noting that while University faculty recognizes that review processes are designed to incentivize excellence, concerns have been expressed about PPPR, including: (i) if PPPR is meant to enhance the APPR, consideration should be given to revamping the APPR; (ii) PPPR adds additional work to the faculty portfolio; and (iii) faculty serving on a review committee may be hesitant to provide a negative assessment if it would conflict with the assessment of the department chair.

The Committee members discussed the costs associated with PPPR, as well as the history of the process. Dr. Linda Martin, who has served as Vice President for Academic Affairs and Student Success prior to being appointed as Interim Chancellor of UTS, stated that, when the decision was made to implement PPPR, it was more common among large flagship institutions. She noted that some institutions have eliminated PPPR after demonstrating that the annual evaluation process improved. Based on the discussion, it was acknowledged that more information was necessary to continue to assess the cost/benefits of PPPR, as well as the peer landscape.

Annual Report on Intercollegiate Athletics

Committee Chair Woodson noted that pursuant to Board Policy BT0015, any UT campus with an intercollegiate athletics program is to submit a written report to the Committee each fall. She directed the Committee's attention to the report in the meeting materials (Tab 2.2), as well as the individual campus reports contained in the appendix to the meeting materials. Committee Chair Woodson asked Dr. Savarese to provide a summary of the information found in those documents.

Dr. Savarese began his presentation by noting that UTK, UTM, and UTC are members of the National Collegiate Athletics Association ("NCAA"). However, UTS is a member of the National Association of Intercollegiate Athletics ("NAIA"). UT campuses are to report on a number of items relating to athletics, including, but not limited to: (i) the role of athletics on campus; (ii) faculty athletics representatives; (iii) how success is measured; (iv) academic progress rate ("APR"); (v) graduation success rate ("GSR"); (vi) grade point averages ("GPA"); (vii) admissions; and (viii) student athlete majors. Dr. Savarese briefly summarized key points of the reports provided by the UT campuses.

Peer and Aspirational Peer Institutions

Dr. Jorge Pérez, Associate Vice President of Institutional Effectiveness, discussed the list of Proposed Peer and Aspirational Peer Institutions. Dr. Pérez explained that the UT System gauges its progress and that of its campuses on key performance indicators relative to peer systems and institutions. The University is currently using a set of comparable and aspirational peer institutions that was approved by the Board in 2017. Dr. Pérez described the detailed process and analysis used to review and update the lists, as further described in the meeting materials. Dr. Pérez answered a number of questions regarding the factors considered in and process used to identify the comparable and aspirational peer institutions.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Peer and Aspirational Peer Institutions for the UT System and its campuses (as presented in Tab 3).

New Academic Unit: School of Natural Resources, UTIA

Dr. Carrie Castille, Senior Vice Chancellor/Senior Vice President for the UT Institute of Agriculture ("UTIA"), presented an overview of the proposal to elevate the existing Department of Forestry, Wildlife and Fisheries in order to establish the School of Natural Resources. Dr. Castille observed that natural resources are a fundamental component of Tennessee's economy, culture, and quality of life. Establishing the School of Natural Resources will play an important role in advancing the science and sustainable management of the State's natural resources, while also making the University's program more competitive with natural resource programs in the region and the country. Creating the School will also serve to enhance program visibility, provide opportunities for further expansion, and increase enrollment. The establishment of the School is supported by a number of entities, including the Oak Ridge National Laboratory, the Tennessee Forestry Association, the Tennessee Wildlife Federation, and the Tennessee Wildlife Resources Agencies.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the establishment of the proposed School of Natural Resources, UTIA (as presented in Tab 4).

New Academic Programs

Bachelor of Applied Science in Information Technology Cybersecurity, UTC

Dr. Jerold Hale, Provost and Senior Vice Chancellor of Academic Affairs at UTC, presented an overview of the proposed Bachelor of Applied Science in Information Technology Cybersecurity program. Dr. Hale advised the Committee that the program will provide an innovative interdisciplinary education in information technology aimed at transfer students and working professionals, who have completed programs at other institutions. The

program will provide students with intensive experiential learning opportunities, as well as field experience. Moreover, the structure of the program will allow students to finish their coursework in a year so that they can quickly move into the workforce. He reviewed the number of credit hours, the proposed timeline for implementation, the projected enrollment, the resources needed, and the accreditation process for the program. In addition, Dr. Hale discussed the intended purpose and outcomes for the program.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Bachelor of Applied Science in Information Technology Cybersecurity program at UTC (as presented in Tab 5.1).

Bachelor of Science in Business Administration with a Major in International Business, UTK

Dr. John Zomchick, Provost and Senior Vice Chancellor at UTK, presented an overview of the proposed Bachelor of Science in Business Administration with a major in International Business at UTK's Haslam College of Business ("HCB"). Dr. Zomchick advised the Committee that HCB has seen a consistent increase in the number of students pursuing international business content, participating in study abroad courses, and studying foreign languages. If approved, this new major will accompany a second major within HCB and equip students with skills that will enhance their effectiveness as business professionals and advance UTK into the ranks of an elite set of institutions that prioritize international business education. He reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, the resources needed, and the accreditation process for the program. He also discussed the intended purpose and outcomes of the program.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Bachelor of Science in Business Administration with a major in International Business program at UTK (as presented in Tab 5.2).

Grant of Tenure Upon Initial Appointment

President Randy Boyd stated that he and Chancellor Plowman are recommending that tenure be granted to nine faculty members upon initial appointment (a detailed list of the recommended individuals was set forth in the meeting materials). President Boyd advised that the candidates meet the requirements to be considered for tenure upon initial appointment, all steps in the review process outlined in the Board policy have been completed, and they have received strong support at each level of review.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the grants of tenure upon initial appointment (as presented in Tab 6).

Granting of Honorary Degree, UTK

President Boyd stated that Chancellor Plowman has recommended that William “Bill” Haslam be granted an Honorary Doctor of Humane Letters degree within the College of Education, Health, and Human Sciences at UTK. Bill Haslam served for two terms as Mayor of the City of Knoxville (2003-2011) and two terms as Governor of the State of Tennessee (2011-2019). President Boyd and Committee Chair Woodson both praised former Governor Haslam as a passionate advocate for education at all levels, particularly for post-secondary education.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the granting of an Honorary Doctor of Human Letters degree from the College of Education, Health, and Human Sciences at UTK to William “Bill” Haslam (as presented in Tab 7).

Consent Agenda

Committee Chair Woodson asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, the Committee approved: (i) the Resolution to adopt the minutes of the last meeting of the Committee; and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda (a complete list of the approved items appears at the end of these minutes).

Other Business and Adjournment

With no further business to come before the Committee, the Chair adjourned the meeting.

Respectfully Submitted,

/s/ Cynthia C. Moore
Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Prior Meeting (June 24, 2022)
- Comprehensive List of Academic Programs
- Ratification of Administrative Action to Terminate or Inactivate Academic Programs

Information Items

- Certification of Degrees Conferred
- 2022 Tenure and Promotions



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Approval of Academic Program Modification: Changing the Degree Designation of an Existing Program, Bachelor of Arts in Arts, UTM**

Type: Action

Background Information

The University of Tennessee at Martin (UTM) is proposing a change to a degree designation for an existing program. In June 2022, the Board of Trustees approved a Bachelor of Arts (BA) with a major in Fine and Performing Arts. UTM proposes modifying the degree designation to a Bachelor of Arts in Arts (BAA) in order to address inadvertent confusion within UTM's internal student progression tracking software. The curriculum for the BAA with a major in Fine and Performing Arts is not changing. All that is changing is the degree designation.

More detailed information is presented in the attached materials.

Resolved:

The Board of Trustees hereby approves the University of Tennessee at Martin's requested change in degree designation for the previously approved Bachelor of Arts (BA) with a major in Fine and Performing Arts to a Bachelor of Arts in Arts (BAA) degree designation.

Further, the proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with such change in degree designation, and (ii) take such other actions as may be necessary and deemed appropriate to effectuate the degree designation change, consistent with the description presented in the meeting materials.

Academic Program Modification Proposal

APM Request Type: Changing the Degree Designation of an Existing Program

Bachelor of Arts in Arts

Submitted by

Department of Visual and Theatre Arts

College of Humanities and Fine Arts

The University of Tennessee at Martin



Updated January 24, 2023

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Cover Letter from Chief Academic Officer



MARTIN

Division of Academic Affairs
324 Administration Building
554 University Street
Martin, Tennessee 38238
Office: (731) 881-7010
Fax: (731) 881-7503
www.utm.edu

October 27, 2022

Dr. Emily House, Executive Director
Tennessee Higher Education Commission
312 Rosa Parks Avenue, 9th floor
Nashville, TN 37243

Dear Dr. House:

We are changing the degree designation for our new BA in Arts to a BAA (Bachelor of Arts in Arts). This change has gone through the approval process on campus, and I support the change.

Sincerely,

Philip Acree Cavalier, Provost

CC: Dr. Keith Carver, Chancellor
Bernie Savarese
Karen Etzkorn
Lynn Alexander
Carol Eckert

Program Liaison Names and Contact Information

Academic Program Liaison:

Karen Etzkorn
Director of Academic Affairs, UT System
Email: etzkorn@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B
Knoxville, TN 37902

Departmental Contact:

Dr. Carol A. Eckert
Chair, Department of Visual & Theatre Arts
Email: ceckert@utm.edu
Phone: (731) 881-7897
201 Fine Arts Building
16 Mt. Pelia Rd.
University of Tennessee
Martin, TN 38238

Current and Proposed Program Information

Summary of Proposed Change:

UT Martin requests modifying the recently approved degree designation of a Bachelor of Arts with a Major in Fine and Performing Arts, a BA degree to make this a Bachelor of Arts in Arts, a BAA degree designation. The change is requested to address confusion in UTM's internal student progression tracking software. The initial request should have indicated a BAA designation, so the campus requests approval for this minor modification; there are no other changes to the program whatsoever.

Table 1: *Overview of Proposed Change*

Before Proposed Change		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Bachelor of Arts with a Major in Fine and Performing Arts Concentrations: Dance; Graphic Design; Studio Art; Theatre Acting; Theatre Tech	B.A.	50.0101
After Proposed Change		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Bachelor of Arts in Arts with a Major in Fine and Performing Arts Concentrations: Dance; Graphic Design; Studio Art; Theatre Acting; Theatre Tech	B.A.A.	50.0101

Proposed Implementation Date of Proposed Program: Immediately upon THEC approval

Anticipated Delivery Site: UT Martin Campus

Approved Off-Campus Site(s): None

Delivery Mode: Face-to-face / In-person

Background on Proposed Academic Program Modification

A modification to add a new degree designation, a B.A. in Arts with a major in Fine and Performing Arts, was approved by the University of Tennessee Board of Trustees in June 2022 and by THEC in July 2022, with an implementation date of Fall 2022. Once approved, UT Martin began integrating the new degree program into Banner and Flight Plan (the local name for Degree Works, software used by students and advisors to track student progression). UT Martin realized there was confusion between the traditional B.A. program and the B.A. in Arts with a major in Fine and Performing Arts due to the use of the B.A. degree designation. The traditional B.A. program has an expanded set of general education requirements that is optional by the B.A. in Arts degree program. To remove the confusion, UT Martin is changing the degree designation for the B.A. in Arts program from B.A. to B.A.A. The degree designation is the ONLY change being proposed for the B.A. in Arts with a major in Fine and Performing Arts program. All degree requirements, all concentrations, the degree length, and the CIP code will remain unchanged.

Justification/ Rationale for the Proposed Change

The proposed change will address confusion between the traditional B.A. program and the B.A. in Arts with a major in Fine and Performing Arts due to the use of the B.A. degree designation. The traditional B.A. program has an expanded set of general education requirements that is optional by the B.A. in Arts degree program. To remove the confusion, UT Martin is changing the degree designation for the B.A. in Arts program from B.A. to B.A.A.

Potential Impact on Existing Programs

Impact on the Modified Program

There will be no impact on the modified program; the action is merely corrective and intended to alleviate confusion about B.A. requirements in UT Martin's student progression tracking software.

Impact on Other or Similar Programs

There will be no impact on any similar programs; the action is merely corrective and intended to alleviate confusion about B.A. requirements in UT Martin's student progression tracking software.

Teach-Out Plan for Current Students

Not applicable; no teach-out plan is necessary.

Similar Programs Offered at Public and Private TN Institutions

Table 4: *Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description/ Focus of Program	Miles from UT Campus
UT Southern	BA Arts	50.0101	In December 2021, UT Southern consolidated three separate degrees (BA in Arts, BA in Dramatic Arts, and BA in Music). These are now concentrations under a BA in Arts.	202
Belmont University	BA in Arts, BA in Theatre and Drama	50.0101	Belmont's Bachelor of Arts is a flexible degree path. Typically, it serves as a true Liberal Arts degree by combining a strong major with a unique minor from another academic area. The BA can also be interdisciplinary by combining Theatre studies with a completely different major. The combinations are as varied as the number of degree options at Belmont.	154
Freed Hardeman	BA with majors in studio art, graphic design, and theatre	50.0101	The Department of Fine Arts offers a B.A. major in Art with an emphasis in studio or graphic design, a B.A. major in Interactive Digital Design (designer emphasis), a B.A. major in Music, a B.A. major in Photography, a B.A. major in Theatre with an emphasis in performance or design/production, and minors in art, fine arts, music, digital music, photography, and theatre. A B.F.A. major is available in art with an emphasis in studio art. Teaching licensure is also available in art, music, and theatre.	74
Milligan University	BA in Fine Arts with concentrations in Art and Theatre Arts	50.0101	Students completing the art program acquire a strong foundation in visual art skills, insights, and overall aesthetic awareness. Outstanding students are prepared to apply to graduate school, enabling them to teach college or to pursue careers as professional artists. The art world also provides numerous opportunities to well-trained creative young artists in related art vocations-gallery and museum work, arts organization jobs, and free-lance art.	440

Tennessee Wesleyan University	BA in Fine Arts with an emphasis in Art or Theatre	50.0101	The fine arts program at TWU provides understanding, appreciation, and practical opportunities so that the fine arts are placed correctly in the development of our students. Students working toward a bachelor's in fine arts choose a primary and secondary course of study between three options: music, theatre, and visual art.	336
Tusculum University	BA in Studio Art, Visual communication Design	50.0101	Our studio course structure is designed to first expose students to the fundamentals of working with a particular medium such as oil paint. Then in upper level courses, students improve their command of art and increase their ability to use a medium by learning more advanced techniques and developing higher levels of skill, as well as the ability to conceptualize and develop a unified body of work.	406
Southern Adventist University	BA in Art, Graphic Design	50.0101	Graphic design is the most widespread form of visual language used to communicate with an audience. The creative individual who is able to speak this language has the ability to inspire, persuade, and provoke. Graphic design students at Southern are creative individuals who desire to communicate with purpose. As a student, you'll be given the tools and opportunities to cultivate your unique skills, abilities, and style in a Seventh-day Adventist Christian educational environment. You'll emerge with real-world experience and a professional portfolio and be well-equipped to make an impact on the world around you.	297
Carson Newman University	BA in Drawing & Painting, Graphic Design, Theatre	50.0101	Carson-Newman offers the BA Degree in Art with an emphasis in Drawing & Painting. This is the traditional "fine art" degree and emphasis in the production of visual art. Students in this program learn traditional skills and techniques at the lower levels of study, and then are allowed considerable freedom of personal expression at the higher levels of study.	360
LeMoyne-Owen College	BA in Art, Graphic Arts	50.0101	The Fine Arts and Humanities Division strives to foster a student-centered learning environment with innovative teaching and learning initiatives that develop students' communication and literary skills, promote cultural awareness and knowledge, and enhance students'	137

			artistic and musical abilities. The Division, with areas of study in Art, English, Humanities, Foreign Languages, Journalism and Mass Communication, Music, Philosophy and Religion, offers majors in Art, English, Journalism and Mass Communication, and Music, all leading to the Bachelor of Arts degree. The division also offers an Interdisciplinary Studies major that leads to a Bachelor of Arts degree.	
Trevecca Nazarene University	BA in Dramatic Arts	50.0101	Trevecca's Bachelor of Arts in dramatic arts is designed to prepare you for a competitive career in professional theatre or theatre education, or for graduate studies in theatre. You can tailor your degree to your passions and goals by specializing in specific aspects of theatre like acting, directing, design, playwriting or stage management.	157
Maryville College	BA in Art with Concentrations in Drawing, Ceramics, Painting, Photography	50.0101	The Maryville College Art Department strives to prepare students for lifelong intellectual and emotional engagement with the study and practice of art. The purpose of the Art program is to introduce, encourage and strengthen skills, attitudes and knowledge that enable students to become creators, caretakers and advocates of the arts. The Art Department is an academic community committed to challenging students with a stimulating program of study that balances individual instruction, cooperative learning and independent research. For Art majors and Art minors, the art curricula complements broad knowledge grounded in the liberal arts tradition with specialized expertise in the students' chosen field. For all students, the curriculum embraces the belief that art both enriches and is enriched by its interconnectedness with other areas of human behavior. Art Majors choose from the following concentration areas: Drawing, Ceramics, Painting, and Photography.	338
Lipscomb University	BA in Visual Art, Theatre	50.0101	At Lipscomb, you will learn the skills to produce art that is intelligent, visually impactful and emotionally powerful. Our unique, spiritually led experience in the visual arts will develop you personally and professionally to make a difference in the field.	155

			Engage in the process of perception and practice, and find and develop your distinct visual language. Whether you want to be a studio artist, graphic designer, curator or art teacher, we provide a set of diverse programs for you to explore and pursue your calling. Be led by a faculty of experienced practicing artists, gain access to museums, galleries, design firms and studios that make up Nashville's vibrant art scene, and take advantage of opportunities to travel across the country and world to be part of exhibitions, shows and trips. Cultivate your talents, passions and heart for creating change in the world through the visual arts.	
Union University	BA in Art with concentrations in Ceramics, Sculpture, Graphic Design, Painting, Drawing, Photography	50.0101	The Department of Art provides an environment and curriculum devoted to developing skills, stimulating critical thinking, and expressing creativity within the framework of a Christian liberal arts program. In the freshman year art students begin a four-course visual foundations sequence in drawing and design. Students complete a four-course art history sequence and pursue visual studies in one of several areas of concentration. Students may also choose to major in Pre-professional Art Therapy or minor in Digital Media Studies and/or Visual Theory and Aesthetics. An art major who wishes to teach art grades K-12 may receive licensure.	51
Vanderbilt University	BA with a concentration in Art	50.0101	Knowledge of the visual arts had become an essential key to the understanding of culture in any given place or time. Now, more than ever, ideas find expression through the medium of art, which is why the Department of Art at Vanderbilt has developed a curriculum that embraces a wide range of methods and perspectives offered by nationally (and internationally) recognized professionals. Although they are practicing artists themselves, these faculty members are devoted to teaching and sharing their technical and theoretical expertise not only with the students who seek to develop their creative energies as majors in Art but those from other disciplines who are drawn to the evocative powers inherent in a visual language.	152

Curriculum Comparison

The curriculum for the B.A.A. with a major in Fine and Performing Arts is not changing. All that is changing is the degree designation. The current curriculum and the proposed curriculum are the same. The curriculum for each concentration is included here.

STUDIO ART (1):

STUDIO ART CORE	BAA with a concentration in Studio Art: Complete 9 Hours
	ARTH 210: The History of Art (3)
	ARTH 211: The History of Art (3)
	FA 310: Aesthetics OR FA 410: Art Theory and Criticism (3)
STUDIO ART CONCENTRATION	Studio Art: Complete 45 Hours
	Art 120: Two-Dimensional Design (3)
	Art 130: Three-Dimensional Design (3)
	Art 140: Drawing I (3)
	Art 150: Drawing II (3)
	Art 200: Using Color (3)
	FA 301: Gallery Practicum (3)
	Art 450: Professional Practices in Visual Art (2)
	Art 460: Senior Thesis Exhibition (1)
	24 hours in ART or ARTH 300 or higher (24) Including ART 310 Fibers, 325 Advanced Printmaking, 327 Book Arts, 330 Mixed Media, 331 Jewelry, 335 Ceramics, 345 Sculpture II, 350 Painting II, 355 Figure Drawing, 360 Clay Sculpture, 365 Clay Sculpture II, 370 Raku, 391 Special Topics in Art, 402 Research Topics in 2-D Studio, 403 Research Topics in 3-D Studio, 410 Fibers II, 430 Advanced Mixed Media, 431 Advanced Jewelry, 435 Advanced Ceramics, 441 Weaving, 445 Clay Surface Design, 455 Figure Drawing II; ARTH 320 History of Graphic Design, 330 Visual Traditions of Non-Western Cultures, 340 Art of the Classical World and Western Traditions, 350 Women in the Arts, 391 Special Topics in Art History, 410 Contemporary Art
OTHER HOURS	Remaining Hours for ALL Concentrations: Complete 18-24 Credit Hours (Student must have a minor)
	Including Accounting, African-American Studies, Agricultural Business, Agriculture, Athletic Coaching, Biology, Business Administration, Business Communication Information Systems, Chemistry, Communications, Computer Science, Criminal Justice, Economics, Electrical Engineering, Entrepreneurship, Ethics, Family and Consumer Science, Fashion Merchandising, Finance, Geosciences, German, Gerontology, History, International Studies, Japanese, Leadership, Legal Studies, Management Information Systems, Management, Marketing, Mathematics, Military Science and Leadership, Music, Neuroscience, Nutrition, Park Administration, Philosophy, Physics, Political Science, Psychology, Public Health, Religious Studies, Sociology, Sport Business, Statistics, Sustainability, Women's and Gender studies

GRAPHIC DESIGN (2):

GRAPHIC DESIGN CORE	Complete 12 Hours for BAA with a concentration in Graphic Design:
	ARTH 210: The History of Art (3)
	ARTH 211: The History of Art (3)
	DANC 110: Understanding Dance or THEA 110: Understanding Theatre or THEA 111: Understanding Theatre (3)
	FA 410: Art Theory and Criticism (3) or FA 310: Aesthetics (3)
GRAPHIC DESIGN CONCENTRATION	Graphic Design: Complete 36 Hours
	Art 120: Two-Dimensional Design (3)
	Art 130: Three-Dimensional Design (3)
	Art 140: Drawing I (3)
	Art 150: Drawing II (3)
	Art 200: Using Color (3)
	GDES 210: Graphic Design I (3)
	GDES 220: Graphic Design II (3)
	GDES 440: Professional Practices in Graphic Design (3)
	ARTH 320: History of Graphic Design (3)
	9 Hours in GDES 300+ (9)
	350 Typography and Page layout, 302 3D Modeling and Computer Graphics, 340 Video Game Foundations, 345 Digital Photography, 360 Digital Illustration, 391 Special Topics in Graphic Design, 425 Interactive Multimedia, 435 Advertising Design, 452 Video Game Design and Development (3 cr. ea.)
PROFESSIONAL ENHANCEMENT	Professional Enhancement for Graphic Design: Complete 6 Hours
	6 Hours selected from the following (6): Including ART 310 Fibers, 325 Advanced Printmaking, 327 Book Arts, 331 Jewelry, 345 Sculpture II, 350 Painting II, 360 Clay Sculpture, 365 Clay Sculpture II, 370 Raku, 391 Special Topics in Art, 402 Research Topics in 2-D Studio, 403 Research Topics in 3-D Studio, 410 Fibers II, 430 Advanced Mixed Media, 431 Advanced Jewelry, 435 Advanced Ceramics, 441 Weaving, 445 Clay Surface Design, 455 Figure Drawing II
OTHER HOURS	Remaining Hours for ALL Concentrations: Complete 18-24 Credit Hours (Student must have a minor)
	Students must have a minor Including Accounting, African-American Studies, Agricultural Business, Agriculture, Athletic Coaching, Biology, Business Administration, Business Communication Information Systems, Chemistry, Communications, Computer Science, Criminal Justice, Economics, Electrical Engineering, Entrepreneurship, Ethics, Family and Consumer Science, Fashion Merchandising, Finance, Geosciences, German, Gerontology, History, International Studies, Japanese, Leadership, Legal Studies, Management Information Systems, Management, Marketing, Mathematics, Military Science and Leadership, Music, Neuroscience, Nutrition, Park Administration, Philosophy, Physics, Political Science, Psychology, Public Health, Religious Studies, Sociology, Sport Business, Statistics, Sustainability, Women's and Gender studies

DANCE (3):

DANCE CORE	BAA with a concentration in Dance: Complete 6 Hours
	DANC 110: Understanding Dance (3)
	ARTH 210: The History of Art or ARTH 211: The History of Art or THEA 110: Understanding Theatre or THEA 111: Understanding Theatre (3)
DANCE CONCENTRATION	Dance Concentration: Complete 44 Hours
	DNED 211: Introduction to Teaching Dance (2)
	DANC 415: Dance History and Contemporary Issues (3)
	EXSC 305: Applied Human Movement (3)
	DANC 120: Contemporary Dance I (2)
	DANC 320: Contemporary Dance II (2)
	DANC 420: Advanced Contemporary Dance (4)
	DANC 130: Ballet I (2)
	DANC 330: Ballet II (2)
	DANC 430: Advanced Ballet (4)
	DANCE 150: Dance Ensemble (2)
	DANC 350: Dance Ensemble (4)
	DANC 240: Choreography I (2)
	DANC 440: Choreography II (2)
	DANC 310: Jazz Dance (4)
	THEA 410: Lighting & Sound Design (3)
	DANC 360: Dance Production (3)
PROFESSIONAL ENHANCEMENT	Professional Enhancement for Dance Education: Complete 4 Hours
	THEA 150: Theatre Workshop (3)
	THEA 301: Theatre Production (1)
OTHER HOURS	Remaining Hours for ALL Concentrations: Complete 18-24 Credit Hours (Student must have a minor)
	Including Accounting, African-American Studies, Agricultural Business, Agriculture, Athletic Coaching, Biology, Business Administration, Business Communication Information Systems, Chemistry, Communications, Computer Science, Criminal Justice, Economics, Electrical Engineering, Entrepreneurship, Ethics, Family and Consumer Science, Fashion Merchandising, Finance, Geosciences, German, Gerontology, History, International Studies, Japanese, Leadership, Legal Studies, Management Information Systems, Management, Marketing, Mathematics, Military Science and Leadership, Music, Neuroscience, Nutrition, Park Administration, Philosophy, Physics, Political Science, Psychology, Public Health, Religious Studies, Sociology, Sport Business, Statistics, Sustainability, Women's and Gender studies

THEATRE ACTING (4):

THEATRE CORE	BAA with a concentration in Theatre Acting Complete 6 Hours
	THEA 110: Understanding Theatre (3)
	THEA 111: Understanding Theatre (3)
THEATRE CONCENTRATION	Theatre Acting: Complete 31 Hours
	THEA 220: Acting (3)
	THEA 221: Acting (3)
	THEA 150: Theatre Workshop (3)
	THEA 201: Theatre Production (1)
	THEA 301: Theatre Production (2)
	THEA 320: Voice for the Actor (3)
	THEA 330: Costume and Stage Makeup (3)
	THEA 380: Play Interpretation and Direction (3)
	THEA 420: Advanced Acting (9)
	THEA 460: Senior Project (1)
PROFESSIONAL ENHANCEMENT	Professional Enhancement for Theatre Acting: Complete 17 Hours
	8 Hours in DANC electives DANC 120-320-420 Contemporary Dance I, Contemporary Dance II, Advanced Contemporary Dance (2, 2, 2) Dance 130-330-430 Ballet I, Ballet II, Advanced Ballet (2, 2, 2) Dance 150-350, Dance Ensemble (2, 2) Dance 240, 440 Choreography I, Choreography II (2, 2) Dance 310 Jazz Dance
	9 hours in ART or ARTH or DANC or ENGL 300+ (9) Including: ART 310 Fibers, 325 Advanced Printmaking, 327 Book Arts, 330 Mixed Media, 331 Jewelry, 335 Ceramics, 345 Sculpture II, 350 Painting II, 355 Figure Drawing, 360 Clay Sculpture, 365 Clay Sculpture II, 370 Raku, 391 Special Topics in Art, 402 Research Topics in 2-D Studio, 403 Research Topics in 3-D Studio, 410 Fibers II, 430 Advanced Mixed Media, 431 Advanced Jewelry, 435 Advanced Ceramics, 441 Weaving, 445 Clay Surface Design, 455 Figure Drawing II, ARTE 211, 360, 400, ARTH 320 History of Graphic Design, 330 Visual Traditions of Non-Western Cultures, 340 Art of the Classical World and Western Traditions, 350 Women in the Arts, 391 Special Topics in Art History, 410 Contemporary Art, Any DANC, DNED, MUEP, MUEN, GDES 210: Graphic Design I, 220 Graphic Design II, 350 Typography and Page Layout, 302 3D Modeling and Animation, 340 Video Game Foundations, 345 Digital Photography, 360 Digital Illustration, 391 Special Topics in Graphic Design, 425 Interactive Multimedia, 435 Advertising Design, 452 Video Game Design and Development, ENGL 310: Fiction Workshop, 311: Creative Nonfiction Workshop, 315: Poetry Workshop, 375: Development of English Drama, 395: Literature and Film, 485: Shakespeare
OTHER HOURS	Remaining Hours for ALL Concentrations: Complete 18-24 Credit Hours (Students must have a minor)
	Including Accounting, African-American Studies, Agricultural Business, Agriculture, Athletic Coaching, Biology, Business Administration, Business Communication Information Systems, Chemistry, Communications, Computer Science, Criminal Justice, Economics, Electrical Engineering, Entrepreneurship, Ethics, Family and Consumer Science, Fashion Merchandising, Finance, Geosciences, German, Gerontology, History, International Studies, Japanese, Leadership, Legal Studies, Management Information Systems, Management, Marketing, Mathematics, Military Science and Leadership, Music, Neuroscience, Nutrition, Park Administration, Philosophy, Physics, Political Science, Psychology, Public Health, Religious Studies, Sociology, Sport Business, Statistics, Sustainability, Women's and Gender studies

THEATRE TECH (5):

CORE	BAA with a concentration in Theatre Tech Complete 12 Hours
	ARTH 210: The History of Art (3)
	ARTH 211: The History of Art (3)
	THEA 110: Understanding Theatre (3)
	THEA 111: Understanding Theatre (3)
THEATRE TECH CONCENTRATION	Theatre Tech Concentration: Complete 37 Hours
	ART 120: Two-Dimensional Design (3)
	ART 140: Drawing I (3)
	ART 300: Using Color (3)
	ART 250: Painting I (3)
	THEA 220: Acting (3)
	THEA 150: Theatre Workshop (3)
	THEA 201: Theatre Production (1)
	THEA 301: Theatre Production (2)
	THEA 330: Costume and Stage Makeup (3)
	THEA410: Lighting and Sound Design (3)
	THEA 430: Scenic Design (9)
	THEA 460: Senior Project (1)
PROFESSIONAL ENHANCEMENT	Professional Enhancement for Theatre Tech: Complete 5 Hours
	5 hours in ART or ARTH or DANC or ENGL 300+ or MAUP, MUEN (5) Including: ART 310 Fibers, 325 Advanced Printmaking, 327 Book Arts, 330 Mixed Media, 331 Jewelry, 335 Ceramics, 345 Sculpture II, 350 Painting II, 355 Figure Drawing, 360 Clay Sculpture, 365 Clay Sculpture II, 370 Raku, 391 Special Topics in Art, 402 Research Topics in 2-D Studio, 403 Research Topics in 3-D Studio, 410 Fibers II, 430 Advanced Mixed Media, 431 Advanced Jewelry, 435 Advanced Ceramics, 441 Weaving, 445 Clay Surface Design, 455 Figure Drawing II, ARTE 211, 360, 400, ARTH 320 History of Graphic Design, 330 Visual Traditions of Non-Western Cultures, 340 Art of the Classical World and Western Traditions, 350 Women in the Arts, 391 Special Topics in Art History, 410 Contemporary Art, Any DANC, DNED, MUEP, MUEN, GDES 210: Graphic Design I, 220 Graphic Design II, 350 Typography and Page Layout, 302 3D Modeling and Animation, 340 Video Game Foundations, 345 Digital Photography, 360 Digital Illustration, 391 Special Topics in Graphic Design, 425 Interactive Multimedia, 435 Advertising Design, 452 Video Game Design and Development, ENGL 310: Fiction Workshop, 311: Creative Nonfiction Workshop, 315: Poetry Workshop, 375: Development of English Drama, 395: Literature and Film, 485: Shakespeare.
OTHER HOURS	Remaining Hours for ALL Concentrations: Complete 18-24 Credit Hours (Student must have a minor)
	Including Accounting, African-American Studies, Agricultural Business, Agriculture, Athletic Coaching, Biology, Business Administration, Business Communication Information Systems, Chemistry, Communications, Computer Science, Criminal Justice, Economics, Electrical Engineering, Entrepreneurship, Ethics, Family and Consumer Science, Fashion Merchandising, Finance, Geosciences, German, Gerontology, History, International Studies, Japanese, Leadership, Legal Studies, Management Information Systems, Management, Marketing, Mathematics, Military Science and Leadership, Music, Neuroscience, Nutrition, Park Administration, Philosophy, Physics, Political Science, Psychology, Public Health, Religious Studies, Sociology, Sport Business, Statistics, Sustainability, Women's and Gender studies

New Courses Needed

No new courses are needed for the proposed change. Only the degree designation is changing.

Accreditation

There are no accreditation implications associated with the proposed change. The program is not an accredited program. Changing the degree designation from B.A. to B.A.A. does not affect institutional accreditation.

THEC Financial Projection Form and Associated Narrative

There are no anticipated new costs or revenues associated with this change.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.2

AGENDA ITEM SUMMARY

Meeting Date: February 24, 2023

Committee: Education, Research, and Service

Item: **Academic Program Modification: CIP Code Change for Mechatronics Engineering Technology, Bachelor of Applied Science, UTC**

Type: Action

Background Information

At the request of the Tennessee Higher Education Commission (THEC), the University of Tennessee at Chattanooga (UTC) proposes to change the Classification of Instructional Program (CIP) code designation for the Mechatronics Engineering Technology, Bachelor of Applied Science (BAS) program (the "Program"). The CIP code designation is a 6-digit code used to classify instructional programs according to their field of study. The National Center of Education Statistics typically updates and expands the CIP code inventory every ten years to include new fields. THEC maintains the statewide Academic Program Inventory for public institutions and utilizes the CIP code for consistency in classifying academic programs.

When UTC's Program was approved in 2018, the CIP code 15.0403 (Electromechanical Technology, Electromechanical Engineering Technology) was assigned. However, in light of recent changes to the CIP code inventory, the CIP code 15.0407 (Mechatronics, Robotics, and Automation Engineering Technology/Technician) is now available. CIP code 15.0407 is a more appropriate classification for the Program. This CIP code reclassification change will not impact the Program's curriculum and instructional delivery.

More detailed information is presented in the attached materials.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.2**Resolved:**

The Board of Trustees hereby authorizes reclassification of the existing federal CIP code from 15.0403 (Electromechanical Technology, Electromechanical Engineering Technology) to 15.0407 (Mechatronics, Robotics, and Automation Engineering Technology/Technician) for the Mechatronics Engineering Technology, Bachelor of Applied Science (BAS) program at the University of Tennessee at Chattanooga.

Further, the proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with such reclassification, and (ii) take such other actions as may be necessary and deemed appropriate to effectuate the federal CIP code change, consistent with the description presented in the meeting materials.

Academic Program Modification Proposal

BAS Mechatronics Engineering Technology

APM Request Type: Changing the Program's Assigned CIP Code

Submitted by

Engineering Management & Technology Department

College of Engineering and Computer Science

University of Tennessee at Chattanooga



Updated January 19, 2023

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Cover Letter from Chief Academic Officer



Academic Affairs
615 McCallie Ave., Dept. 5555
Chattanooga, TN 37403
Phone 423-425-4633
utc.edu/academic-affairs

January 19, 2023

Randy Boyd
President
University of Tennessee
505 Summer Place
UT Tower #1288
Knoxville, TN 37902

President Boyd:

Please accept the attached Academic Program Modification for the change of Classification of Instructional Program (CIP) code for the Bachelor of Applied Science in Mechatronics Engineering Technology degree at the University of Tennessee in Chattanooga. The current program was established in 2018 with the CIP code of 15.0403 (Electromechanical Technology/Electromechanical Engineering Technology), and the National Center for Education Statistics (NCES) has established new CIP codes since the implementation of this program.

The proposed change would update the program's CIP code to 15.0407 (Mechatronics, Robotics, and Automation Engineering Technology/Technician) which is defined by NCES as a program that prepares individuals to apply basic engineering principles and technical skills in the support of engineers to the design, development, and operational evaluation of autonomous, computer-controlled, electro-mechanical systems. Therefore, this CIP code is a better title and representation of the BAS Mechatronics Engineering Technology program at UTC.

Because the CIP code of 15.0407 did not exist when the program was established, this change will allow for a more relevant classification of the BAS Mechatronics Engineering Technology program. No other changes will be made to the program.

This program modification has been reviewed and approved by the appropriate groups on the UTC campus and has the full support of campus administration. At this time, we request transmission to the Board of Trustees for the next stage of approval. Please contact me if you have any questions or need additional documentation.

Thank you in advance for your attention to this matter.

Sincerely,

Dr. Jerold L. Hale
Provost and Senior Vice Chancellor of Academic Affairs

c: Chancellor Steven Angle

Program Liaison Names and Contact Information

Academic Program Liaison:

Karen Etzkorn, PhD
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Current and Proposed Program Information

Summary of Proposed Change:

In 2020, the National Center for Education Statistics (NCES) established new Classification of Instructional Programs (CIP) codes. The BAS Mechatronics Engineering Technology program at the University of Tennessee at Chattanooga (UTC) was established prior to 2020 under the current CIP code of 15.0403. The newer CIP code of 15.0407 is better aligned with the BAS Mechatronics Engineering Technology program.

Table 1: Overview of Proposed Change

Before Proposed Change		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Mechatronics Engineering Technology	BAS	15.0403
After Proposed Change		
<i>Degree Type, Name, and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Mechatronics Engineering Technology	BAS	15.0407

Key Dates:

Proposed Implementation Date:

Fall 2023

Anticipated Delivery Site:

University of Tennessee at Chattanooga

Approved Off-Campus Site(s):

None

Delivery Mode:

On-Campus Delivery

Background on Proposed Academic Program Modification

The BAS Mechatronics Engineering Technology degree program at UTC was established and implemented in 2018. When the program was proposed for approval, the most appropriate CIP code was 15.0403 (Electromechanical Technology/Electromechanical Engineering Technology) which is defined by NCES as a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing and testing automated, servomechanical, and other electromechanical systems. This includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures, and report preparation.

In 2020, NCES established a new CIP code of 15.0407 (Mechatronics, Robotics, and Automation Engineering Technology/Technician) which is a better title and representation of UTC's current Mechatronics program. This CIP designation is defined by NCES as a program that prepares individuals to apply basic engineering principles and technical skills in the support of engineers to the design, development, and operational evaluation of autonomous, computer-controlled, electro-mechanical systems. This includes instruction in computer and software engineering, control engineering, electronic and electrical engineering, mechanical engineering, and robotics.

Justification/Rationale for the Proposed Change

The proposed change of CIP code for the BAS Mechatronics Engineering Technology degree program at UTC was initiated by the Tennessee Higher Education Commission (THEC) while reviewing other Mechatronics programs in Tennessee. Because the proposed CIP code did not exist when the program was established, UTC would like to seek approval in this proposed change to better align with the program's title and instruction. No other changes will be made to this program.

Potential Impact on Existing Programs

Impact on the Modified Program

The proposed change to the BAS Mechatronics Engineering Technology program should have no impact on the current program as the only thing that is changing is the CIP.

Impact on Other or Similar Programs

The proposed change to the BAS Mechatronics Engineering Technology program should have no impact on other programs in Tennessee. Currently, no institutions in the state of Tennessee have a degree program within the CIP code of 15.0407.

Teach-Out Plan for Current Students

No teach-out plan will be needed for current students in the BAS Mechatronics Engineering Technology program at UTC.

Similar Programs Offered at Public and Private TN Institutions

Currently, no institutions in the state of Tennessee offer a degree program with the CIP code of 15.0407. The only bachelor's degree granting program in Tennessee with similar title is the BS Mechatronics Engineering program at Middle Tennessee State University which has a CIP code of 14.4201. The program at MTSU is an engineering program and not an engineering technology program.

Table 4: Overview of Existing Programs in the State

Institution Name	Program Title and Degree Designation	CIP Code	Description/Focus of Program	Miles from UTC
Middle Tennessee State University	BS Mechatronics Engineering	14.4201	Prepares students for engineering positions such as automation system designers and project managers in various industries.	104
Dyersburg State Community College	C1: Mechatronics	15.0403	The Mechatronics Technical Certificate provides students with a basic knowledge of voltage, current and power in AC and DC circuits, circuit analysis of series and parallel loads, and basic understanding of resistors, capacitors and inductors. It also provides students with additional knowledge of motor starting circuits; time-based, count-based and sequential controllers; and basic electro-fluid power circuits.	297
Roane State Community College	AAS and C1: Mechatronics	15.0403	The Mechatronics Middle College program trains students to become technicians who operate, maintain and repair high-tech automated manufacturing systems. It's a combination of engineering, computer programming and robotics.	75
Volunteer State Community College	AAS and C1: Mechatronics	15.0403	The mission of the Mechatronics Technology program at Vol State is to provide the academic knowledge and practical experience necessary to prepare students for employment as highly skilled mechatronics technicians. This program is designed for students interested in getting into the workforce quickly with the technical skills that employers demand.	146
Chattanooga State Community College	AAS Mechatronics Technology and Mechatronic Systems Concentration	15.0403	This concentration has two specialization tracks which have a foundation in electrical and mechanical technology. The Automation Mechatronics track balances mechanical, electrical, and automation coursework for students interested in pursuing careers in multi-craft maintenance and troubleshooting, engineering services, and equipment installation. The Electrical and Instrumentation track emphasizes programmable logic control (PLC), motor control, and instrumentation and calibration for students interested in pursuing a career as a PLC programmer, control systems technician, and Instrumentation and calibration technician.	6
Cleveland State Community College	AAS Mechatronics Technology and	15.0403	Students will develop skills to work as a technician in an integrated, multidisciplinary industrial environment and will acquire the knowledge and hands-on training in	31

	C1 Mechatronics Level 1		electronics, mechanics, and computers to work in a variety of industrial and manufacturing related businesses.	
Motlow State Community College	AAS and C1: Mechatronics Technology	15.0403	Motlow provides Mechatronics options, including the Mechatronics A.A.S. degree, Mechatronics A.A.S. degree with a concentration in Robotics, or a Mechatronics certificate. This high-wage, high-demand program prepares you for a career in fields such as automotive, power production, manufacturing, robotics, and more.	83
Southwest Tennessee Community College	AAS and C1: Mechatronics Technology	15.0403	Skills emphasized in the program include troubleshooting techniques, system preventative maintenance and safety with respect to electrical components, mechanical components and electric motors, pneumatic and hydraulic controls, and Programmable Logic Controllers (PLCs) used in mechatronics systems. Students successfully completing this program can manage, investigate, repair and troubleshoot mechatronic systems, with the aim of operational efficiency and cost and process control.	338
University of Tennessee at Chattanooga	BAS: Mechatronics Engineering Technology	15.0403	A graduate of the Mechatronics program at UTC will be well poised to assume responsibilities as a process engineer, plant manager, design engineer, maintenance supervisor, sales engineer, and project manager in automation-based industries such as automotive industry, food and chemical processing plants, automation solution providers, industrial controls companies, and aviation industries.	0

Note: All CIPs in THEC Academic Program Inventory are still 15.0403 and not under the new federal heading of 14.

Curriculum Comparison

No curriculum changes will be made to the BAS Mechatronics Engineering Technology program.

New Courses Needed

No new courses will be needed for the BAS Mechatronics Engineering Technology program.

Accreditation

No additional accreditation requirements will be needed because of the proposed changes to the BAS Mechatronics Engineering Technology program. The program will still be evaluated and accredited by the ETAC commission of ABET.

THEC Financial Projection Form and Associated Narrative

No changes in cost or revenues will be implemented for the BAS Mechatronics Engineering Technology program.

**MEMORANDUM**

TO: UT Board of Trustees

FROM: Bernie Savarese, Ed.D.
Acting Vice President for Academic Affairs and Student Success

SUBJECT: A Report of Student Basic Needs Across the UT System as of December 2022

DATE: February 9, 2023

The following report is divided into two parts: (1) An at-a-glance summary of campus efforts to address student basic needs and (2) A detailed overview of services that support basic needs that includes information about programming, data tracking, and identification of and outreach to students who would benefit from basic needs support. Additionally, the detailed overview includes challenges and opportunities, that, if address, would improve UT campus' ability to deliver quality and timely support to students in need.

Concerning this report, please note the following:

- Basic needs support generally refers to transportation, regular food access, stable and safe housing, hygiene, and mental health.
- UT campuses provide a variety of services to address student basic needs; however, their services primarily address (1) access to food and other basic needs (e.g., clothing and hygiene), (2) emergency funding, and (3) short-term emergency housing options.
- UT campuses tend to identify students who lack basic needs through promotion of services at special campus events and in first-year or new student programming. Additionally, each campus has a way for faculty and staff to report student needs through a referral system. Targeted outreach through student affairs offices charged with providing care has also been shown to increase the likelihood of students connecting with basic needs support.
- Increased financial support for emergency services and an increase in dedicated staff members who provide basic needs support are two opportunities that campus partners have identified. Additionally, all campuses are actively seeking for ways to expand food pantries, proactively identify students in needs, and provide longer-term solutions for housing insecure students.



UT Student Basic Needs At-A-Glance: December 2022

4.1

UT Campus	Overview of Services	Data Tracking	Student Identification & Outreach	Challenges & Opportunities
UTC	<ul style="list-style-type: none"> • Student Emergency Fund • Scrappy's Cupboard • Emergency Housing Program 	Actively conducting needs-based research that should be available in Spring 2023	Referrals and promotion through on-campus events	<ul style="list-style-type: none"> • Increase financial support • Increase the number of staff positions
UTHSC	Campus Cupboard	Developing a survey tool to gauge need and determine effectiveness of emergency interventions	Submission of a Care Concern that is triaged to the proper individual or department	<ul style="list-style-type: none"> • Implement a student emergency fund • Proactively identify students in need • Prioritize campus trainings • Acquire a permanent funding source for Campus Cupboard
UTK	<ul style="list-style-type: none"> • Student Emergency Fund • Smokey's Closet • Big Orange Pantry • Big Orange Meal Plan Scholarships • Big Orange Meal Share • Free Store 	Actively collecting data; however, there is not currently a coordinated effort to collect data between campus divisions that manage these projects	<ul style="list-style-type: none"> • Targeted outreach events to promote services • Identification of students in distress via the Centers for Care and Resilience and Financial Wellness 	<ul style="list-style-type: none"> • Increase capacity and scale operations • Improve institutional data collection and research • Provide longer-term housing for housing-insecure students
UTM	<ul style="list-style-type: none"> • Captain's Pantry • Skyhawks Share • Student Emergency Fund 	Tracking the number of students requiring assistance and food items distributed	<ul style="list-style-type: none"> • Promotion of services across campus • Hawk Alert submission regarding a student of concern 	<ul style="list-style-type: none"> • Increase funding for a full-time staff member • Increase funding to expand the food pantry • Expand Skyhawks Share • Develop a program to address housing insecurity
UTS	<ul style="list-style-type: none"> • Student Emergency Fund • Student Food Bank • Textbook Fund 	Will begin evaluating the student emergency and textbook funds starting in Spring 2023	<ul style="list-style-type: none"> • Promotion of services in new student programming • Faculty and staff referrals 	<ul style="list-style-type: none"> • Expand the food bank by Fall 2023 • Increase usage of Open Educational Resources to lower textbook cost



OVERVIEW OF SERVICES THAT SUPPORT BASIC NEEDS

4.1

UT Chattanooga

The University of Tennessee at Chattanooga (UTC) currently provides emergency financial assistance through the Denise and Tim Downey Student Emergency Fund, addresses food insecurity through the Scrappy's Cupboard program, and addresses housing insecurity by offering emergency housing on-campus through the Department of Housing and Residence Life.

Denise and Tim Downey Student Emergency Fund

The Denise and Tim Downey Student Emergency Fund was started to provide limited emergency funding for UTC students experiencing financial hardship (e.g., accident, emergency, illness, and other unforeseen events).

Funds may be utilized to cover expenses such as:

- Essential academic needs such as books and supplies
- Replacement of lost personal items due to fire, theft, and flood
- Additional needs such as short-term housing, security deposits, assistance with utilities
- One-time / non-recurring medical expenses
- Emergency expenses related to dependents (e.g., childcare)

Students enrolled in the current semester as a part-time, half-time, or full-time student (or have pre-registered if between semesters) are eligible. Students are only eligible to receive funding from the Student Emergency Fund once per year and twice overall.

The Student Emergency Fund program has also served as the conduit for distributing Higher Education Emergency Relief Funds (HEERF), part of Federal CARES Act funding for COVID-19.

More information about the Student Emergency Fund is available at www.utc.edu/sef. Students can apply for emergency financial assistance at www.utc.edu/sefapply.

Scrappy's Cupboard

For several years, members of the UTC community were concerned about students struggling with food insecurity. Conversations about this concern were heard in classrooms and meetings throughout campus. In fall 2015, a committee was formed to examine the issue. The committee found that Chattanooga area food pantries can be difficult to access for students, often requiring a referral from registered social service agencies or obtainment of a limited number of food vouchers. The committee learned that due to strict eligibility requirements, many students were also not eligible for U.S. Department of Agriculture (USDA) Supplemental Nutrition Assistance Program (SNAP) benefits (also known as Food Stamps). The committee conducted a campus needs assessment in Spring 2016 and



discovered that 43% of students had experienced food insecurity and 54% had been aware of another student who was experiencing food insecurity. After benchmarking, the committee proposed the formation of a food pantry to Chancellor Angle. Chancellor Angle approved the formation of a food pantry in fall 2016. Scrappy's Cupboard began operation in fall 2017.

Since its founding, the program has grown and now offers a variety of food, clothing, personal care, and household items. The Cupboard aims to relieve these insecurities, which enables UTC community members to better focus on their wellbeing and education. Use of Scrappy's Cupboard is anonymous and open to all members of the UTC community, including students, employees, and affiliates. The Cupboard is coordinated by the Office of Student Outreach & Support and run by volunteers from the UTC community.

In 2021, Scrappy's Cupboard received a University of Tennessee Alliance of Women Philanthropists Giving Circle grant, which allowed the Cupboard to purchase a commercial freezer and refrigerator for the distribution of fresh and frozen food items, as well as the creation of the Scrappy's Market program, which has delivered fresh produce to members of the community bi-weekly during the academic year since August 2021.

Also in 2021, Scrappy's Cupboard began offering free feminine hygiene products throughout campus in collaboration with the Center for Wellbeing, Student Outreach & Support, Survivor Advocacy Services, and University Health Services. Feminine hygiene products are distributed via dispensers in high-traffic campus buildings, and at the collaborating offices.

Other Information:

- Scrappy's Cupboard provides assistance with SNAP, WIC, and unemployment benefits through the Office of Student Outreach and Support. Government and non-profit agencies have been invited to participate in future Scrappy's Market programs to assist with application and eligibility information.
- The UTC Center for Wellbeing provides education on wellness, healthy eating, budgeting, and other resources during Scrappy's Market programs and by referral from Scrappy's Cupboard.
- Beginning in fall 2022, the Center for Wellbeing began organizing "Thrifty Thursday" events in collaboration with Student Outreach & Support, providing clothing donations to the UTC community.
- Aramark provides meal vouchers to Scrappy's Cupboard, which enable students experiencing food insecurity to visit on-campus dining facilities for prepared meals.
- Scrappy's Cupboard collaborates with Aramark for the operation of the Scrappy's Market Program.

More information about Scrappy's Cupboard is available at www.utc.edu/scrappyscupboard.



Emergency Housing Program

UTC provides emergency housing on-campus through the Department of Housing and Residence Life. Generally, the Department of Housing and Residence Life makes two emergency spaces available year-round. Students needing emergency housing for general emergencies must be actively working with the Office of Student Outreach & Support. Students needing emergency housing for Title IX-related emergencies must be working with the Title IX Coordinator, Center for Wellbeing, Survivor Advocacy Services, or Student Outreach & Support. Students may stay in emergency housing for up to 14 days for free.

- Survivor Advocacy Services and the Center for Wellbeing provide bedding, blankets, pillows, and toiletries for Title IX-related cases.
- Student Outreach and Support provides bedding, blankets, pillows, and toiletries for general cases.

UT Health Science Center

The Campus Cupboard

The UTHSC Office of Student Affairs and Community Engagement office runs the campus food pantry, the Campus Cupboard. (<https://uthsc.edu/sace/campus-cupboard/>) The Campus Cupboard is open three days each week to any UTHSC student, faculty, and staff. The Cupboard has grown significantly since it was first opened in October 2021. In October 2022, the Cupboard served 284 households, for a total of 930 people served. Those who visit the Campus Cupboard have access to pantry staples, fresh produce, and toiletry and feminine hygiene products.

CARE Team Support

The Campus Awareness Resources and Education (CARE) Team serves as the coordinating hub of a network of existing resources, focused on the prevention of and early intervention in situations involving students experiencing distress or engaging in harmful or disruptive behaviors. The CARE Team's mission is to identify and assist students in accessing supportive resources that will help them succeed academically, personally, and socially. The CARE Team strives to promote individual students' wellbeing and success while prioritizing prevention and safety.

Resources provided to these students often include basic needs resources and supporting students in navigating options available to them on-campus and in our local community, including the UTHSC Campus Cupboard. The CARE team and CARE Navigator/Case Manager serve as primary liaisons to inform and assist students about on and off-campus services to address basic needs insecurity or wellness concerns. A list of available resources is available for students to access independently through the online [Community Resource guide](#).



UT Knoxville

4.1

UT Knoxville provides a variety of basic needs services to support students, faculty, and staff without concern for current financial need.

Smokey's Closet

Smokey's Closet is a source of free professional clothing. This service originated as a partnership between the Student Government Association, Career Development and Academic Exploration, and the UT chapter of National Retail Student Federation Association. Now housed in the Office of the Dean of Student's Basic Needs portfolio, Smokey's Closet has been able to expand operating hours from 11 hours per week to 16 hours per week. The closet primarily serves students without a requirement to disclose financial need.

Big Orange Pantry

The Big Orange Pantry opened in November 2020 as a part of the Office of the Dean of Students. The pantry is a source of shelf stable food, ready-to-eat meals, fresh vegetables and fruits, and recovered food from local grocery stores. In Spring 2023, the pantry will launch two new initiative pilots: basic needs vending in two locations across campus and free hygiene products in densely populated buildings (student union and main library). The pantry is open 20 hours per week and serves students, faculty, and staff without a requirement to disclose financial need.

Student Emergency Fund

The Student Emergency Fund was established during the COVID-19 pandemic as a means of distributing financial relief to students negatively affected by loss of income or other financial distress. The fund awards grants (not required to be repaid) up to \$500 per academic year through the Office of Financial Aid. There is a cross section of campus community members that serve on the distribution committee where applications are reviewed on a rolling basis and awarded accordingly. The fund is housed in the Office of the Dean of Students. Demonstration of need is required to receive an award from the fund.

Free Store

The Free Store is an extension of UT Sustainability and Facilities Services. The store serves a dual purpose of reducing waste and helping students meet their basic needs. The service has the look and feel of a thrift store located on campus. Popular items found at the store include cooking supplies, clothing of all kinds, and small appliances. All items are free to patrons. The store is open 15 to 20 hours per week and serves students, faculty, and staff without a requirement to disclose financial need.

University Housing

University housing has very limited space reserved for emergency student housing needs. Available beds are strictly short term, often only in one-week durations. Students are



primarily linked to University Housing through referral sources such as the Center for Care and Resilience and Office of the Dean of Students.

4.1

Campus Offices that Provide Support

The Center for Financial Wellness equips and empowers students to make secure and informed financial decisions that impact their present situation and future goals. The Center for Financial Wellness offers one-on-one or group sessions to help students improve money management skills to stay on track with scholarship eligibility, manage their resources, and budget at any level. Through the Office of the Dean of Students, students can also connect with UT to West Tennessee (a low-cost transportation option available during university breaks), Big Orange Meal Plan Scholarships (gift account that awards meal plan scholarships), and Big Orange Meal Share (solicit unused student meal swipes to allocate to students in need).

UT Martin

Captain's Pantry

The food pantries are located in the lobbies of two residential halls and are available 24/7 to all students. Students can stock up on non-perishable items managed by the Residence Life Staff.

Skyhawks Shares

The program is supported primarily by meal customers donating unused meal swipes to the program. Dining services also allows us to purchase meals for the program (\$5 per meal). Students can request dining hall meal swipes to allow them to visit the on-campus dining facility. Students request meal swipes via an online form and the process is managed by Student Affairs in partnership with dining services.

Student Emergency Fund

Funds are available to assist students with one-time emergency expenses to support basic needs such as housing, food, and transportation. Funds for the program are made available through donations.

UT Southern

UT Southern administers emergency aid via the **Student Emergency Fund**, and addresses food insecurity via the **Student Food Bank**. At this time, UT Southern does not implement a formal program regarding housing insecurity; however, the Office of Residential Life coordinates with other offices on campus to provide assistance on a case-by-case basis.

The Office of the Provost provides emergency funding for students through a **textbook fund** that supports students who have demonstrated need. This fund is used to help alleviate costs of attendance for students and allows them to spend their limited funds in a way to afford basic needs.



DATA TRACKING OF BASIC NEEDS SUPPORT

4.1

UT Chattanooga

UTC is actively conducting updated basic needs research in collaboration with the University's Instructional and Organizational Psychology program. Results should be available in Spring 2023.

UT Health Science Center

In the 2021-2022 academic year, two percent of the student concerns reported to the CARE team involved basic needs and/or financial insecurity concerns. Other than monthly usage reports that show reach, UTHSC does not currently have data that demonstrates the Campus Cupboard's effectiveness. The Campus Cupboard has only been open for one year and only recently became fully staffed. The program's coordinator is in the process of developing a survey instrument to aid with program assessment moving forward.

UT Knoxville

Currently, data collection is not a coordinated effort between the many campus groups that support student basic needs. Below are data gathered across the campus offices that support student needs. Many of the services offered at UTK to address basic needs have seen a large increase in use from Fall 2021 and Fall 2022.

Initiative	2021-2022 Visits	Fall 2022 vs Fall 2021 Visits	Institutional Support	Institutional Home
Smokey's Closet	757	FA21: 330 FA22: 437	<ul style="list-style-type: none"> .5 FTE Minimal financial support Gift account for fundraising 	Office of the Dean of Students (DOS)
Big Orange Pantry	~4,000	(Aug- Nov) FA21: 2,149 FA22: 5,032	<ul style="list-style-type: none"> 1 FTE Limited financial support (usually project based) Gift account for fundraising 	
Student Emergency Fund	695 awards to 612 unique students	FA21: 431 apps; FA22: 216 apps*	<ul style="list-style-type: none"> No FTE (built into DOS roles) No financial support Gift account for fundraising 	
Big Orange Meal Share	203 students	FA21: 76 people with	<ul style="list-style-type: none"> No FTE (built into DOS roles) 	

		710 meals; FA22: 58 people with 410 meals	<ul style="list-style-type: none"> No financial support Gift account for fundraising 	
Big Orange Meal Plan Scholarship	2021-2022: 7 scholarships (inaugural year); 2022-2023: 13 scholarship	N/A	<ul style="list-style-type: none"> No FTE (built into DOS roles) No financial support Gift account for fundraising 	
Free Store (thrift)	Not available	FA22: 1,352	Unknown	Office of Sustainability
Center for Financial Wellness	86 presentations to 1632 students; 201 one-on-one consultations	Fall 21 presentation: 62 to 1154 students Fall 22 (to date) presentation: 75 to 1845 students Fall 21 one-on-ones: 43 Fall 22* one-on-ones: 60	3 FTE	Enrollment Management

How are basic needs supports funded and/or sourced across UTK?

Smokey's Closet	Professional clothing is gathered through direct donations as well as donation drives hosted on campus or throughout the Knoxville community.
Big Orange Pantry	Most items (shelf stable goods, recovered food from grocery stores, and some fresh vegetables and fruit) are sourced through a partnership with Compassion Ministries (registered 501c3) and their relationship with Second Harvest Food Bank of East Tennessee. UTK's ready-to-eat meals are made by the UT Culinary Institute with recovered food from Aramark. The on-campus Grow Lab supports the pantry through fresh produce donations. UTK also receives many shelf stable items, including hygiene products, from donation drives



	hosted on campus or throughout Knoxville. In Spring 2023 Feminine hygiene products placed around campus will be purchased from Aunt Flow.
Student Emergency Fund	During the AY21-22 UTK primarily allocated funds designated through federal COVID relief funds. Going forward, there will be limited allocations that are fundraised through an interstitial gift account.
Free Store	Items found at the store are primarily gathered through direct donations through campus and the Knoxville community.

UT Martin

Captain's Pantry

Residence Life tracks the number of food items that are distributed via the food pantries. The demand in Fall 2022 has been unprecedented.

Skyhawks Share

This program has seen a great increase in demand in fall 22. UTM tracks the number of students who receive assistance annually.

- 2018-2019: 96
- 2019-2020: 92
- 2020-2021: 27 (COVID-19 year)
- 2021-2022: 52
- 2022-2023: 101 (to date)

Emergency Fund

2021-2022: \$11,437 donated to UTM were expended to assist 21 students.

2022-2023: To date, \$8,606 donated to UTM has been expended to assist 12 students.

UT Southern

The **Student Emergency Fund** is tracked carefully through the Dean of Students Office for accounting purposes. Spring 2023 will be the first evaluation year for effectiveness. Areas to be evaluated include frequency/repeated use, retention and graduation rates, and GPA/involvement. Until this evaluation is completed, the Fund's effectiveness has been measured anecdotally through direct communication and follow-up with the students.



The **Student Food Bank** has an optional check-in process, as required check-in was identified as a barrier to usage. The check-in process also has a space for feedback, which is used by students to comment on their specific needs. As of December 1, 2022, the Student Food Bank had 53 unique student visitors for a total of 176 total visits historically. These numbers likely represent the minimum since it is probable that some students prefer not to utilize the check-in process.

The **textbook fund** will be evaluated for impact for the fall and spring semester of this academic year. Persistence and retention rates, academic standing, and GPA will be considered within this evaluation. Qualitative data has been received regarding the impact the fund has had in lowering stress and increasing success in the recipients' classes in the past, but this has not been collected and submitted through a formal report.

STUDENT IDENTIFICATION AND OUTREACH

UT Chattanooga

Students are referred to these services via the Community Member of Concern process, via the common campus syllabus, and referral from faculty/staff/offices. Services are also advertised to students beginning at new-student orientation. Posters, bookmarks, stickers, buttons, e-mail, and social media are utilized.

UT Health Science Center

Students are referred to the CARE Team by faculty, staff, other student peers, or may make self-referrals by submitting a concern through the CARE Portal/ Student of Concern form that is submitted directly to members of the CARE team. UTHSC Faculty and Staff are also provided yearly trainings in collaboration with the CARE Team to educate and empower faculty and staff on how to respond to and address student concerns. Students are informed about the CARE Team and collaborative UTHSC services through orientation commercials, where they are educated about common signs of distress and how to refer students (or themselves) for services.

Housing insecure students should get routed to the homeless student liaison for further assistance. There is a resource guide that exists, but it hasn't been updated since January of 2019 and is somewhat out of date. <https://uthsc.edu/care-team/documents/student-resource-guide.pdf>

UT Knoxville

For most services, UTK does not require proof of financial need and does not conduct targeted outreach to students identified as possibly in financial need. Instead, the Office of the Dean of Students participates in outreach events targeted to potential high-use populations (e.g., international, first-generation, underrepresented groups). UTK also has a team of social workers housed in the Center for Care and Resilience (CCR) that are charged with assisting students in distress. CCR is aware of basic needs services and on a regular basis will directly connect students with the Office of the Dean of Students as well as



consulting our services on particularly complex situations. The Center for Financial Wellness also provides direct referrals for students that have contacted them regarding financial difficulties. Big Orange Pantry, Smokey's Closet, and Free Store also regularly participate and host engagement events across campus.

The Student Emergency Fund does require proof of financial need. Specifically, students are required to share details of their financial emergency, including documentation of bills and other supporting evidence. Starting in Fall 2022, the Office of the Dean of Students has also required that students have exhausted all forms of institutional and federal aid because funding has become much more limited without the availability of COVID relief aid. The university believes this step allows the committee to award grants to students that are in high need, with low or no access to other financial means.

UTK's basic needs services are also very active on social media. Many of their posts are designed to increase awareness, but also to normalize and destigmatize using basic needs services.

Social Media Presence

Big Orange Pantry	@bigorangepantry
Free Store	@freestore_utm
Smokey's Closet	@smokeyscloset

UT Martin

UTM promotes basic needs services to student regularly. Also, students frequently self-identify by requesting special assistance. UTM has also made it a priority to promote these services to faculty and staff, encouraging them to refer students who are in need of additional support. The Hawk Alert system has been the way that faculty and staff report students struggling with basic needs. Hawk Alerts are notices that are submitted to UTM's Care Team by members of the university community to report a student concern.

UT Southern

The **Student Food Bank** is advertised beginning at New Student Orientation and through the First Year Experience program. Additionally, reminders are sent to specific populations throughout the semester (e.g., commuter and international students). Residential Life provides Food Bank information before each break when dining services will be closed.

The **Student Emergency Fund** operates primarily through faculty and staff referrals.

The **Textbook Fund** is discussed and promoted during New Student Orientation sessions with both parent and student audiences. Through this conversation, students and parents can self-identify their need and engage in the request process. Information regarding the program is also provided to all faculty at the beginning of each semester. This process encourages faculty to submit referrals on behalf of students who did not obtain their



textbooks or expressed financial difficulty. Identified students need is confirm with the office of Financial Aid.

4.1

OPPORTUNITIES FOR IMPROVEMENT

UT Chattanooga

1. Increase financial support to help grow Scrappy's Cupboard and the Student Emergency Fund. The UTC Foundation significantly pushed this effort during the current academic year, raising over \$100,000 for the Student Emergency Fund.
2. Increase the number of dedicated staff positions (one or more) to provide a direct focus on these programs.
3. Allocate and increase financial support for emergency housing options for students.

UT Health Science Center

1. Establish a dedicated student emergency fund.
2. Establish a mechanism or process to identify students who need help before they fall into crisis mode.
3. Prioritize faculty and staff Care Team trainings by working with college administration and leadership to develop internal student support processes in collaboration with college student support staff.
4. Fund the food pantry on orange dollars, rather than solely via donations to enable expansion of services.
5. Increase marketing, visibility, and accessibility of on-campus support services.

UT Knoxville

1. Increase capacity to provide basic need services and scale operations. The Division of Student Life has hired an inaugural Program Director of Basic Needs and a Basic Needs Coordinator while trying to streamline many of our basic needs services. UTK has made tremendous strides to streamline many of these services, build awareness, and strengthen partnerships among groups who provide basic needs support. The institution has already expanded hours of operation and increased sourcing efforts of the Big Orange Pantry, Smokey's Closet, and Free Store.
2. Improve institutional data collection and research around student basic needs. The Division of Student Life is considering membership in the Temple University Hope Center's Hope Impact Partnership. The partnership is designed to provide "up-to-date research, evidence, data, best practices, experts, and lessons from peer institutions as you work to better serve your students' basic needs" that starts with a survey of students to understand how they face all basic need insecurities.
3. Provide longer-term housing options for housing-insecure students. UTK does not currently have a robust system or process for housing insecure students. The Center for Care and Resilience and the Office of the Dean of Students have worked together to identify community resources available. However, with housing insecurity a prominent issue in the broader community it is challenging to help students find



longer-term housing in Knoxville. UTK hopes that the research and partnership from the Hope Center will guide the development of additional campus resources.

4.1

UT Martin

Increase funding to allow for the following expansions:

1. Expand the food pantries to include perishable items and equip them with cold storage.
2. Expand Skyhawk Share to have the ability to offer smaller meal plans for food insecure students.
3. Develop a program or process to address housing insecurity.

UT Southern

1. Expand the Food Bank to a Free-Store model that will include food, clothing, and school supplies (projected Fall 2023).
2. Among faculty, encourage the use of Open Educational Resources to lower the cost of textbooks for students.

**MEMORANDUM**

TO: UT Board of Trustees

FROM: Bernie Savarese, EdD
Acting Vice President for Academic Affairs and Student Success

SUBJECT: Data Summaries for (1) Faculty Annual Performance and Planning Reviews and (2) Tenured Faculty Retirements

DATE: February 8, 2023

The following tables include a five-year summary of faculty annual performance and planning reviews (APPR) for UTK, UTC, UTM, and UTHSC in addition to the original APPR tables submitted by each campus; UT Southern will submit its APPR data next year. Also attached is a five-year history of tenured faculty departures from academic year 2017-2018 to academic year 2021-2022. In the APPR tables submitted by the campuses, two abbreviations appear that refer to approaches to enhanced review of post-tenure performance following negative ratings: CPR (cumulative performance review) and EPPR (enhanced post-tenure performance review). EPPR replaced CPR when the campuses implemented periodic post-tenure performance review (PPPR).

Concerning APPR, observations of note include the following:

- UTK uses a five-dimension rating scale while the other campuses use a four-dimension scale.
- The chancellors of UTC, UTM, and UTHSC received no formal grievances related to performance evaluation during the summary period. The chancellor of UTK received one formal grievance in 2017-2018; no formal grievances were filed at UTIA in the timespan covered by the summary.
- At the time the summary was compiled, 88% of UTK reviews were complete and UTIA reviews were not complete for the academic year 2021-2022.
- UTHSC switched from academic year to calendar year in 2020. Data for the calendar year 2022 will be available when annual reviews are completed in 2023.
- There is no discernible pattern of changes in percentages of faculty exceeding, meeting, or not meeting expectations at any campus within the timespan of the summary.

Concerning faculty retirements, observations of note include the following:

- Academic years 2017-2018 and 2018-2019 predate the new board policy on PPPR.
- Each campus reported the total number of tenured faculty employed each academic year, followed by the number of tenured faculty who retired and how many left their positions for other reasons (non-retirement faculty departures), which include accepting employment elsewhere, personal or family reasons, and death, among others.
- No clear patterns in retirement trends emerge across all campuses over the five-year period, although retirements and non-retirement departures were relatively consistent on each campus.
- UTC and UTK offered voluntary retirement incentive plans in FY20 and FY22, respectively.



Faculty Annual Performance and Planning Reviews

UTK	Academic Year	Tenure-Track					Tenured				
		Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short
	2017-2018	20 (10%)	105 (51%)	74 (36%)	5 (2%)	0 (0%)	104 (15%)	353 (52%)	220 (32%)	5 (1%)	0 (0%)
	2018-2019	12 (6%)	93 (43%)	109 (50%)	2 (1%)	0 (0%)	67 (10%)	339 (51%)	257 (38%)	6 (1%)	1 (0%)
	2019-2020	6 (3%)	87 (46%)	94 (50%)	1 (1%)	0 (0%)	77 (11%)	331 (48%)	278 (40%)	7 (1%)	0 (0%)
	2020-2021	13 (6%)	88 (41%)	113 (53%)	1 (0%)	0 (0%)	84 (12%)	336 (49%)	258 (38%)	5 (1%)	0 (0%)
	2021-2022*	15 (8%)	74 (40%)	92 (50%)	3 (2%)	0 (0%)	58 (10%)	301 (50%)	235 (39%)	3 (1%)	0 (0%)

UTIA	Academic Year	Tenure-Track					Tenured				
		Far Exceeds	Exceeds	Meets	Falls Short	Falls Far Short	Far Exceeds	Exceeds	Meets	Falls Short	Falls Far Short
	2017-2018	9 (13%)	28 (42%)	30 (45%)	0 (0%)	0 (0%)	37 (25%)	76 (51%)	34 (23%)	2 (1%)	0 (0%)
	2018-2019	3 (6%)	25 (50%)	21 (42%)	1 (2%)	0 (0%)	23 (15%)	78 (52%)	47 (31%)	2 (1%)	0 (0%)
	2019-2020	0 (0%)	22 (41%)	32 (59%)	0 (0%)	0 (0%)	26 (17%)	88 (58%)	37 (24%)	1 (1%)	0 (0%)
	2020-2021	2 (4%)	21 (40%)	29 (55%)	1 (2%)	0 (0%)	26 (17%)	82 (54%)	44 (29%)	1 (1%)	0 (0%)
	2021-2022*										

*At the time this summary was compiled, 88% of UTK reviews were complete and UTIA reviews were not complete for the academic year 2021-2022.

UTC	Academic Year	Tenure-Track				Tenured			
		Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
	2017-2018	47 (35%)	86 (65%)	0 (0%)	0 (0%)	61 (31%)	131 (68%)	2 (1%)	0 (0%)
	2018-2019	43 (31%)	93 (67%)	2 (1%)	1 (1%)	66 (34%)	128 (66%)	0 (0%)	1 (1%)
	2019-2020	51 (35%)	93 (64%)	1 (1%)	0 (0%)	51 (26%)	142 (73%)	1 (1%)	1 (1%)
	2020-2021	34 (26%)	95 (73%)	2 (2%)	0 (0%)	58 (29%)	143 (71%)	1 (0%)	0 (0%)
	2021-2022	40 (31%)	89 (69%)	0 (0%)	0 (0%)	72 (36%)	125 (63%)	2 (1%)	0 (0%)

UTM	Academic Year	Tenure-Track				Tenured			
		Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
	2017-2018	24 (69%)	11 (31%)	0 (0%)	0 (0%)	88 (63%)	48 (35%)	2 (1%)	1 (1%)
	2018-2019	31 (56%)	23 (42%)	1 (2%)	0 (0%)	44 (61%)	27 (38%)	1 (1%)	0 (0%)
	2019-2020	24 (63%)	14 (37%)	0 (0%)	0 (0%)	48 (53%)	42 (46%)	1 (1%)	0 (0%)
	2020-2021	27 (68%)	13 (33%)	0 (0%)	0 (0%)	43 (53%)	38 (47%)	0 (0%)	0 (0%)
	2021-2022	35 (65%)	19 (35%)	0 (0%)	0 (0%)	64 (55%)	47 (40%)	5 (4%)	1 (1%)

UTHSC	Year	Tenure-Track				Tenured			
		Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory
	2017-2018	53 (51%)	46 (45%)	4 (4%)	0 (0%)	153 (48%)	158 (50%)	5 (2%)	0 (0%)
	2018-2019	32 (45%)	36 (51%)	3 (4%)	0 (0%)	129 (43%)	169 (56%)	2 (1%)	2 (1%)
	2020	32 (44%)	37 (51%)	3 (4%)	0 (0%)	135 (48%)	147 (52%)	0 (0%)	0 (0%)
	2021	39 (51%)	38 (49%)	0 (0%)	0 (0%)	143 (53%)	126 (47%)	1 (0%)	0 (0%)
	2022**								

**UTHSC switched from academic year to calendar year in 2020. Data for the calendar year 2022 will be available after annual reviews are completed in 2023.



UTK

	Annual Performance Rating										CPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
Academic Year	Tenure-Track					Tenured						
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short		
2013-2014	26 (14%)	88 (48%)	65 (36%)	3 (2%)	0	156 (23%)	298 (44%)	207 (31%)	5 (1%)	4 (1%)	3*	1
2014-2015	19 (9%)	98 (48%)	85 (42%)	3 (1%)	0	146 (22%)	311 (47%)	201 (30%)	3 (1%)	1 (<1%)	3**	2
2015-2016	11 (5%)	91 (44%)	106 (51%)	1 (<1%)	0	102 (15%)	296 (45%)	250 (38%)	11 (2%)	0 (0%)	1	0
2016-2017	13 (7%)	99 (49%)	87 (43%)	3 (1%)	0	97 (15%)	311 (47%)	246 (38%)	2 (<1%)	0	1***	0
	Annual Performance Rating										EPPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
Academic Year	Tenure-Track					Tenured						
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short		
2017-2018	20 (10%)	105 (51.5%)	74 (36%)	5 (2.5%)	0	104 (15%)	353 (52%)	220 (32%)	5 (1%)	0	0	1
2018-2019	12 (5.5%)	93 (43%)	109 (50.5%)	2 (1%)	0	67 (10%)	339 (50.5%)	257 (38%)	6 (1%)	1 (<1%)	2	0
2019-2020	6 (3%)	87 (46%)	94 (50%)	1 (1%)	0	77 (11%)	331 (48%)	278 (40%)	7 (1%)	0	4****	0
2020-2021	13 (6%)	88 (41%)	113 (53%)	1 (<1%)	0	84 (12%)	336 (49%)	258 (38%)	5 (1%)	0	1	0
2021-2022#	15 (8%)	74 (40%)	92 (50%)	3 (2%)*****	0	58 (10%)	301 (50%)	235 (40%)	3 (<1%)	0	0	NA

CPR notes:

* 1 of the 3 was not retained due to poor retention review as an Assistant Professor, so CPR was triggered, but not carried out.

** 1 CPR was suspended due to faculty member retiring. 1 was not retained due to poor retention review as an Assistant Professor, so CPR was triggered, but not carried out.

*** CPR was triggered, but faculty member opted to retire instead.

EPPR notes:

****1 faculty opted to retire and another opted to resign

#At the time these data were compiled only 88% of the reviews were complete.

*****2 of these faculty were not retained

UTIA

Academic Year	Annual Performance Rating										CPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
	Tenure-Track					Tenured						
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short		
2013-2014	1 (2%)	17 (49%)	17 (49%)	0 (0%)	0 (0%)	31 (23%)	67 (49%)	32 (24%)	3 (2%)	3 (2%)	0	1
2014-2015	1 (2%)	18 (49%)	18 (49%)	0 (0%)	0 (0%)	28 (21%)	71 (52%)	35 (26%)	1 (1%)	0 (0%)	0	0
2015-2016	5 (10%)	25 (52%)	18 (38%)	0 (0%)	0 (0%)	26 (20%)	68 (54%)	31 (24%)	2 (2%)	0 (0%)	1	0
2016-2017	8 (16%)	20 (40%)	21 (42%)	1 (2%)	0 (0%)	25 (20%)	65 (53%)	34 (27%)	0 (0%)	0 (0%)	1	0
Academic Year	Annual Performance Rating										EPPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
	Tenure-Track					Tenured						
	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Falls Short	Falls Far Short		
2017-2018	9 (14%)	28 (42%)	30 (45%)	0 (0%)	0 (0%)	37 (25%)	76 (51%)	34 (23%)	2 (1%)	0 (0%)	0	0
2018-2019	3 (6%)	25 (50%)	21 (42%)	1 (2%)	0 (0%)	23 (15%)	78 (52%)	47 (31%)	2 (1%)	0 (0%)	1	0
2019-2020	0 (0%)	22 (41%)	32 (59%)	0 (0%)	0 (0%)	26 (17%)	88 (58%)	37 (24%)	1 (1%)	0 (0%)	1	0
2020-2021	2 (4%)	21 (40%)	29 (55%)	1 (2%)	0 (0%)	26 (17%)	82 (54%)	44 (29%)	1 (1%)	0 (0%)	1	0

UTC

	Annual Performance Rating								CPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
Academic Year	Tenure-Track				Tenured					
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory		
2013-2014	35 (33%)	66 (63%)	3 (3%)	1 (1%)	42 (22%)	147 (77%)	2 (<1%)	1 (<1%)	0	0
2014-2015	36 (31%)	79 (69%)	0 (0%)	0 (0%)	55 (28%)	140 (71%)	2 (1%)	0 (0%)	0	0
2015-2016	34 (29%)	80 (68%)	3 (<3%)	1 (<1%)	54 (28%)	137 (71%)	1 (1%)	0 (0%)	0	0
2016-2017	41 (30%)	89 (65%)	7 (5%)	0 (0%)	55 (29%)	136 (70%)	2 (1%)	0 (0%)	0	0
	Annual Performance Rating								EPPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
Academic Year	Tenure-Track				Tenured					
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory		
2017-2018	47 (35%)	86 (65%)	0 (0%)	0 (0%)	61 (31%)	131 (68%)	2 (1%)	0 (0%)	0	0
2018-2019	43 (31%)	93 (67%)	2 (<2%)	1 (<1%)	66 (34%)	128 (65%)	0 (0%)	1 (<1%)	0	0
2019-2020	51 (35%)	93 (64%)	1 (<1%)	0 (0%)	51 (26%)	142 (73%)	1 (<1%)	1 (<1%)	0	0
2020-2021	34 (26%)	95 (73%)	2 (<2%)	0 (0%)	58 (29%)	143 (71%)	1 (<1%)	0 (0%)	1	0
2021-2022	40 (31%)	89 (69%)	0 (0%)	0 (0%)	72 (36%)	125 (63%)	2 (1%)	0 (0%)	0	0

UTM

The University of Tennessee at Martin									CPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
2017 - 2022 Annual Performance Rating										
Tenure-Track					Tenured					
Academic Year	Exceeds expections	Meets expectations	Improvement	Unsatisfactory	Exceeds expectations	Meets expectations	Improvement	Unsatisfactory		
2017-18	24 (69%)	11 (31%)	0	0	88 (63%)	48 (35%)	2 (<1%)	1 (<1%)	0	0
2018-19	31 (56%)	23 (42%)	1 (2%)	0	44 (61%)	27 (38%)	1 (<1%)	0	0	0
2019-20	24 (63%)	14 (37%)	0	0	48 (53%)	42 (46%)	1 (<1%)	0	0	0
2020-21	27 (68%)	13 (33%)	0	0	43 (53%)	38 (47%)	0	0	0	0
2021-22	35 (65%)	19 (35%)	0	0	64 (55%)	47 (40%)	5 (4%)	1 (<1%)	0	0

UTHSC

	Annual Performance Rating								CPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation*
	Tenure-Track				Tenured					
Academic Year	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory		
2013-2014	41 (38%)	65 (60%)	2 (2%)	0 (0%)	167 (45%)	195 (53%)	4 (1%)	2 (1%)	1	0
2014-2015	60 (48%)	61 (49%)	2 (2%)	1 (1%)	131 (43%)	157 (52%)	13 (4%)	1 (1%)	0	2
2015-2016	69 (56%)	51 (41%)	3 (2%)	1 (1%)	149 (47%)	162 (51%)	4 (1%)	1 (1%)	1	1
2016-2017	60 (52%)	54 (47%)	2 (1%)	0 (0%)	147 (47%)	162 (51%)	7 (2%)	0 (0%)	0	0
	Annual Performance Rating								EPPR Review	Number of Formal Grievances to Chancellor Re: Performance Evaluation
	Tenure-Track				Tenured					
Academic Year	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory		
2017-2018	53 (51%)	46 (45%)	4 (4%)	0 (0%)	153 (48%)	158 (50%)	5 (2%)	0 (0%)	0	0
2018-2019*	32 (45%)	36 (51%)	3 (4%)	0 (0%)	129 (43%)	169 (56%)	2 (1%)	2 (1%)	1	0
Calendar Year	Annual Performance Rating									
2020	32 (44%)	37 (51%)	3 (4%)	0 (0%)	135 (48%)	147 (52%)	0 (0%)	0 (0%)	0	0
2021	39 (50%)	38 (49%)	1 (1%)	0 (0%)	143 (52%)	126 (46%)	1 (0%)	0 (0%)	0	0

* 18-month evaluation period from July 1, 2018 through December 31, 2019 to move to a calendar year evaluation cycle.

Faculty Retirement Data: 2017-18 to 2020-21

UTK	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	703	28	32	3.98%	4.55%
	2018-2019	705	19	37	2.70%	5.25%
	2019-2020	723	36	48	4.98%	6.64%
	2020-2021	717	24	35	3.35%	4.88%
UTIA	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	115	6	9	5.22%	7.83%
	2018-2019	121	8	12	6.61%	9.92%
	2019-2020	120	9	11	7.50%	9.17%
	2020-2021	117	11	13	9.40%	11.11%
	2021-2022	123	23	25	18.70%	20.33%
Note: A voluntary retirement incentive plan was offered at UTK during FY22.						

UTC	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	231	4	3	1.73%	1.30%
	2018-2019	224	8	5	3.57%	2.23%
	2019-2020	225	7	3	3.11%	1.33%
	2020-2021	211	11	6	5.21%	2.84%
UTM	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	232	4	4	1.72%	1.72%
	Note: A voluntary retirement incentive plan was offered at UTC during FY20.					

UTM	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	159	3	0	1.89%	0.00%
	2018-2019	157	5	1	3.18%	0.64%
	2019-2020	159	2	1	1.26%	0.63%
	2020-2021	165	3	0	1.82%	0.00%
UTHSC	Academic Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2021-2022	163	5	1	3.07%	0.61%

UTHSC	Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	348	12	11	3.45%	3.16%
	2018-2019	347	22	8	6.34%	2.31%
	2020	312	12	5	3.85%	1.60%
	2021	295	14	7	4.75%	2.37%
UTS	Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2022	283	5	4	1.77%	1.41%
	Note: Change from academic to calendar year resulted in 18-month reporting window for 2018-2019					

UTS	Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2017-2018	17	3	1	17.65%	5.88%
	2018-2019	20	1	2	5.00%	10.00%
	2019-2020	19	0	0	0.00%	0.00%
	2020-2021	19	0	0	0.00%	0.00%
UTS	Year	Summary Retirement Data				
		Tenured Faculty Employed	Tenured Faculty Retirements (TFR)	Non-Retirement Faculty Departures (NRFD)	TFR %	NRFD %
	2021-2022	20	1	1	5.00%	5.00%

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *December 17, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells
Name

University Registrar
Title

1/17/2022
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *December 17, 2022* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Janice Cosey

Digitally signed by Janice Cosey
Date: 2023.01.20 15:59:53 -05'00'

Signature

Janice Cosey

Name

Bursar

Title


January 20, 2023

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *July 15, 2022* through *December 12, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor/University Registrar

Title

2/8/2023

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *July 15, 2022* through *December 12, 2022* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T. Porter
Signature

Byron T Porter
Name

Bursar
Title

02/01/2023
Date



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on December 17, 2022 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Brian M. Coldren

UNIVERSITY REGISTRAR

Signature

Brian Coldren
Name

AVP & University Registrar
Title

1/23/2023
Date

Office of the University Registrar
Enrollment Management

1331 Circle Park Drive 209 Student Services Building Knoxville, TN 37996-0230
865-974-1111 fax 865-974-2606

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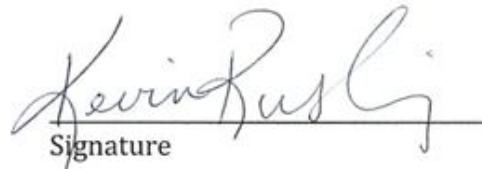
Flagship Campus of the University of Tennessee System



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on December 17, 2023 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Kevin Rushing
Name

Bursar
Title

January 19, 2023
Date

Office of the Bursar
211 Student Services Building Knoxville, TN 37996-0225
865-946-3100 865-974-1945 fax studentaccounts.utk.edu

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Flagship Campus of the University of Tennessee System 

Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *December 10, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett
Signature

Martha M. Barnett
Name

Registrar
Title

January 23, 2023
Date



Bursar's Certification to the Chancellor
Regarding Satisfaction of Debts and Obligations Owed to the University

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *December 10, 2022* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar

Title


1/23/2023
Date



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 14, 2022 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:


Signature

Chris Mattingly
Name

Registrar
Title

12/21/2022
Date



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 14, 2022 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Chasity Wells

Signature

Chasity Wells

Name

Assistant Bursar

Title

12.21.2022

Date



ACADEMIC AFFAIRS AND
STUDENT SUCCESS
Institutional Effectiveness

PRESENTATION NOTES

UT System Student Success Indicators

Board of Trustees — October 27-28, 2022



The University of Tennessee System

4.4

ENROLLMENT 2018-2022

Slide 4

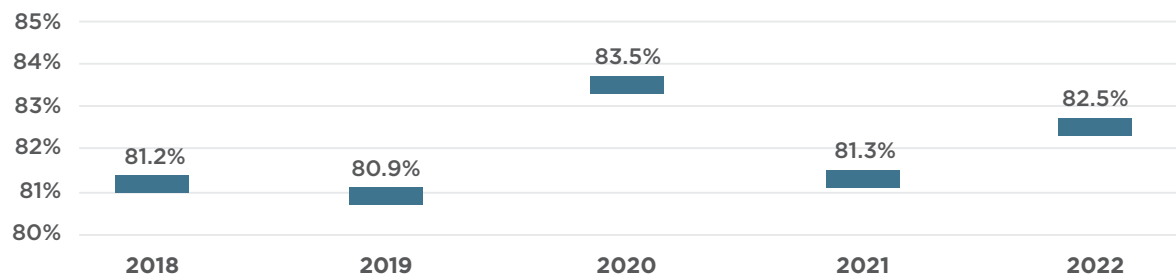
Undergraduate | Graduate | Total Enrollment

2018	40,043	10,767	50,810
2019	40,589	10,993	51,582
2020	41,184	11,375	52,559
2021	42,207	11,776	53,983
2022	44,280	11,752	56,032

1-Year Change **+3.8%**5-Year Change **+10.3%**

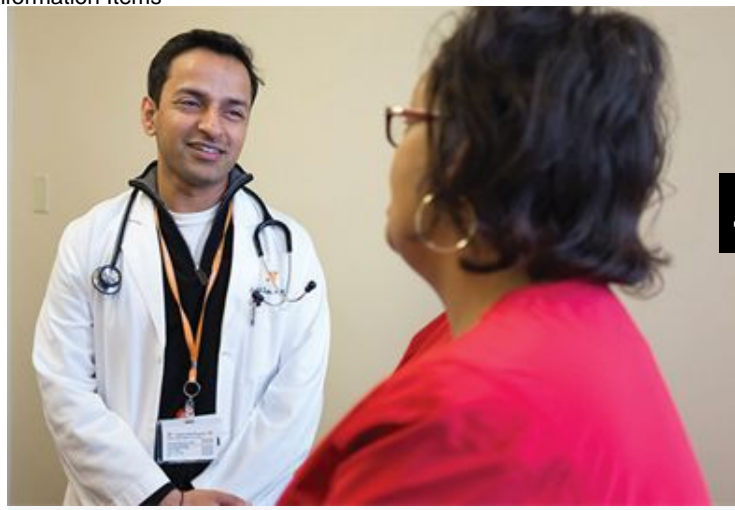
FIRST-YEAR RETENTION RATES 2018-2022

Slide 5

+1.2%1-Year
Change**+1.3%**5-Year
Change

Note: UT System numbers in years prior to 2021 do not include UT Southern.

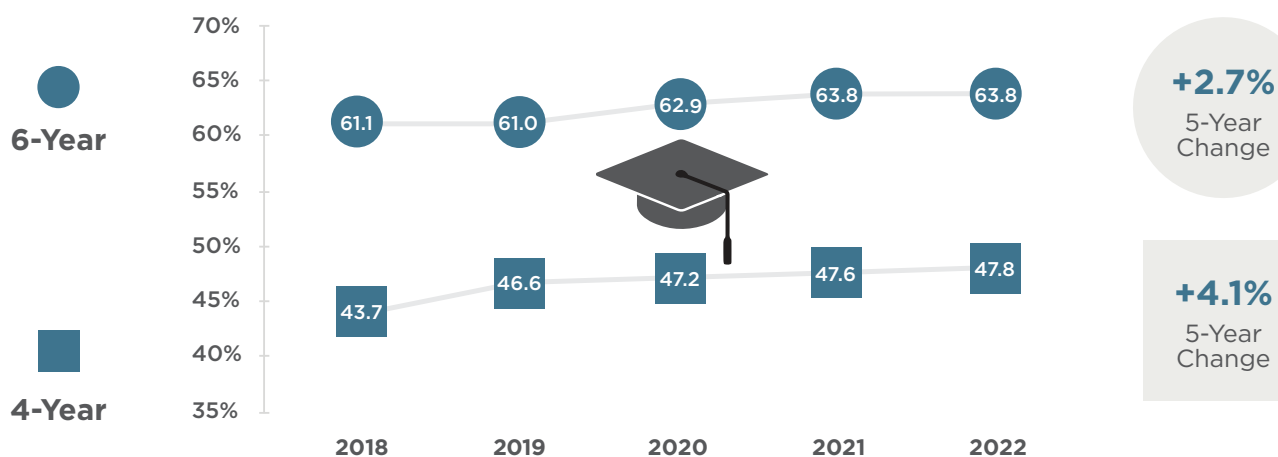




4.4

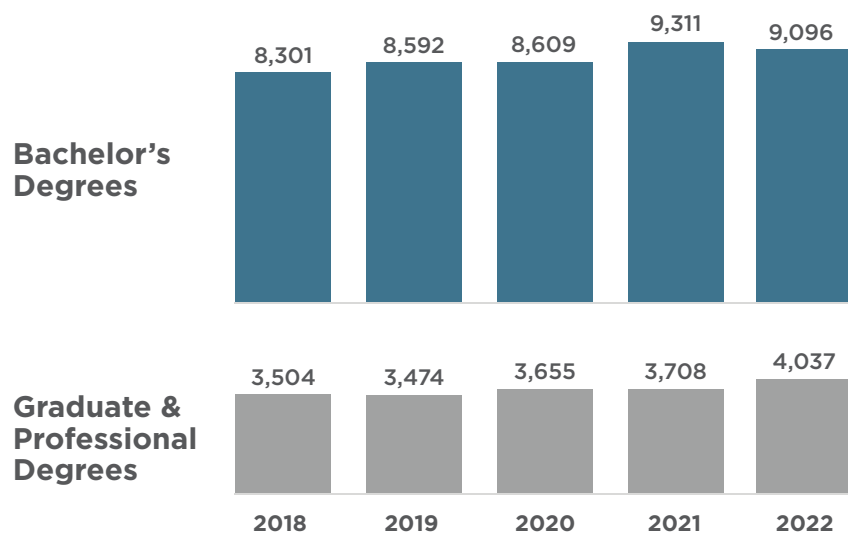
GRADUATION RATES 2018-2022

Slide 6



DEGREES AWARDED 2018-2022

Slide 7



+9.6%
5-Year Change

+15.2%
5-Year Change



Note: UT System numbers in years prior to 2021 do not include UT Southern.



The University of Tennessee, Knoxville

ENROLLMENT 2018-2022

Slide 9

4.4

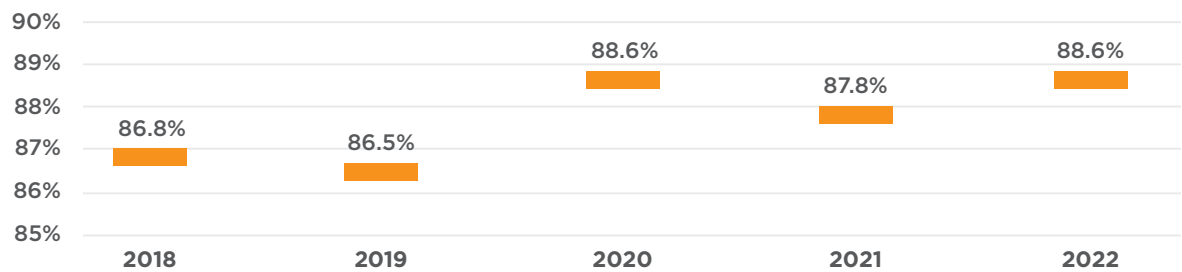
Undergraduate | Graduate | Total Enrollment

2018	22,815	6,079	28,894
2019	23,290	6,170	29,460
2020	24,254	6,305	30,559
2021	25,067	6,634	31,701
2022	27,039	6,766	33,805

1-Year Change **+6.6%**5-Year Change **+17.0%**

FIRST-YEAR RETENTION RATES 2018-2022

Slide 10

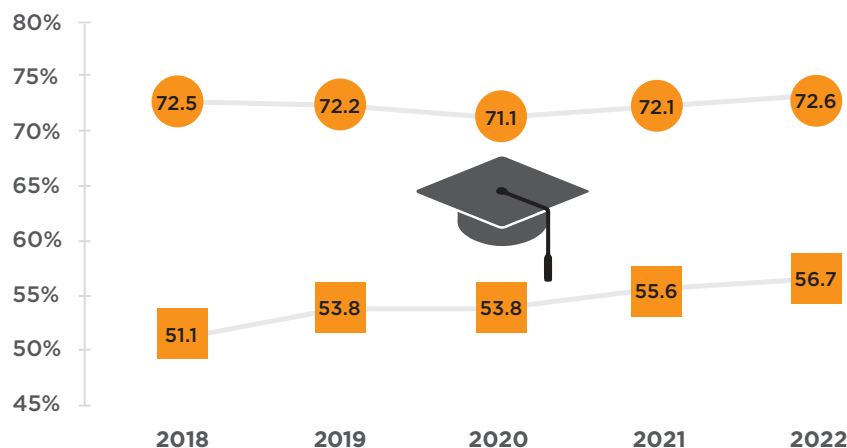
+0.8%1-Year
Change**+1.8%**5-Year
Change

GRADUATION RATES 2018-2022

Slide 11

6-Year

4-Year

**+0.1%**5-Year
Change**+5.6%**5-Year
Change

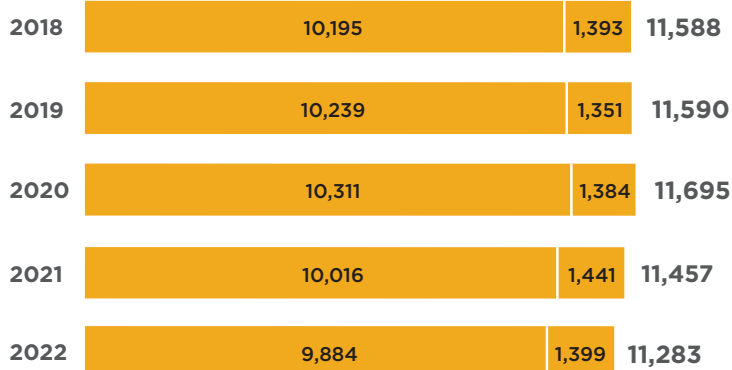
The University of Tennessee at Chattanooga

4.4

ENROLLMENT 2018-2022

Slide 13

Undergraduate | Graduate | Total Enrollment

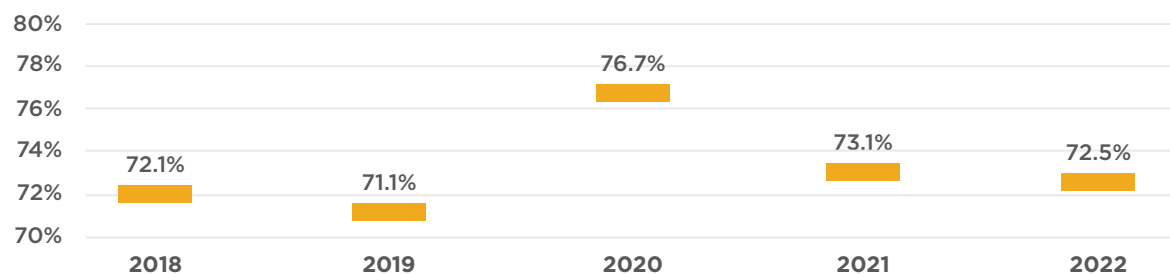
1-Year Change **-1.5%**5-Year Change **-2.6%**

FIRST-YEAR RETENTION RATES 2018-2022

Slide 14

-0.6%
1-Year
Change

+0.4%
5-Year
Change

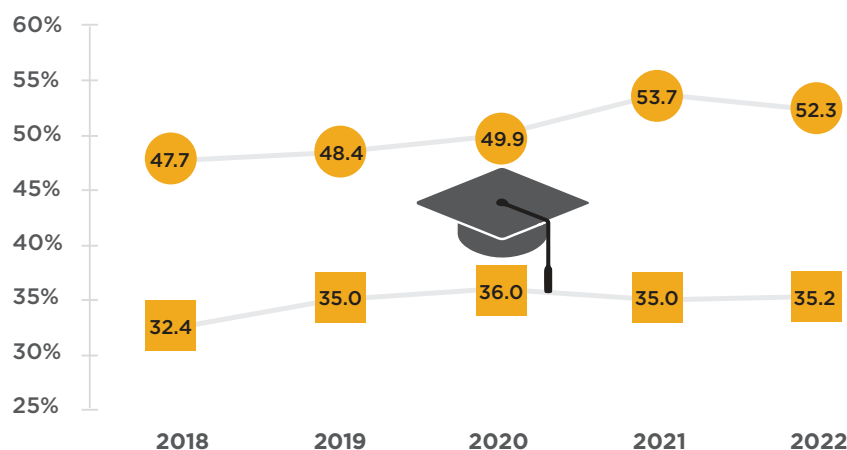


GRADUATION RATES 2018-2022

Slide 15

6-Year

4-Year



+4.6%
5-Year
Change

+2.8%
5-Year
Change



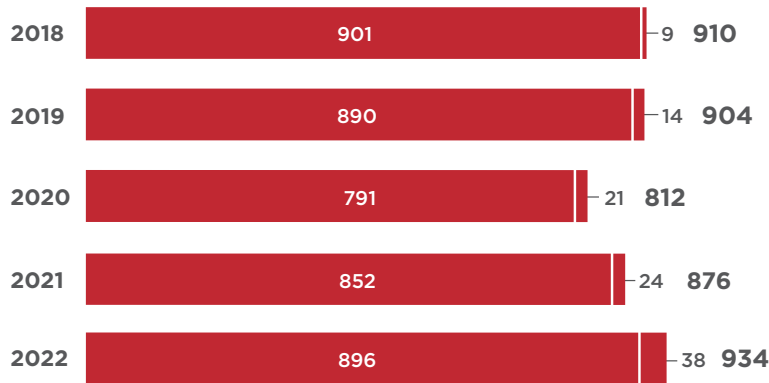
The University of Tennessee Southern

4.4

ENROLLMENT 2018-2022

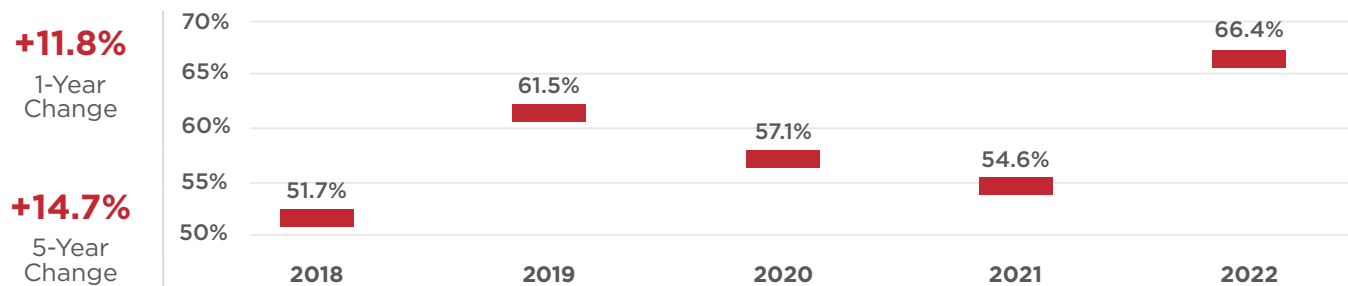
Slide 17

Undergraduate | Graduate | Total Enrollment

1-Year Change **+6.6%**5-Year Change **+2.6%**

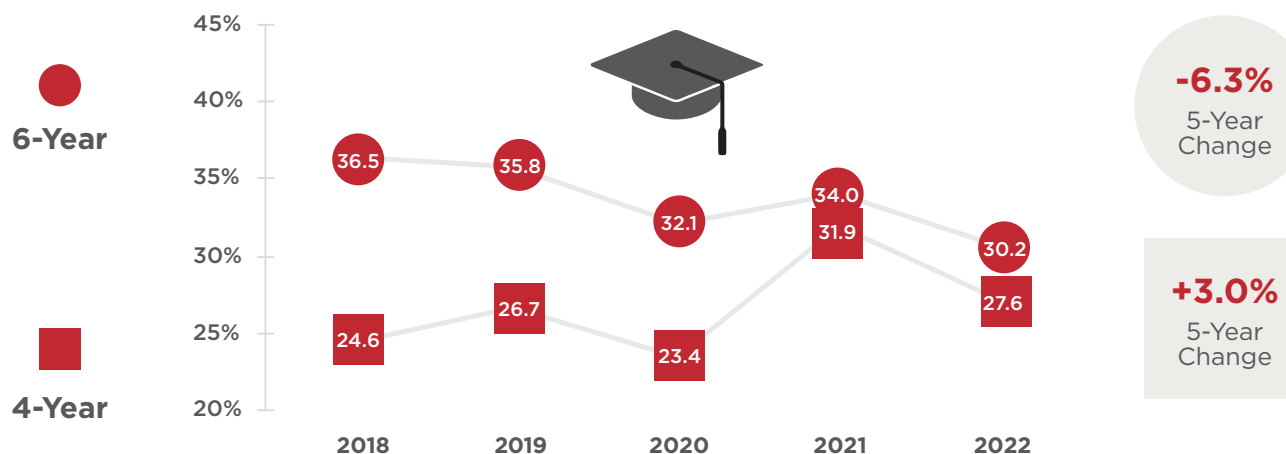
FIRST-YEAR RETENTION RATES 2018-2022

Slide 18



GRADUATION RATES 2018-2022

Slide 19



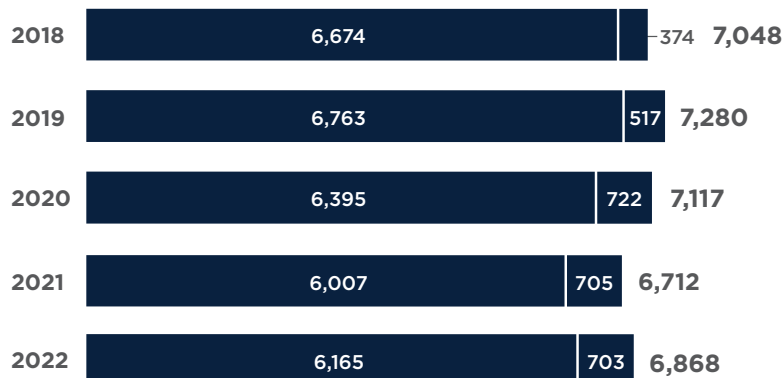
The University of Tennessee at Martin

4.4

ENROLLMENT 2018-2022

Slide 21

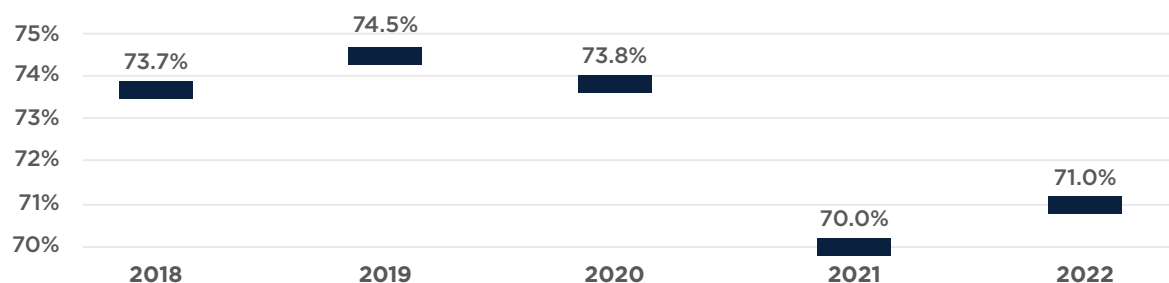
Undergraduate | Graduate | Total Enrollment

1-Year Change **+2.3%**5-Year Change **-2.6%**

FIRST-YEAR RETENTION RATES 2018-2022

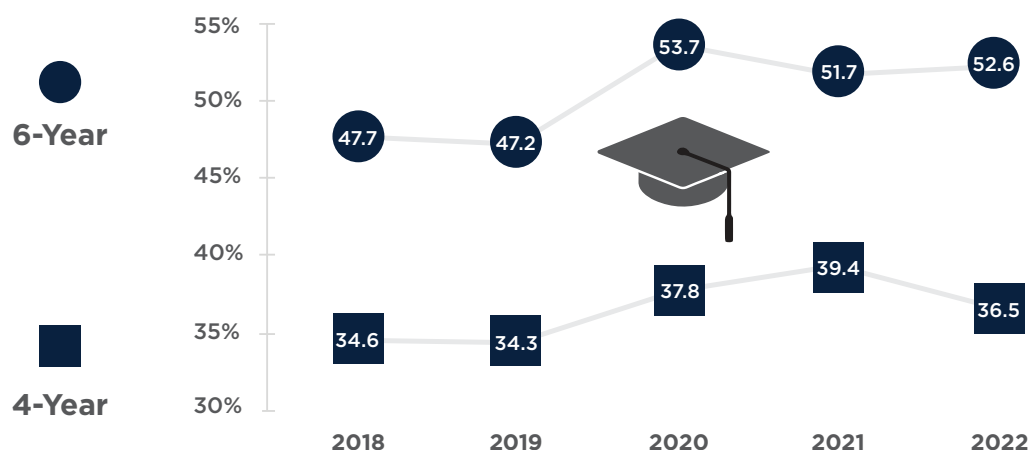
Slide 22

+1.0%
1-Year
Change

-2.7%
5-Year
Change


GRADUATION RATES 2018-2022

Slide 23


+4.9%
5-Year
Change

+1.9%
5-Year
Change


The University of Tennessee Health Science Center

4.4

ENROLLMENT 2018-2022

Slide 25

Undergraduate | Graduate | Total Enrollment

2018	359	2,921	3,280
2019	297	2,955	3,252
2020	224	2,964	3,188
2021	265	2,972	3,237
2022	296	2,846	3,142

1-Year Change **-2.9%**5-Year Change **-4.2%**

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