

MINUTES OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE
BOARD OF TRUSTEES

THE UNIVERSITY OF TENNESSEE

June 16, 2009
Knoxville, Tennessee

The Academic Affairs and Student Success Committee of the Board of Trustees of the University of Tennessee met at 1:30 p.m. EDT, Tuesday, June 16, 2009, at the Haslam Business Building on the University of Tennessee Knoxville campus, Knoxville TN.

I. CALL TO ORDER

Mr. Spruell Driver, Chair of the Committee, called the meeting to order and welcomed everyone to the meeting.

II. ROLL CALL

Dr. Bonnie Yegidis called the roll, and the following voting members were present:

Mr. Spruell Driver
Ms. Anne Holt Blackburn
Mr. Tyler Forrest
Mr. John Foy
Mr. James Murphy
Dr. Verbie Prevost
Mr. Karl Schledwitz
Ms. Betty Ann Tanner

The following non-voting members were also present:

Dr. Pedro Campa
Mr. Andrew Clark
Ms. Heather Cummings
Dr. Kathy Evans
Ms. Monice Hagler
Mr. Phillip Masengill
Ms. Laura Nishida
Dr. John Nolt
Ms. Melaina Perry
President Jan Simek
Dr. Parker Suttle
Mr. Tom Whitworth

Additional Trustees present:

Mr. Charles Anderson
Mr. James Hall
Mr. Douglas Horne
Ms. Andrea Loughry
Mr. Robert Talbott
Mr. Charles Wharton

Dr. Yegidis announced a quorum was present.

III. APPROVAL OF MINUTES OF MEETING

The Chair called for any corrections or additions to the minutes of the Feb. 27, 2009 meeting. There were none. A motion for approval was made by Mr. Schledwitz, seconded by Mr. Foy, and they were approved.

Mr. Driver made a few opening remarks. First of all, while this is a meeting held in the public, it is a meeting with an agenda. He asked that sidebar conversations be kept to a minimum, cell phones and other electronic devices be put on silence mode, and that he will only be recognizing members of the committee, other trustees, members of the senior staff, and those who are presenting agenda items at today's meeting. There were no other items brought to the Chair's attention. For each item designated for the full Board consent agenda, the Chair asked that if any member of the Board wants to remove the item from the consent agenda, please be sure to let him know as we are going through the agenda today.

IV. COMPARISON OF SIX-YEAR GRADUATION RATES FOR TRANSFER STUDENTS AND FIRST-TIME FRESHMEN

Mr. Driver: At the last meeting members of the Board had requested a comparison of the six-year graduation rates of native freshman students with community college transfers to see how those students fared on our four-year campuses. Dr. Yegidis was called on to present this information.

Dr. Yegidis: Good afternoon ladies and gentlemen. This item appears right after the minutes behind the agenda for today's meeting. What you see is a table depicting five years of cohort data presenting the six-year graduation rates of native freshmen compared to transfer students. As may be seen from each of these comparisons, for almost every cohort over five years and across all UT institutions, transfer students completed their degrees at a higher rate than did native freshmen. The differences between the two cohorts were slight for UTK and more dramatic for UTM and UTC.

Trustee Hall asked a question about what specific groups and transfer students were being compared with native freshmen.

Dr. Yegidis: The comparison is of native freshmen with students who transfer in, but the students could be transferring in as sophomores or juniors. Currently, we don't have it broken down specifically by community college transfers from TBR because these data have not been historically gathered. So, we're not comparing apples and apples, but it's a beginning look at this issue and a follow-up analysis could break out sub-categories of transfer students.

Trustee Schledwitz: Wouldn't you expect the transfer number to be higher? Those are people who have already gone through one or two or three years of school somewhere else and they're coming here because they want to graduate as opposed to people who are starting in their freshman year here who get weeded out.

Dr. Yegidis: It's not surprising information, but it's good information as we move forward with collaborative planning with our TBR sister institutions.

Trustee Schledwitz: The next time if you could add the number of students because I don't know how big a universe we're talking about, how many transfer students.

Dr. Yegidis: Yes, we can do that. Any other questions or suggestions?

Trustee Hall: Can you collect this information by colleges?

Dr. Yegidis: We have it by institution. It's reported by transfers to the institution, not by college. We could try to break it down by college. Some of the schools would be really small. We can certainly try to break it down by college.

Trustee Hall: It seems to me that more data would certainly help.

Dr. Yegidis: We'll certainly follow-up with that.

V. CAMPUS STRATEGIC PLANS AND PROPOSED REVISION OF MISSION STATEMENTS FOR THE HEALTH SCIENCE CENTER AND THE INSTITUTE OF AGRICULTURE

Mr. Driver: The campuses and the institutes have been deeply engaged in the development of strategic plans over the past year. Behind Tab 13 is an overview of the system-wide strategic plan and a brief executive summary of the campus and institute plans. Also, the campus mission statements and strategic plans are presented to the Board for approval upon the recommendation of this committee and this item provides

for a review and approval for the mission statements for the Health Science Center and the Institute of Agriculture, as well as approval of the campus strategic plans within the context of the broader system-wide plan. I will call upon Dr. Yegidis to take us through this agenda item which we will be acting upon at the conclusion of the discussion.

Dr. Yegidis: The Board notebook that we submitted to you contains the executive summaries of each of the campus plans, as well as proposed new mission statements for the Health Sciences Center and the Institute of Agriculture. The full strategic plans for each of the campuses may be viewed in their entirety on the strategic planning website of The University of Tennessee. We've also brought the complete strategic planning notebooks for any of you who might want to browse through them today. We have a PowerPoint presentation to share with you that will very briefly overview the UT Strategic Plan and then each of the Chancellors and Institute Directors will present a few highlights of their plans, within the context of the UT broad plan.

Since the approval of the Strategic Plan three years ago staff in the system office, along with campuses, have developed and refined a strategic plan that allows for continuous development and improvement in the major goal areas of the plan. The UT Integrated Strategic Plan is the blueprint for how the campuses and the system allocate resources, both financial and non-financial, to achieve their goals. Alignment of campus and institute strategic plans, within the system plan, ensures that we're working effectively and efficiently to serve the people of Tennessee. The mission statement of the University of Tennessee was adopted by the Board of Trustees in 2006. The statement is broad enough that it provides the framework for the mission, goals, and programs of the campuses and institutes of the system. It recognizes the unique attributes of each of the campuses, which when taken together contribute to the achievement of the University's mission in total. Thus, the whole is greater than the sum of the parts. The UT Integrated Strategic Plan reflects UT's mission and is grounded in these three elements:

1. Student access and success; that is providing educational opportunities through academic programs to citizens of the State of Tennessee and beyond.
2. Research and economic development, the pursuit of knowledge and its application to the solution of problems of state, regional, and national importance.
3. Outreach and globalization which includes providing technical services, outreach to communities, and community service, as well as providing to our students the knowledge and experiences that will make them competitive in the global economy of the 21st century.

When you examine the strategic focus areas of the plan, they articulate the overarching goals of the University of Tennessee. Each of these three sectors of the plan provide examples of the measures we will use to evaluate our success and provide information to our constituency groups: the public, the legislature, our students, parents, and donors. In turn, these provide measures about the value provided by the University within each of these major areas. You can see as an example for student access and success the kinds of measures we look at are enrollment data, representation of underrepresented groups, financial need, graduation rates, students who major in STEM areas, and so on; these are but examples. Beneath it all is the infrastructure, the people, the technology, and the funding necessary to advance the work of the university.

You've heard a lot about the scorecard, and at last October's Board meeting, we actually distributed the System scorecard. The scorecard tells us how we know if we're making progress toward achieving our goals. It is simply a way to assess progress over time. Each of the campuses and institutes have their unique scorecards. These are in place, they're not provided in the notebook today, and they're on the website. Typically we present scorecards and assessment of our progress as an institution in the October meeting. Strategic planning is a continual, iterative process. We are constantly striving to do the very best in what we can possibly do to educate the citizens of Tennessee. The plan helps to guide the university through a current budget crisis, but helps us primarily stay focused on our mission, goals, and opportunities for future investment and achievement.

Dr. Yegidis discussed the strategic planning cycle in total which is consistent with the Board of Trustee's meeting schedule. The winter meeting presents the strategic plans for approval. The June meeting is devoted to budget review and approval, and the fall meeting should present UT's performance measures against the scorecard and other relevant benchmarks. The strategic planning website is now integrated within the area of Academic Affairs for your reference. The website provides links to the campus strategic plans, the focus areas, the scorecard, and the data used to measure progress. Each of the chancellors will now give a presentation on the campuses strategic plans.

Mr. Driver: As Chancellor Cheek is preparing to speak, from the system webpage, can you drill down and get the scorecards for the various campuses?

Dr. Yegidis: Yes.

Chancellor Cheek: I think I have five minutes to tell you about the strategic plan for the University of Tennessee at Knoxville. One of our principle objectives for our strategic plan is to enhance the educational experiences of our students. We've listed some things here that will help us implement that. Number one, to increase retention and

graduation rates. Our graduation rates and retention are good, but we think they can be much better and we're going to devote ourselves to making that happen. We also need to improve the effectiveness and efficiency of our academic programs. The most important resources we have at the university are faculty and the courses they teach. The Provost currently has a task force of faculty and students thinking about ideas and these critical resources. Questions like, how many hours should a student be eligible to pre-register for? How many hours should they register for? How do we encourage all of our students to complete fifteen hours per semester so they can graduate in a four-year period of time with 120 hours versus say twelve hours per semester and what can we do to increase through-put through our educational organization, and in so doing free up new spaces for new students to come on. We also want to advance excellence in teaching and advising.

Next, we need to intensify research and outreach. We need to invest in key research areas and we've identified those key research areas as our Centers that are on the campus. Also, our joint institutes, such as Computational Sciences and Advanced Materials Sciences. We've also got to promote interdisciplinary research. We must encourage faculty and departments and in colleges to do interdisciplinary research, and we must also go from this campus to other campuses in the system, and to places like Oak Ridge National Laboratories and Y-12. We also believe that to intensify research and outreach we need to develop collaborative relationships and partnerships. One of the most important ones we have currently is Oak Ridge National Laboratory and we have worked to increase the relationship between our faculty and the scientists at Oak Ridge so that we mutually work on issues that affect both of us.

We're more competitive in securing grants and contracts that way. We also have recently filled four Governor's Chairs and those Governor's Chairs are important to pushing the University of Tennessee at Knoxville forward and also Oak Ridge National Laboratory. We have two more offers that are outstanding and we have ten other faculty in the pipeline for those Governor's Chairs. Finally, we need to advocate outreach and public service. If we're going to be the university that we want to be in the future, we need to enhance and advance globalization, diversity, and sustainability. On this campus we're working hard to be a more diverse campus. Our freshman class that's just been admitted is one of the most diverse that we have ever admitted to the University of Tennessee at Knoxville and we're very proud of that. But what our desire is, that our classes in the future are more diverse and our faculty are more diverse and that our staff are more diverse. We're going to continue to support *Ready for the World* which encourages students to participate in international activities.

We will continue to push that agenda. We need to model sustainability and our students are actually leading the cause that way, they actually voted for a fee that they pay each semester to work toward a more sustainable University of Tennessee. We

need to instill a commitment among our students, our faculty, and our staff about the importance of sustainability.

We also need to enhance the recognition of the University of Tennessee at Knoxville. We have superb alumni, we have a superb faculty, student body, and staff and we probably haven't done enough to recognize this. This year for the first time, we will recognize in September four distinguished alumni from this university and we will continue that on an annual basis. We've also got to encourage our deans and department chairs and other faculty to nominate faculty and students for prestigious awards. Many people don't understand the great things that are happening on this campus and it's our responsibility to try to communicate about what our accomplishments are and we're going to intensify our efforts there. And finally, no discussion about a strategic plan is finished until you talk about resources. Resources are critical to us. Henry Nemcik has already talked about the importance of boosting private fund-raising, endowments, and extramural funding. This year our extramural, grants and contracts, is the highest it has ever been. Last year our new awards were about \$50 million, at nine months; we were at \$140 million this year. We think we will approach \$200 million by the end of this year. That's critical for our further development, but we can't be satisfied with that, we have to continue to look for increasing the opportunity for our faculty to compete for external grants and contracts, because they're critical to the further development of this university. We're going into this next budget year with 20% less state resources than we had June 30, 2008. Now on this campus that's \$40 million and if you add the new costs that we have, about \$12 million, that's \$52 million less money. Fortunately, stimulus funding has come along and we're going to be able to replace those dollars for a two year period of time, but two years hence, we're going to be in that situation, so we've got to think about during this two year period of time, what we can do to secure additional resources to enhance our mission. Then, we've got to renovate, reclaim, and replace our aging infrastructure.

This is a very quick summary of what our strategic plan is. I think it gives you flavor of what we're trying to do, but what we need from you as Board members, is now a dialogue about are we on track, what do you want the University of Tennessee of Knoxville to be in three years, in five years, in ten years, in twenty years. That's what I look forward to having with each Board member, a dialogue about where we're going, how we're going to get there, and are we on the right track. This gives you a summary of our thoughts at this point in time about our strategic plan and if you want to read every single word of it, it is on the web, it is still draft because we still need some more discussion about is this really what our strategic plan is going to be, and then how do we insert the tactics to reach the strategic goals that we have. Thank you for the opportunity to address you and I would be delighted to answer any questions.

Mr. Driver: Thank you Chancellor Cheek. Are there any questions at this moment?

Trustee Talbott: Cherokee Farms. Would you touch on that, about what you plan to do?

Chancellor Cheek: It's a huge part of the university and as you heard earlier today, the infrastructure was one of those issues that there was some discussion about. We have \$10 million from the state and \$20 million from the federal government for a Joint Institute of Material Sciences. It is critical for us to advance our research mission and to advance our capacity to attract graduate students and post-docs to this institution. We have faculty who are already hired here that are waiting to move in that building. What we need is resources to continue to build those buildings and we hope for public and private partnerships as well for that campus.

Mr. Driver: Chancellor Cheek, could you elaborate on the student fee that's used to support sustainability? What's the magnitude of the fee and what might be some examples of how that revenue stream could be used to advance sustainability on the Knoxville campus?

Chancellor Cheek asked Vice Chancellor Rogers to respond.

Mr. Tim Rogers: The fee is currently \$5 a semester.

Mr. Jeff Maples: The fee is proposed to go to \$10 a semester. It's used for various sustainability efforts on the campus.

Trustee Blackburn: Dr. Cheek, did I hear you say that the students voted to support that? I think that is very important that people know that because along with the parents' comments about tuition increases, it's also the observation that fees also increase as part of the cost of education. When students are saying that this is something that we are willing to do, I think it makes a big difference in the parents' attitude about the cost of education.

Chancellor Cheek: It absolutely does and I appreciate your comments because the students I have visited with on this campus have said to me time and time again, let's don't let the University of Tennessee at Knoxville go down, let's move it forward, and part of that is resources. And if we need to contribute more resources, we're willing to do it.

Trustee Blackburn: I have one more question. When we talk about our strategic planning for our diversity goals, we're trying to create a diversity goal that models what? Are we looking at our state, are we looking at the country, or what, I'm trying to figure out what it is that we are trying to achieve in terms of diversity.

Chancellor Cheek: I would say if we look at our faculty, students, and staff we're under enrolled in critical areas of diversity. Regardless of what statistic you use, if you use the state statistic, if you use the national statistic, we need to be a more diverse campus because that diversity brings to this campus various points of view, it brings to this campus the people who are going to make differences in society in the long-term, and so we have to be concerned about making our campus more diverse. What that exact number needs to be, I don't know.

Trustee Loughry: Dr. Cheek, this is a question that can really be applied to any campus in the system. Regarding fees, is there any place on any individual campus website where a student or a parent could follow the fees, that identified the projects that were developed from this fee?

Chancellor Cheek: That data is certainly available. I do not believe it's on the website where someone could follow that, but certainly we could make it available.

Trustee Loughry: Since the attention is being given to fees and tuition now, to our stakeholders, we owe that report.

Chancellor Cheek: One of the things we do on this campus, and this is why we have such good student support for what we try to get accomplished here, is because we meet with them on a continual basis and provide that information that is probably not on the website.

Trustee Hall: I applaud the plan. I'm a strong advocate of planning. One of the frustrating things to me as an individual board member has been the lack of statistics we have on the students, student performance and when we talk about student funding, the amount of debt many of the students have. Our Board gets a whole lot of information on fundraising and on our donor base, and how we're performing, but when it comes to individual components of our undergraduate university, I don't think we get enough statistics. As we move forward, I think that information is going to be important so that we're sure that those individuals who are in a position to pay for their education at a graduate level or undergraduate level, that we have a good formula on funding.

Chancellor Cheek: I'm very data driven. I've always put together an annual report of the key metrics and we're currently looking at what those metrics ought to look like for this university and we will share those with you on an annual basis.

The Chair then called upon Chancellor Brown to present UTC's strategic plan.

Chancellor Brown: Mr. Chairman and Vice President Yegidis, I really am grateful for the time to talk about the Chattanooga strategic plan. One thing you're going to notice that my fellow chancellors and I have a lot of same kinds of strategic goals, so I'm not going to spend a lot of time enumerating them for your again. What I'd like to do is to make sure that there is a distinct mission at the Chattanooga campus and what I can do is refer to some of the things which Chancellor Cheek has talked about and say in relative terms what we believe the mission at Chattanooga is relative to the mission in Knoxville. For example, in the area of access, you'll see in our mission statement we have labeled ourselves for more than twenty years as an engaged metropolitan university. A metropolitan university is actually a movement of campuses that began in the late 1960s and early 1970s that has a very distinctive profile of what they stand for. One of them is a relatively broad access to students. We're going to have a broader range of student preparedness and backgrounds at Chattanooga than at Knoxville. That is simply part of what we consider our mission. That also presents a serious challenge for us because at the same time, we have to make sure that no matter what the preparedness of our students, who we judge to be able to succeed, we must make sure that they succeed. It gives us a great challenge in our retention and graduation rates with broader access. How do you make sure that all those students come to a successful conclusion of their academic careers? We do believe in flexible scheduling and one of the reasons is another aspect of metropolitan campuses is that we serve a relatively higher proportion of non-traditional students. We have a lot of students who are working full-time while pursuing their academic careers and that's a large part of our mission in the state and in the Chattanooga region. We work very hard to make sure that those non-traditional students receive what they need to succeed. We have a strong demand and this fall again we're showing numbers that could be 300-400 student increase in our freshman class. That presents a serious challenge to us given the budgetary realities, so we're working very hard to make sure that we're balancing the classes and that students will succeed. In a few minutes on this agenda you're going to see a request to start a stepwise process of adjusting our admissions requirements.

The next area is research. Let me draw a distinction in research. In the metropolitan university, research is much more applied as compared to UTK. We have nowhere near the scale of support for federal and corporate funding in our research program. We're building on that base and we think we're going to do a lot better. That is a hallmark of a metropolitan university. As an example, we're working with U.S. Xpress Enterprises, Inc., a major national trucking company that happens to be headquartered in Chattanooga. We're doing research that has lowered the relative cost of running heavy trucks on the highways by doing simulations and modeling to reduce wind drag. That's the kind of research that would be carried out in a metropolitan university; our research is in the applied area. In economic development it is critical to our mission that we're working closely with the county manager, the city mayor, the Chamber of Commerce and to make sure that everything that we are planning to deliver to the faculty, to the

staff, to the students also has an eye toward the economic development of our area. I think we're doing very well on that aspect and I think we can demonstrate to you – the last study we had showed about a \$250 million per year economic impact in the Chattanooga region. I have a feeling that is considerably higher now and we're starting a new study to document that economic impact right now.

In the area of outreach and globalization, we have just achieved a designation by the Carnegie Foundation as an engaged community university. This is a selective designation that the Carnegie Foundation grants through a rather complicated application process. We are focusing on building diversity in student service opportunities for both learning and social development, and in globalization. We have a small but intense focus on internationalization with study abroad programs and welcoming faculty and students from other cultures, but we know we need to grow that. That's a place in our strategic plan that's nowhere near where we think it ought to be, so that our students have the best opportunity to have an international experience, both on the campus in Chattanooga and in their study overseas. I agree with Chancellor Cheek on attempting to enhance our diversity emphasis. We're committed to that.

I've added one more slide to show you something about the region that Chattanooga serves. By 2020, these are the projected population increases in the counties in the Chattanooga area. Notice that those counties, there are very few that have a double digit projected population increases, but look at what's happening in North Georgia. The reason I point this out, those of you who know Chattanooga well, the state line essentially bisects the city. We have a very important regional focus on making sure that we're helping to develop economic success in the entire region. We have students coming from those counties in Georgia. In some of those counties, such as Rhea County, Polk County, Grundy County, lower than 10% of the adult population holds a baccalaureate degree. This is an incredibly important part of the mission and the strategic plan for UT Chattanooga. We feel it is part of our mission to reach out to those populations and raise the education level and the economic quality of life indicators in that entire region. With that, I will be happy to answer any questions.

Mr. Driver: Are there any questions?

Trustee Blackburn: Under the heading of Access, I saw restructured scholarships. What does that mean?

Chancellor Brown: One of the things we are doing is that for the first time ever we're setting resources to recognize scholarships for transfer students. We believe that because we have much more capacity at our upper division level of the undergraduate curriculum in our junior and senior years, we should be recruiting the very best of the transfer students we can attract in our region and one of the ways we're going to do

that is set aside – we have set aside in the budget that all of you will be considering, \$400,000 next year to help to attract and retain transfer students to our university. That’s what we mean by balancing our recruitment efforts.

Mr. Driver: For the population increases in the counties surrounding Hamilton County, do you anticipate that’s going to present more commuter students or more demand for in residential students?

Chancellor Brown: I actually believe that both categories are going to increase, because we’ve maxed out our on-campus housing for this fall; we’re at 100% occupancy. We’ll need to come back to you for some consideration of campus housing in another couple of years. I also believe that one of the things we have an opportunity to do here in these areas is to reach out to those people who are looking to retool and reenter the workforce and have some college credits, but haven’t completed their degree. We have some studies that show 60,000 to 70,000 people in this area hold one or two years of college but stepped out. If we could just attract those students to finish their degrees with us, it would be an enormous impact on economic development in our region.

Chancellor Rakes was called upon to present UTM’s strategic plan.

Chancellor Rakes: I always am thankful to have a few minutes to tell our story a little bit. I first want to thank Bonnie Yegidis and Sylvia Davis for some fairly strict guidelines on getting this strategic plan together so that there is not just similarity of categories but the types of things that can be measured are included in this. It doesn’t make us all uniform but it gives us similar targets and measurements. I also appreciate the attention to individual mission. Of course, UT Martin is the rural piece of all of this, a regional comprehensive university not driving for a major research mission, but there is a research piece in there which I will mention. We also have a teacher-scholar model in place for our faculty.

I would summarize our mission as being extremely balanced from the standpoint that we make extensive use of centers throughout our area of the state, in Jackson, Ripley, Parsons, and Selmer. We’re expanding the Selmer Center, and we’ve finished the new structure in Parsons. We offer more dual credit sections than any other four-year institution in the state that puts us in some 34-36 high schools, from Murfreesboro to Shelby County. In Shelby County, we work with the home school population; they’re looking for college credit, college classes. We’re also paying a good deal of attention of starting up a new P-16 Committee. For those of you who are not familiar with that term in Teacher Education, it’s having business and school people together to work on teacher education issues. We’re going to double our commitment for transfer students as well because we know that the transfer students that come in probably do better. Students who complete their AA degree and then transfer to UTM provide a real

opportunity for us to maximize graduation rates. We also have some new programs that will be available online sometime next year, in Counseling and Criminal Justice, in addition to an undergraduate Business degree.

We haven't neglected the campus and part of the student success – our new Student Recreation Center is totally funded with the student voted fee of \$105 a semester, voted for by the students. We are able to redistribute the money into student affairs to cover the staffing of it and because it will be much more efficient than other buildings. We are also going to charge a fee to support student travel. That's really important on our campus.

What's happened as far as student success, we have to pay a lot of attention to our students, which we're able to do in many cases if we can identify at-risk students before the first six weeks of freshman year is over. Quite frankly, we're doing a better job of keeping our Freshmen than we are of our juniors and seniors, so we're reshifting, reorganizing our Student Success Center to give some more attention to our juniors.

Our research is a major challenge for us now because it's one of the areas that we have supported from within our budget and is difficult to continue to support. We will have to find alternate ways to support faculty research. Our research funding externally has leveled off. We need more of it, but the lion's share of our state grants do not pay indirect cost. Unless we move to federal and private grants we're not going to have the dollars to provide the infrastructure that we need. That's going to be a challenge for us. We have some success in areas like Engineering and Energy, and we have some faculty that have done research that's cited all over the world. Our campus is a niche campus because we have to be very selective in what we can afford to do; the idea of having an animal diagnostic lab on campus, I think, that provides hands-on opportunity for our agriculture students to do research on animals on our campus. That would be an example of a niche program where we can do something with the resources. We think we can get the funding for a solar energy program for West Tennessee. That would be a special niche that we would be interested in and we think we could contribute there.

In the area of economic development: It's really tough because the demographics in our area show a decrease and no expected increases as far as individuals coming to the rural parts of West Tennessee. When that happens you have to look within, we're not shopping for a whole lot of major industry, but rather small business. We're working with our students with the Webstar Leadership Program that some of you may have heard of. It connects thirteen to fifteen counties throughout the western part of the state. Most of the mayors, the bank presidents, many of the leaders across that part of the state are participating in the Webstar Leadership Program which brings them to Nashville to actually learn how government works. We don't have that many

representatives in our part of Tennessee. Economic development hinges on our leadership within the community.

In the area of outreach: UTM has more Love Award winners for public service on our campus than any other campus in the state. Community service from faculty, students, and the staff. We're looking for ways to measure that in more than just projects such as how many new partnerships are created. We've just added a new recycling facility where we will triple the amount of recycled food from our cafeterias.

In the area of globalization: I'll simply share with you that we have a Center for Global Studies that we've had for a number of years. We'll do a couple of dozen travel studies a year, something in the neighborhood of 7-12% of our graduating seniors will have an international experience of some sort. We're shooting for 20% and that's hard to do in these times. Part of what's happened is we have gotten some external funding support. I would ask one thing from you – to help us keep our funding secure.

Mr. Driver: Questions?

Trustee Schledwitz: I'm just curious, when you say you're recycling food, what do you mean?

Chancellor Rakes: You take the waste, when you put food out to serve you cannot bring it back tomorrow on the college campus. You can combine it with something and it can all be recycled one way or another.

Mr. Masengill: We don't recycle the food that people can eat, but we do create compost.

Trustee Horne: Chancellor, how are you doing on fundraising?

Chancellor Rakes: We've had the best fundraising year we've ever had in the history of the school. We raised our initial \$25 million goal to \$40 million, which is really going to be \$50 million. We probably will not break a record next year, but we've raised more external money this year than we ever have in the history of the school.

Trustee Horne: How many development officers do you have?

Chancellor Rakes: We have four fundraisers on our campus. We have a competing private institution about sixty miles from us that has just under 2,000 students. They have 31 fundraisers. We have four and so with those kinds of odds our people have to perform. I think our folks are bringing in more dollars than others, and as important as

that is, much of it is deferred and doesn't bring immediate benefit but it will down the road.

Mr. Driver: Thank you Chancellor Rakes. Chancellor Wall will present UTHSC's strategic plan.

Chancellor Wall: In developing our new strategic plan it became apparent that our mission statement needed to be refined in response to scientific, sociological, economic and other changes. Accordingly we proposed our mission statement changed from, "The Health Science Center aims to improve human health through education, research, clinical care and public service" to "The mission of the University of Tennessee Health Science Center is to bring the benefits of the health sciences to the achievement and maintenance of human health, with a focus on the citizens of Tennessee and the region, by pursuing an integrated program of education, research, clinical care, and public service." This mission statement will accurately reflect the full nature of our responsibility as a State of Tennessee state-wide flagship campus in health sciences.

In talent and diversity: We're committed to providing the widest possible access to students who have the talent and dedication to enter into the healthcare professions. We recruit widely across the state and region to provide numerous opportunities for all potential students to learn about the health science options available to them at the Health Science Center. No student is denied an opportunity to pursue a health sciences degree solely due to lack of funding. The curriculum we offer our students is constantly being updated to reflect the most current knowledge in thinking within each respective field. Our faculty is committed to using their research and practice experience to provide our students with the most effective and current health science curriculum possible. The Health Science Center not only recognizes teaching excellence in its promotion and tenure procedure, but also provides the faculty with a program of workshops and seminars on such topics as instrument assessment, the use of technology, and effective teaching.

Given the resources available and the ever expanding research possibilities in health sciences it's clear that no one institution can successfully address the full spectrum of research that may be conducted. Therefore, in order to pursue excellence in research it's necessary to focus our research mission on the clearly defined area that the university can adequately support, that is discovery. Such discoveries typically begin with basic science in which a scientist studies disease at the molecular level, and then progresses to the clinical level. This approach, known as translational research, has proven to be a powerful process which drives the clinical research engine. We've made a major commitment to translational research and our new strategic plan enables us to capitalize on the unique strengths of our research infrastructure.

Maintaining a healthy citizenry clearly impacts the economy of the state and requires, among other things, an appropriate sufficient healthcare workforce, thus our strategic plan calls for periodic needs assessment in the state's healthcare workforce. These assessments serve to ensure that our educational programs are designed to meet the needs of the state in health care. UTHSC patient care is both the culmination of all our programs as well as the defining feature of our outreach effort. In contrast with the other campuses in the UT System, our mission is on one main issue, the achievement and maintenance of human health. The delivery of accessible, high quality, and affordable health care is the ultimate expression of the mission of the Health Science Center. As the State of Tennessee's premier public health science center, we have a special responsibility to actively pursue our role as a resource in development of policies and practices that effect public health. Thus we're committed to working with other state agencies, elected policy makers, and professional health care organizations on policy, practice, and the scientific issues related to the achievement and maintenance of human health, as well as the equitable addition and cost effective delivery of health care services. Although the health professions are centered in the local communities, their influence impacts the global community. The Health Science Center provides students with unique learning opportunities toward numerous international rotation experiences. In addition, our faculty collaborate with other researchers around the world not only through direct visits but also through our state of the art interactive video technology.

Mr. Driver: Any questions? A question was asked about graduation rates at UTHSC.

Chancellor Wall: The graduation rate is 99% and the attrition in all the colleges is due to non-academic issues, such as family, health, deciding that they didn't want to go to medical school after all, etc.

Mr. Driver: Dr. DiPietro will now present the strategic plan for UTIA.

Dr. DiPietro: I've been here 3 ½ years now at the University of Tennessee Institute of Agriculture and in that timeframe as we started to look at our mission statement. This mission statement is still very accurate with what we do. We are in the process of circulating it again for revisions and would like to get it back to you this fall, because actually, this is an ongoing process. The key items that have changed are primarily from the standpoint of how we have divided this thing up. We have two paragraphs, mainly changes in paragraph structure. The single biggest item is we've changed "homemakers" to "families" from the standpoint of how we serve those people. Then we looked into how the Institute fulfills its mission. We made some revisions in the focus on current and future priorities and to emphasize that we are a statewide campus. Those are largely the changes in this mission statement, and as I said, we look for your

approval of that, we may very well have additional changes in the future for you to consider.

When we look at our strategic planning effort, when you look at student access and success, we really want to make sure that we recruit for a diverse student, faculty and staff population.

We definitely want to increase our enrollment in our College of Agricultural Sciences and Natural Resources. Nearly 90% of the students are STEM majors, science, technology, engineering, and mathematics majors if they graduate. We want to grow that enrollment without a doubt. We're looking to additional transfer students as part of that equation and we'll be looking at other opportunities to grow the enrollment as well. We have scholarship stipends and research activities; currently we provide \$900,000 annually in scholarship support. That touches about 400 individuals, but we need to do better. We want to establish excellence in curricular activities, what I call "teachable moments." Many people will tell you if you teach me something I'll learn it, and that's pretty true of our students because they're very bright, but if you show me something, I'll learn it for a lifetime. We always want to enhance our teaching programs so that our student success is stronger, that we have the latest equipment and the latest approach to teaching for a generation which is much different than many of us. Lastly, the engine that drives our enterprise collectively across the institute is faculty and staff, so we need to retain and recruit the very best people we can.

We're in the research and discovery business from the standpoint of the Institute of Agriculture. We like to have programs at the bench, and in the classes. We are definitely translation-based from the standpoint of the new discoveries we have at the bench, as well as those that we know are out at the experiment stations. We would like to see those translate into innovations that drive economic development. We'd like to provide incentives to our research faculty for research productivity and we do have a program that does that. We want to develop national and international research as part of our strategic plan because that helps advance our scholarship. I think it enhances our teaching environment to have these top drawer research faculty in front of the classroom of students. We want to build on strategic areas of research excellence such as alternate energy sources, forest product development, and genetic modification plans.

From the standpoint of outreach, we touch a lot of people annually across the state, over four million from the standpoint of contacts through our extension system, so we need to expand extension and public support. The best way to do that is by touching those people and working with policy makers. We need to promote extension at all levels of government; we've have to extend the funding base by identifying and securing all kinds of funding sources in our extension area. We need to ensure quality, high

impact needs-based programming. We listen to the people across the state about the new programs we've developed, like attaining affordable housing, managing credit and consequences, Tennessee Saves, programs for families at risk, diabetes education and intervention program, as part of our extension mission. Within the College of Veterinary Medicine we touch about 30,000 patients a year in the teaching hospital and we need to provide advanced clinical and diagnostic veterinary services in the teaching hospital as well as we do have one of the state diagnostic labs at Martin. That's another way we touch the public in outreach. We have to strengthen our outreach and nontraditional service activities of our undergraduate and our graduate students. We think that globalizing our students and internationalizing their experience is a life changing opportunity for them from the standpoint of the chance to spend a couple, three weeks abroad, and we also bring students here.

I've felt since the first day that I've gotten here that one of the things we suffer from - we don't get the respect that we deserve from the standpoint of the UT Institute of Agriculture and we're far better than our people think. It's up to us to make sure that our people get nominated for awards, that people get recognized, for we have high quality people and programs here.

Mr. Driver: Any questions?

Dr. Jinks was introduced by Mr. Driver.

Dr. Jinks: I'm going to talk to you about the Institute of Public Service and our mission is very different from what you have heard so far. Our mission is to serve Tennesseans by leveraging university expertise to meet the needs in the communities. We have four primary goals in our strategic plan: to promote good government, to strengthen economic development, to improve the quality of life in Tennessee, and to make our organization more effective and more efficient.

I'm going to talk very briefly about student access and success. As you may know, our students are non-traditional students. We do engage some of our traditional students on the campuses in internships. In the area of certificate programs, about 20,000 students across the state participate in our training each year. We have a number of our courses online because many city and county governments are very small, the number of employees is small, so online classes are the best way for them to get the education.

In the area of research and economic development, this is one of the primary areas where we work with small and medium size companies all across the state to help improve their competitiveness. We have a number of programs in this area and I'm going to briefly touch on some of them. We work with between 800-900 firms in any given

year. For example, this year we worked with a manufacturing company in Campbell County and helped them receive a \$90 million contract from the Department of Defense to provide materials to the Department of Defense. This is a very important part of our economic development mission and last year we were able to document just over \$800 million in economic impact.

Also, we work with entrepreneurs and inventors in partnership with the UT Research Foundation and Oak Ridge National Lab. We help small entrepreneurs identify opportunities to work with the federal government and win grants and contracts in the area of small business innovative research. Last year we were able to help twenty-four entrepreneurs across the state receive these awards and hopefully they'll develop their ideas and intellectual property, and grow their businesses in the State of Tennessee.

And finally, in the area of outreach and globalization, this of course is where a lot of our work occurs in promoting good government. There are 347 incorporated municipalities across the state of Tennessee. There is an election somewhere almost every single week and most of those citizens run because they want to have a better government, but they don't necessarily know what it means to serve on a city council or serve as mayor, so we run these elected officials academies for them to help them understand the structure of their government and what they're able to do and not do. As part of our leadership program this year we hosted a three-day training program for newly elected state senators and representatives in the state of Tennessee. Sixty-three (63%) percent of them participated with us; it was a great way for us to introduce them to our services and for them to learn a little more about the University of Tennessee. We hosted that class at the Baker Center and it brought Republicans and Democrats together in the same room and it was a really wonderful experience for them. We also hosted all the newly elected speakers of state houses all across the country for a three-day session in Knoxville in partnership with the National State Legislature Leaders Foundation, and we hope to continue developing that partnership with them.

In the area of improving the quality of life we work on a number of programs. I'm going to touch on three briefly: environment, public safety, and leadership development. Many of you have heard about our National Forensics Academy. As you drive up and down the interstate, you may also have seen some big billboards with guns on them about gun crimes, "Gun Crime Means Hard Time." We've actually partnered with the state of Tennessee in that campaign. Lamar Advertising donated all that billboard space for us, which came to about \$150,000 a year. As a result of that work, we've helped reduce gun crime by 23%, which is substantial.

Mr. Driver: Questions?

As Dr. Buckley comes forward I want everyone to know that this is her last meeting with us. She sees fit to transfer to a space institute and university in France to be with her fiancé and so why don't we go ahead and congratulate her. We certainly appreciate all the fine work that she has done at the Space Institute.

Dr. Buckley: Thank you.

Right now I would like to share with you the strategic plan for the University of Tennessee Space Institute. As some of you know, we've been working under a revitalization plan that was developed some years ago and now we're moving into the strategic plan that fits within the context of the system.

We have five major goals and they happen to fit very nicely within the UT system structure. Under Student Access and Success our first goal is to grow our student population. As you know, we're a graduate institution. One of the sub-goals under this big goal is to grow the student population of fee paying students. Since we don't have undergraduates we don't have tuition coming in the same way as most of your campuses do. In fact, if you're getting a graduate degree in engineering or physics, which are the main degrees that we offer, you expect to be paid to go to graduate school, so we rely heavily on research and extramural activities to take care of that. We don't have as many fee paying students. From the academic year 2004-2005 till this past academic year, we have increased our student numbers by 30%, from 180 students to over 240 students this year, so that's a good news story.

Another one of our goals is to increase our faculty performance and productivity. For metrics and guidelines, we're using those that are employed by the College of Engineering here at the University of Tennessee Knoxville campus, because all of our faculty are also members of the faculty at UTK. We're trying to motivate our faculty to increase their research and be more productive in the classroom. That's important when you only have 27 faculty; everybody has to give 100% and right now we have some very productive faculty.

Research and Economic Development: Another of our strategic goals, which is our number one goal, is to increase our research dollars. We've grown our research so far from 2004-2008 we were just over \$2.5 million in 2004. For fiscal year 2008 our research expenditures were over \$4.3 million. We have generated almost twice as many proposals this year than we did last year. Revitalizing our research equipment and facilities – UTSI is a unique institution in many ways. We have some amazing facilities. We have a propulsion research facility and we've got a fantastic array of high-energy lasers.

Finally, our last strategic goal is to build strategic alliances. We're small, we're the size of a medium-sized department, so we have to partner, and we depend on partnerships. We're talking with Oak Ridge National Laboratory and, we're talking more to our departments here in Knoxville trying to develop joint activities and places to go to get research money. We've renewed our memorandum of understanding with the Air Force Institute of Technology. We have a new MOU with the International Space University, in Strasbourg, France. We're also looking at partnerships with universities in China, specifically, Beijing University. We run a series of summer camps every year targeting K-12 students to come out to UTSI, and have a number of different kinds of camps.

Mr. Driver: Questions? Thank you Dr. Buckley, and good luck in your future endeavors.

At this time the Chair would entertain a motion to approve the campus strategic plans and the proposed revisions to the mission statements for the Health Science Center and the Institute of Agriculture, unless there are any further questions.

Trustee Horne commented on the campus strategic plans being fairly generic in nature.

Dr. Yegidis: Each of the campus plans includes their own set of benchmarks, some of those benchmarks are similar to the system and some are unique to the campuses. They're constantly being refined and we're hoping to work with the EEF Committee to set appropriate benchmarks. We have the system scorecards for the last three years, and they will be available again in October, when we present the scorecards.

Trustee Wharton: With respect to the individual campus plans, are they reviewed at the system level to ensure that can meet the overall strategy set by the system as we negotiate with the Governor and the legislature? With respect to the tactical implementation, how are we going execute this, a common way on all campuses to keep up with overall goals, for example, in Distance Education?

Dr. Yegidis: Those are good questions. I'm going to defer to Sylvia Davis who really helped each of the campuses set up their strategic planning process and format, to respond.

Ms. Davis: It's really trying to bring together each campus and institute into a university integrated plan. The plans have been reviewed to ensure that each campus meets both the system goals for higher education quality and the unique goals of each of the respective campuses.

President Simek: Some of these elements we need to coordinate at the system level and others need to be coordinated state-wide. There are already processes, capabilities in place to support distance education, some of which are held by the UT System, some

of which are held by the TBR System. We're aware that we want to expand distance learning, and it's going to take us a little while to get there. These plans need to be oriented toward that bigger picture.

Trustee Loughry: I'd just like to compliment the group that has worked to get us at this level, where it is easy for those of us sitting out here to see how these fit together and I think we all look forward to October to being able to see the true measurement over a period of time, to see the trending on this and something we can all watch. All of these are ongoing documents and ongoing scores.

Trustee Murphy: I'd just like to say that I really do appreciate everybody who's made a presentation here today and the group who worked to put this presentation together. It's been something we've been asking for for a while. It gives us a little better picture on how the campuses are all working towards achieving the overall strategic plan that the system had that we created several years ago. We'd struggled for several years to really see any progress in that flowing down to the campuses and getting any feedback from the campuses. I think this has been very helpful and I also commend you for having the website where we can now monitor that information and I would echo Jim Hall's comment, we need more data. We need to be able to have that data accessible, not just when we come to the Board meetings, but available in the online resources so that we can look at it, and if people ask us questions we can either go to it or tell them to go to it and have that information. We obviously now have some structure on which to gather that data and use it to measure how people are making progress to these goals. This has been a very helpful and informative presentation and I really commend you for getting it done because it's something we've been needing for a while.

Mr. Driver: Questions – comments? Do we have a motion to accept these strategic plans from the campuses and the revised mission statements.

Trustee Forrest: So moved.

Trustee Blackburn: Seconded

Motion approved unanimously.

VI. PROGRAM CONSOLIDATIONS AND DISCONTINUANCES

Mr. Driver: The information for this item is found behind Tab 14. It's an ongoing essential component for an effective functioning university to have academic program review and discontinuance. Decisions about discontinuance should only be made after careful review that includes evaluation of the program by the faculty, the university administration, and by external constituency groups where appropriate. The Bylaws of

our Board require that this Board approve termination of academic programs upon recommendation of this Committee and each campus has been reviewing their academic programs for possible consolidations and discontinuance. At this time, I'll call on Dr. Yegidis to give an overview of the recommended program consolidations and discontinuances and the Chancellors are here to answer questions as needed.

Dr. Yegidis: Behind Tab 14 you will find a set of tables that summarize the proposed program consolidations by campus.

The Health Sciences Center is proposing that the BS in Health Informatics transition to an MS degree effective Fall, 2010. The Health Sciences Center is also proposing to consolidate the Department of Human Values and Ethics into the Department of Internal Medicine effective July 1, 2009. The consolidation is being proposed to provide greater integration of the department within the teaching mission of the college.

There is also a list of the proposed consolidations of UT Martin. These proposals consist primarily of departmental consolidations that will yield savings in administrative costs.

Looking at the proposed program discontinuances, we have three proposals from UTK to discontinue a minor in Dance Education, a Masters Degree in Planning, and the Masters Degree in Safety Education. Each of these programs has gone through a curricular review process that is described in the materials within the Board notebook.

UT Martin is proposing to discontinue the BS in Health Sciences. Chancellor Rakes has previously spoken to this in terms of this need. These are the lists of consolidations and discontinuances, we need to have them approved unless there is discussion.

Mr. Driver: The floor is open for questions.

Trustee Wharton: With respect to the consolidations by campus, how many positions will be saved, and with respect to program discontinuance by campus, how many positions will be saved over time?

Dr. Yegidis: For the question about the Health Sciences Center, I would defer to Dean Schwab to talk about the savings and then Chancellor Rakes to discuss UTM's savings.

Dean Schwab: With regard to Human Values, sometimes the issue here is predominately one of accountability. By this restructuring we think we can make this department much more accountable and much more productive in terms of both teaching and service. Our goal here is not discontinuance but rather reorganization to achieve a level of accountability and delivery.

Dr. Yegidis: Chancellor Rakes, do you want to speak to the program consolidations at UTM?

Chancellor Rakes: The primary savings has to do with the units involved, five units would be saving administrative costs. The former Chairs of these departments go back into teaching positions.

With regard to the elimination of the BS in Health Sciences, we have only one student enrolled in that program. The program is not an area specific major, so it doesn't prepare students in any of the sciences per se. What we have done in place of that is to provide majors in Biology, Chemistry, and other sciences. These majors better prepare students for a career in the health sciences.

Chancellor Wall: I agree with you completely because there are a lot of institutions that have created these majors as pre-med majors. They are not pre-med majors. They ought to be hard-core Biology, Chemistry, or other sciences, and what institutions have done is create these so they can advertise and recruit students who are trying to get into medical school.

Mr. Driver asked Chancellor Cheek to discuss UTK's program discontinuance.

Chancellor Cheek: On the first one, do we rely exclusively on adjunct faculty? Or do we take that money and redirect it to other programs with a higher priority? For the second one, we have recently loaned a faculty member to another university. She taught in this particular area so we save one position there that will not be filled. In the MS in Planning program, we still have one faculty member, but his area of responsibility will be shifted to another department.

Trustee Wharton: My questions and comments are for President Simek. My concern is you cautioned us about the stimulus money and how in two years we're going to fall off the cliff. We've also been cautioned that when you discontinue programs the savings take a number of years to take effect, so I would think we would be more aggressive in discontinuing programs now, be prepared for in two years when the stimulus package falls off.

President Simek: I understand your point of view. The issue here is that the stimulus funds as we bring them back in will serve primarily to support existing academic units with part-time, temporary faculty that we also use under our normal budget times. We have over the years shifted a great deal of our, especially lower-division teaching responsibilities, to adjunct, to part-time people. They fill-in the gaps around the faculty and those are the positions we will cut out as the budget goes down and fill-in with the stimulus over the next couple of years. There are administrative positions that will also

be supported by stimulus funding. Those will be slated for elimination two years hence, so the teaching function will be maintained as it has been and with the same kind of people. Two years from now we will have a reduction in the number of those adjunct, part-time people who will be doing the teaching. What that means is we're going to have to teach larger classes, we're going to have to offer fewer sessions, we're going to have to do better in our advisement of students so that they schedule more effectively their programs. We're going to have to ask more of the tenure-track faculty. We're going to have to make accommodations using the people we have, using our courses more effectively, asking our students. This is where Dr. Martin's task force looking at how many credit hours students should be able to sign up for, it is not uncommon today for them to sign up for 18 credit hours and then drop two classes half-way through the semester. We're going to need to use the resources we have more efficiently, for we believe that's how we position ourselves for the reductions after the stimulus and still maintain the breath of purpose that a comprehensive university does. We believe we can do this without having to axe whole programs.

Trustee Wharton: So we're not going to look at the core and non-core disciplines at the university to see if we need to get out of some of these?

President Simek: I think we will, but I think that's the on-going process we're engaged in. We don't believe that our goal should be to excise large programs in the face of this. We're a comprehensive university, we're not offering things, in our view, that we shouldn't be offering. Those that we are, we're under a process of assessment to do that. We can hold together our core mission and come out of this stimulus process with the plan you have in front of you by asking more of the faculty we have, asking our students to schedule themselves more effectively. We can accommodate the course reductions we're going to have to undergo in that process, and then we'll see where we are.

Trustee Horne: Are we eliminating any administration and support functions?

President Simek: We do have functions that we're eliminating. In great measure it is the support functions. There's a lot that we do surrounding the academic core at all the campuses that can be out-sourced, that can be changed in the way that they're used. We're looking at those as well. We have two years to make changes and recover a substantial amount of money that we're trying to keep in the academic core. We don't believe that we have a lot of non-productive or not useful programs, we've weaned them over the years as we've gone along.

Trustee Hall: In two years are we going to be in a position to survive this lack of funding?

President Simek: Many of these consolidations are to create degree programs that will be reasonable producers, that won't be in that category that THEC defined as "low producing." It may be at Martin that Geography's not going to have a lot of students in it, but an interdisciplinary program that combines things will respond to student needs in a different way. THEC is simply asking us to respond in many cases with information. We're not afraid to eliminate programs but we do believe that the academic core is what we're trying to maintain and comprehensiveness is important.

Trustee Talbott: In 2012 we're looking at a \$93 million deficit reduction. Along with what Charlie and Charles are saying, you need to show us that there is some plan in place so that we don't come out three years from now without a plan, we've got to figure out \$93 million less.

President Simek: I don't disagree with that. I'm not sure that that plan necessarily means we wholesale eliminate academic programs. In response to our facing a \$66 million cut at the outset, we developed plans to accommodate that cut. What we have is two years to climb down to the bottom of it where originally we were literally going to drop off. You all know that at the last Board meeting we had proposals that were not well received. We had a whole lot more programs. What I would note is, that this set of program cuts actually represents hard work on the part of the campuses to find other solutions to many of those cuts we were looking at before. Steve, there were 24 program reductions that were proposed at the College of Medicine and other funding sources for those have been developed.

Dean Schwab: And anything that didn't pass muster went on the list for discussion of reorganization or discontinuance. Discontinuances we discussed were a very difficult and painful process and we were able to garner substantial savings through aggressively finding substituted dollars. We also looked very aggressively at our faculty and speaking for the Memphis campus, we've taken \$10 million out of that in the last two years, so in terms of reducing benefits and in terms of reducing compensation paid directly to our faculty, I'm down \$12 million which comes directly out of our budget. We have reorganized each and every group. We believe this has changed the behavior of our faculty, and I hope we don't have to, but we are fully prepared to go forward with discontinuation if we must.

Chancellor Wall: The only unit that was discontinued at the Health Science Center was the dental laboratory, five technicians and a secretary. The new Dean of Dentistry looked at this very critically and realized if he out-sourced that dental laboratory work, he could save substantial amounts of money. The five technicians were discontinued, one stayed in another position, and one went into his own business. That's the only one we discontinued.

President Simek: Quite frankly, we're looking at a lot of facilities and services that we provide.

Trustee Hall: I fully understand where my fellow trustees are coming from, I would hope at the same time that we will encourage the administration to look at utilization and increasing revenues, because there are two ways to approach, one is to cut, the other is to use existing faculty to increase revenues. We have certain schools in Knoxville that are maxed out. What I'd like to put on the record is that the University of Tennessee at Chattanooga is interested in putting a proposal forth on having the planning program moved to Chattanooga.

President Simek: What we're going to ask is that the Board eliminate the planning program in Knoxville which hasn't been very productive and doesn't have a lot of subscription, but I think we're all open to hear a proposal from Chattanooga for the creation of a new program there. I think we need to see that there is a market for it, that it can generate student credit hours, that there is a need.

Dr. DiPietro: What I sense is that the Trustees would like reassurance that we will be ready in three years. Examples: Last year all of a sudden we were saying, "we're scrambling, we think we're going to be in trouble," so immediately we froze hiring and after that we put in place plans to look at re-staffing and then we looked at plans that included retirement and separation as our game plan so we will be ready. You don't have to hook-up discontinuance with reduction in budget all the time.

Mr. Driver: Dr. Cheek, do you want to talk about Knoxville's approach?

Chancellor Cheek: What we're going to try to do is make our academic enterprises more efficient. Doug, you asked the question on how much we could save. I think we could free-up 5% of the courses we teach. If we can accomplish that we will have 5% more capacity. Now there's going to be some resistance to that. What it's going to involve is how many courses a student can registered for, how many courses they can pre-register for, how many they can drop during their academic career, and that ought to be looked at in an academic way. We should not allow students to drop courses at will. We are an educational institution, and one of the things we need to educate people about is when you sign up for something, you do it. Yes, there are circumstances where you need to have opportunities to drop courses, we're not saying no drops, but this is a discussion that is beginning. In October, before the meeting, we should have preliminary results from that. By January we should have a pretty final plan. We have to have time for the faculty to look at it, the students to be involved in the discussion, in other words, we need to have it going on during the fall term. That's the core of our business and we can become more efficient there.

President Simek: Let me give one more example. In our IT operations, there is a remarkable amount of redundancy across the system. Redundancy has been generated by a long history of each unit, not even necessarily the campuses, it's at the department level or units within departments, creating their own IT structure and now they replicate each other over and over. We believe there is substantial savings in that structure as we regularize it and eliminate that redundancy. We're all working very quickly to get that done. The service reductions, the out-sourcing is all going to have to be part of the solution we develop.

Trustee Horne: I believe that the Trustees need to get involved and deal with some of these legislators and let them understand why they need to reform some revenue and they need to be leaders in the State of Tennessee, we need to be leaders as Trustees.

Chancellor Wall: I think the Trustees need to be reminded that our reduction that we presented to you in February is still in place. We were prepared in February to meet \$15 million+ reduction. That plan is still on the table.

President Simek: We have plans for this reduction, they're in place. We're going to try to ameliorate, that's what the stimulus plan allows us to do, is to ameliorate the effects of that over the next two years.

Trustee Anderson: I realize that we are a large broad-based public institution. On the other hand, on the Knoxville campus in particular, we have the finest students we've ever had. We have an obligation to them to become a great university. I had rather be a great university in every program that we offer than offer every program in the world. I just challenge you that if we can't be great then maybe we need to consider what we're doing.

Trustee Blackburn: I would like to invite Chancellor Cheek to keep us informed on reductions and when you're going to begin in terms of reducing or reducing the number of courses the students can drop. As you move through the process of deciding what to do, I know there are a number of Trustees who would like to know what you're thinking before you actually get to the point of how you're going to handle that.

Trustee Prevost: We need to change student behavior at the University. They shouldn't adapt this mindset that I'm going to go in and pick 18 hours and see which are the easiest and which ones I'm more interested in and then drop.

Trustee Blackburn: Wouldn't that also be prudent to be in on the beginning stage, the advising, because they're told how many hours they can take.

President Simek: What they really need more than anything is good advising. We need a combination of advisement but also regulation, and saying you have to pick and choose with your advisor the most direct route to your degree.

Mr. Driver: We've spent a little extra time on this because there's a lot on interest in it, it's very important and so central to what we're doing, so I think we're fine and I appreciate all the good questions and the responses and information feedback from the administration. The last question the Chair would ask of Chancellor Cheek and Chancellor Rakes on these degree programs, the Masters degrees at Knoxville, and the Bachelors degree at Martin, we just want to make sure that no students are getting caught in the process and are going to be adversely affected by these discontinuances.

Chancellor Cheek: We always phase our programs, we make sure that the students who are in that program get to graduate in a timely manner.

Mr. Driver: The Chair would entertain a motion to approve these proposed consolidations by campus and the proposed program discontinuances by campus.

Trustee Murphy: So moved.

Trustee Foy: Seconded.

Motion approved by unanimous vote.

VII. COMPREHENSIVE LISTING OF ACADEMIC PROGRAMS

Mr. Driver: The next item on the agenda is the comprehensive listing of academic programs. The Office of the VP for Academic Affairs and Student Success in conjunction with the Tennessee Higher Education Commission keeps an accurate inventory of the academic program offerings at all UT campuses.

Dr. Yegidis: Each year the inventory of academic programs is updated and reviewed, and changes are approved by this Board and then submitted to THEC. Behind Tab 15 is the current list of all our academic programs by campus. Proposed changes this year may be seen in this list. Minor changes in the lists, such as non-substantive name changes or ongoing curricular adjustments are not typically brought separately to the Board for action. In addition, provided to you at the table today, is a corrected list of the proper placement of the Speech and Audiology Program effective July 1, 2009. You'll recall that we moved the graduate programs to the Health Science Center and maintained the undergraduate program at Knoxville and that was not reflected in the new inventory. With that we would need a motion to approve the lists and the additional list which is provided.

Mr. Driver: Questions? Seeing none, is there a motion to approve the lists that we have plus the additional list that reflects the corrections as stated by Dr. Yegidis?

Trustee Forrest: So moved.

Trustee Tanner: Second.

Motion approved by unanimous vote.

VIII. PROPOSALS FOR PROGRAMS OF STUDY LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING AND BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING (UTC)

Mr. Driver: The next item on the agenda is the proposal for programs of study leading to the degree of Bachelor of Science in Civil Engineering and Bachelor of Science in Chemical Engineering at UT Chattanooga. Major changes in academic programs such as these must come before the full Board of Trustees and go forward on a recommendation from this Committee. Dr. Yegidis will present this item.

Dr. Yegidis: These are not new programs of study, they currently exist as concentrations within a Bachelor of Science degree in Engineering. In the fall 2008, the Accreditation Board for Engineering and Technology granted full accreditation to the civil and chemical engineering programs at UTC as discipline-specific programs. These degree name changes will comply with ABET accreditation standards as well as address the continuing need for recruiting students into discipline-specific degree programs in engineering. The proposals do not include any modifications to the curriculum and also do not require any additional resources. Provost Oldham is here from UTC to answer any questions you may have about the engineering degree at Chattanooga.

Trustee Murphy: Right now, before we approve this, the students that are in this concentration, what would their degree be in?

Provost Oldham: It would be a standard general engineering degree.

Trustee Murphy: General engineering and now it's going to be civil or chemical?

Provost Oldham: Yes, more specificity, it's an accreditation issue.

Trustee Murphy: So from an accreditation standpoint, there are higher standards to be accredited as a civil engineering degree or chemical as opposed to just general engineering? You've all done everything you need to do.

Mr. Driver: Is there a continuing demand for these engineering degrees?

Provost Oldham: Yes.

Trustee Loughry: I understand no new costs here, but as we've heard from some of these other reviews, will there be any increase in administrative costs?

Provost Oldham: No

Mr. Driver: Questions?

Trustee Foy: Motion to approve

Trustee Forrest: Second.

Motion approved by unanimous vote.

IX. REVISION OF UNDERGRADUATE ADMISSION REQUIREMENTS (UTC)

Mr. Driver: The next item on our agenda is the revision of the undergraduate admission requirements at UT Chattanooga. This proposal has been reviewed and approved by all the appropriate entities and if approved by this Committee and the full Board, the new minimum admission requirements will be implemented for Fall 2010. The information can be found behind Tab 17.

Dr. Yegidis: UTC uses a sliding scale of cumulative grade point average and ACT scores as part of their admissions process. The proposed change would require that students that have a GPA of 2.30 would need an ACT score of 21 while students with a GPA of 2.75 would need an ACT score of 18. Students would be required to meet either criteria for regular admission, raising the current requirements from a GPA minimum of 2.0 to 2.3 and the ACT minimum from 17 to 18.

As you've heard from the Chancellor and from Provost Oldham, UTC has seen dramatic growth in freshmen enrollment over the last several years. Within the last eight years alone the size of the freshmen class has nearly doubled. At the same time, freshman to sophomore retention rates have hovered around 65%. Improving the quality of incoming freshmen should have a positive impact on freshmen retention and ultimately also improve graduate rates.

Many of UTC's comparator institutions have minimum admissions requirements in line with this proposal. There is an attachment behind Tab 17 which provides a list of some of UTC's comparator institutions and also competitor institutions.

Mr. Driver: Questions? Seeing none, is there a motion?

Trustee Prevost: Motion

Trustee Blackburn: Second.

The vote was unanimous for approval.

Motion approved.

X. REVISION OF UT KNOXVILLE FACULTY HANDBOOK

Mr. Driver: The next item is a proposed revision to the UT Knoxville Faculty Handbook. This committee and the full Board must approve any substantive revisions to the faculty personnel policies codified in the campus faculty handbooks. The faculty and administration of the Knoxville campus are proposing these revisions to the UT Knoxville Faculty Handbook which will be applicable to the faculty at UT Knoxville, the Institute of Agriculture and the Space Institute.

Dr. Yegidis: Behind Tab 18 are two sets of revisions to the handbook. The first affects a section of the handbook regarding the Annual Retention Review for tenure track faculty. The proposed revision would make essentially four changes:

1. It would move the procedural details of the annual retention review from the handbook, which is a policy document, to the *Manual for Faculty Evaluation*, which is a procedural document.
2. It would combine the annual evaluation for tenure track faculty with the annual retention review. Right now those are done at two separate times, generally it would combine those two processes into one review process.
3. It restates the purposes of the annual retention review which is to provide annual feedback to tenure track faculty about their progress toward tenure.
4. It offers academic departments the option of delaying the annual retention review for first year tenure track faculty until the spring semester of the first year or fall semester of the second year when there may be more data present to guide the reviews.

Do we need to vote on these two items separately Catherine? OK, so that's the first change to the Faculty Handbook that is being proposed by UTK.

Mr. Driver: You've heard the explanation, are there any questions?

Trustee Wharton: Does this have the effect of making tenure easier or more difficult to achieve?

Dr. Yegidis: I would say not at all, but I will defer to Chancellor Cheek.

Chancellor Cheek: It simplifies the evaluation process is the major thing that it does.

Mr. Driver: Are there anymore questions?

Trustee Schledwitz: Motion to accept.

Trustee Prevost: Second.

Motion approved by unanimous vote.

XI. PROPOSED PILOT PROGRAM FOR A NEW RATING SCALE FOR FACULTY ANNUAL PERFORMANCE REVIEWS

Dr. Yegidis: The second proposal is to create a five category rating scale for the purposes of doing a better job at annual faculty evaluations. This proposal has come up through the Faculty Senate, particularly the Faculty Affairs Committee, as well as having been reviewed by the Provost's Office and the Council of Deans.

The current rating scale that is a part of Board policy is a four category rating scale and this has been proven to be less than satisfactory because it is not symmetrical. There are two rating options for "below expectations" and only one for "above expectations, or exceeds expectations." The proposal to create a five category rating scale makes the evaluation more balanced. There are two measuring points "above average," two measuring points "below average," and there is still a category which says "meets." The proposal from UTK is to combine the two rating scales into one evaluation instrument and to use this as a pilot study for the next three years to see if it does a better job of evaluating faculty performance. The proposal has the full support of the faculty, the Institute of Agriculture, and the Space Institute.

Mr. Driver: You've heard the explanation, are there any questions? Seeing none, is there a motion to approve?

Trustee Foy: So moved.

Trustee Tanner: Second.

Motion approved by unanimous vote.

XII. STATEMENT COMMITMENT TO GRADUATE MEDICAL EDUCATION

Mr. Driver: The next item is a proposed statement of commitment to the Graduate Medical Education at the Graduate School of Medicine. Materials can be found behind Tab 19.

Dr. Yegidis: At the Fall 2008 meeting of this Board the Board approved a Statement of Commitment to Graduate Medical Education required by the Accreditation Council for Graduate Medical Education for the residency programs offered by the College of Medicine. Although the Graduate School of Medicine in Knoxville is technically a part of the College of Medicine, the residency programs offered there are separately accredited by the accrediting body. Therefore, a separate Statement of Commitment to Graduate Medical Education is required for the Graduate School of Medicine to maintain its fully accredited program in graduate medical education. Dean Neutens is with us today address any questions you may have about this Statement of Commitment.

Mr. Driver: Are there any questions? I understand there the Graduate School of Medicine has about 190 residents and 200 faculty in twelve programs and eleven fellowship programs. No questions, is there a motion that we approve this item?

Trustee Foy: Motion

Trustee Schledwitz: Second.

Motion approved.

XIII. TENURE RECOMMENDATIONS

Mr. Driver: The next item is the tenure recommendations. The Board of Trustees is constituted by the State of Tennessee as the governing body of the University of Tennessee, with complete and full authority over the organization and administration of the University and its constituent parts over the granting of tenure to members of the faculty.

Dr. Yegidis: Behind Tab 20 you will find information on the tenure review process at the University of Tennessee as well as the names of faculty being recommended for tenure. The review for tenure begins during a faculty member's probationary period and takes

place over a sustained period of time, typically five to six years. Faculty members must demonstrate continuing value to the institution to be eligible for tenure, which is granted by positive action of this Board. Tenure is granted in a particular unit, department, or college. Many of the faculty identified for tenure in this notebook are also being awarded promotion to a higher rank. Since promotion is granted by administrative action alone, and does not require approval, these lists are not included. These are the lists of faculty who are being recommended by their peers, by the Deans, by the Chancellors, and ultimately by the President to you for approval.

Mr. Driver: You've heard the explanation, are there any questions? Seeing none, is there a motion that we approve?

Trustee Prevost: Motion

Trustee Forrest: Second.

Motion approved.

XIV. AUTHORIZATION TO CONFER DEGREES

Mr. Driver: Our last item is the authorization to confer degrees. Each year at this time, the University's administration requests the Board delegate to the president, the chancellors, and other university officials designated by the president the authority to confer degrees at commencements held at any time during the academic year. This is going to be on the consent agenda as well. Any questions?

Trustee Wharton: As I read this, is our president on the same level as the Vice President of the Institute of Agriculture to confer degrees, or is that an oversight ?

President Simek: I'd like to think it's for a more historical reason. It's covered under "other university officials."

Mr. Driver: Any other questions? Seeing none, is there a motion that we confer this authority?

Trustee Prevost: Motion

Trustee Blackburn: Second.

Motion approved.

XV. ADJOURNMENT

Mr. Driver: I'd like to thank everyone for their participation today. Catherine do you have any other announcements? Mr. Murphy?

Trustee Murphy: The next event on our schedule is obviously our reception tonight that Spruell mentioned, so we'll look forward to seeing everybody there at the reception.

Mr. Driver: We are adjourned.

Respectfully submitted,

Bonnie L. Yegidis
Vice President for Academic Affairs and Student Success