AGENDA

I. Call to Order and Opening Remarks

II. Roll Call

III. Requests to Address the Board (if appropriate for this committee)

IV. Annual Report on Enrollment and other Indicators — Information .............................................. Tab 1

V. Review of Campus Mental Health Services for Students — Information ........................................ Tab 2

VI. New Academic Program: B.S., Pharmaceutical Sciences, UTHSC — Action ................................Tab 3

VII. Revisions to the Board Tenure Policy Concerning Early Tenure — Action .................................. Tab 4

VIII. Tenure Recommendations Requiring Board Approval

   A. Grant of Tenure upon Initial Appointment at UTHSC — Action ............................................... Tab 5

   B. Grant of Tenure upon Initial Appointment at UTK — Action..................................................... Tab 6

IX. Agenda Items for Future Committee Meetings — Discussion

X. Consent Agenda ..................................................................................................................................... Tab 8

   Action Item

   A. Minutes of the Last Meeting ............................................................................................................. Tab 9

   Information Item

   B. Certification of Degrees Conferred, 2019 Summer Semester ..................................................... Tab 10

XI. 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.]

XII. Adjournment
AGENDA ITEM SUMMARY

Meeting Date: November 8, 2019
Committee: Education, Research, and Service
Item: Annual Report on Enrollment and Other Indicators
Type: Information

A report on enrollment and other indicators is provided to the Board each year at the Fall Meeting. The full report is included in the ERS Appendix at Tab 1.

The following summary of the report includes data for a 5-year period (Fall 2015 to Fall 2019) on the indicators listed below:

- Headcount enrollment of undergraduate, graduate, and professional students by campus
- 6-year graduation rates for new full-time, first-time freshmen
- First-year retention rates for new full-time, first-time freshmen
- Number of baccalaureate degrees conferred
- Number of graduate and professional degrees conferred
- Number of new freshmen
- ACT comprehensive scores for new freshmen
- Average weighted high school g.p.a. for new freshmen
- Number of freshmen applications
- New freshmen admit rates
- New freshmen yield rates
- New transfer enrollments
- Number of transfer applications
- Number of new graduate and professional students
University of Tennessee
Enrollment
and Other Indicators

Board of Trustees
November 8, 2019
How have we performed in the past year?
Total Enrollment
(51,000+ Across all UT Campuses)
Undergraduate Enrollment
(increase at UTK, UTC & UTM; decrease at UTHSC)

UT Undergraduate Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>UTHSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>21,863</td>
<td>10,083</td>
<td>6,435</td>
<td>-</td>
</tr>
<tr>
<td>2016</td>
<td>22,139</td>
<td>10,170</td>
<td>6,279</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>22,317</td>
<td>10,176</td>
<td>6,330</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>22,815</td>
<td>10,195</td>
<td>6,674</td>
<td>-</td>
</tr>
<tr>
<td>2019</td>
<td>23,290</td>
<td>10,239</td>
<td>6,763</td>
<td>-</td>
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</table>

Increase at UTK, UTC & UTM; decrease at UTHSC.
First-year Retention
(increase at UTM; decrease at UTK & UTC)

First-Year Retention Rates
for New Full-Time, First-Time Freshmen by Campus
6-Year Graduation Rates
(increase at UTC; decrease at UTK & UTM)

6-Yr Graduation Rates for New Full-Time, First-Time Freshmen
Bachelor’s Degrees Conferred
(increase at all campuses)

UT Baccalaureate Degrees Conferred

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>UTHSC</th>
<th>UT System</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4,634</td>
<td>1,213</td>
<td>1,883</td>
<td>78</td>
<td>7,808</td>
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<tr>
<td>2016</td>
<td>4,675</td>
<td>1,268</td>
<td>2,069</td>
<td>129</td>
<td>8,141</td>
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<tr>
<td>2017</td>
<td>4,837</td>
<td>1,240</td>
<td>2,090</td>
<td>147</td>
<td>8,314</td>
</tr>
<tr>
<td>2018</td>
<td>4,907</td>
<td>1,162</td>
<td>2,030</td>
<td>202</td>
<td>8,301</td>
</tr>
<tr>
<td>2019</td>
<td>5,107</td>
<td>1,176</td>
<td>2,082</td>
<td>228</td>
<td>8,593</td>
</tr>
</tbody>
</table>

- UT System: +3.5%
- UTK: +4.1%
- UTC: +2.6%
- UTM: +1.2%
- UTHSC: +12.9%
UT Surpassing State Master Plan Goal in Baccalaureate Degree Production

UT Unduplicated Baccalaureate Degrees Compared to State Master Plan

Tennessee Master Plan

University of Tennessee

5,983 6,481 6,517 6,735 7,208 7,330 7,390 7,952 7,952 7,952 7,952 7,952

8,103 8,395

Total Freshmen Applicants
(increase at UTK & UTM; decrease at UTC)
New Freshmen Admit Rates
(increase at UTC & UTK; decrease at UTM)

Percentage of Applicants Admitted

- UTK
- UTC
- UTM

UTM more selective
(decrease in admit rate)

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>76.2%</td>
<td>77.2%</td>
<td>67.9%</td>
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<tr>
<td>2016</td>
<td>78.3%</td>
<td>77.2%</td>
<td>66.7%</td>
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<tr>
<td>2017</td>
<td>82.8%</td>
<td>77.0%</td>
<td>61.3%</td>
</tr>
<tr>
<td>2018</td>
<td>77.8%</td>
<td>77.0%</td>
<td>68.9%</td>
</tr>
<tr>
<td>2019</td>
<td>82.1%</td>
<td>78.8%</td>
<td>64.5%</td>
</tr>
</tbody>
</table>
Percentage of Freshmen Applicants Admitted who Enrolled
(yield rate decrease at UTK & UTM; increase at UTC)

New Freshmen Yield Rates

- UTK
- UTC
- UTM
Freshman Enrollment
(increase at all campuses)

UT New Freshmen by Campus

- UTK
- UTC
- UTM

2015 2016 2017 2018 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4,719</td>
<td>1,865</td>
<td>1,024</td>
</tr>
<tr>
<td>2016</td>
<td>4,851</td>
<td>2,080</td>
<td>946</td>
</tr>
<tr>
<td>2017</td>
<td>4,895</td>
<td>2,147</td>
<td>1,052</td>
</tr>
<tr>
<td>2018</td>
<td>5,215</td>
<td>2,255</td>
<td>1,143</td>
</tr>
<tr>
<td>2019</td>
<td>5,254</td>
<td>2,310</td>
<td>1,160</td>
</tr>
</tbody>
</table>

+0.7% +2.4% +1.5%
Entering Freshmen ACT Scores
(steady at UTK & UTM; decrease at UTC)

Average ACT Comprehensive Score for UT New Freshmen

- UTK
- UTC
- UTM
- TN Avg

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>TN Avg</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>26.9</td>
<td>23.4</td>
<td>22.7</td>
<td>19.8</td>
</tr>
<tr>
<td>2016</td>
<td>26.9</td>
<td>23.7</td>
<td>23.0</td>
<td>19.9</td>
</tr>
<tr>
<td>2017</td>
<td>27.2</td>
<td>23.4</td>
<td>23.0</td>
<td>19.8</td>
</tr>
<tr>
<td>2018</td>
<td>27.6</td>
<td>23.9</td>
<td>23.5</td>
<td>19.6</td>
</tr>
<tr>
<td>2019</td>
<td>27.6</td>
<td>23.5</td>
<td>23.2</td>
<td>19.4</td>
</tr>
</tbody>
</table>
Entering Freshmen GPA

Average Weighted High School GPA for UT New Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3.48</td>
<td>3.51</td>
<td>3.51</td>
</tr>
<tr>
<td>2016</td>
<td>3.53</td>
<td>3.51</td>
<td>3.53</td>
</tr>
<tr>
<td>2017</td>
<td>3.54</td>
<td>3.54</td>
<td>3.55</td>
</tr>
<tr>
<td>2018</td>
<td>3.55</td>
<td>3.55</td>
<td>3.55</td>
</tr>
<tr>
<td>2019</td>
<td>3.57</td>
<td>3.55</td>
<td>3.55</td>
</tr>
</tbody>
</table>

Average GPA:
- UTK: 3.89, 3.89, 3.94, 3.97, 3.96
- UTC: 3.48, 3.51, 3.51, 3.53, 3.55
- UTM: 3.49, 3.53, 3.54, 3.55, 3.57
Total Transfer Applications:
(increase at UTK and UTC; decrease at UTM)

Transfer Applications to UT

- UTK: 3,515, 3,007, 2,921, 2,969, 3,111 (increase 4.8%)
- UTC: 1,578, 1,461, 1,458, 1,739, 1,884 (increase 8.3%)
- UTM: 1,230, 1,161, 1,283, 1,171, 1,098 (decrease 6.2%)
- UTHSC: 238, 470, 383, 761, 447 (decrease 41.3%)
New Transfer Enrollment
(increase at UTK & UTC; decrease at UTM & UTHSC)

UT New Transfers by Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>UTHSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1,460</td>
<td>901</td>
<td>465</td>
<td>138</td>
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<tr>
<td>2016</td>
<td>1,367</td>
<td>815</td>
<td>470</td>
<td>184</td>
</tr>
<tr>
<td>2017</td>
<td>1,368</td>
<td>944</td>
<td>530</td>
<td>187</td>
</tr>
<tr>
<td>2018</td>
<td>1,333</td>
<td>954</td>
<td>474</td>
<td>209</td>
</tr>
<tr>
<td>2019</td>
<td>1,376</td>
<td>969</td>
<td>453</td>
<td>191</td>
</tr>
</tbody>
</table>

- Increase at UTK & UTC: +3.2%
- Decrease at UTM & UTHSC: -4.4%
Graduate & Professional Enrollment
(increase at UTK, UTM & UTHSC; decrease at UTC)

![Graph showing UT Graduate & Professional Student Headcount from 2015 to 2019]

- UTK: +1.5%
- UTC: -3.0%
- UTM: +1.2%
- UTHSC: +38.2%
Graduate & Professional Degrees Conferred
(increase at UTHSC; decrease at UTK & UTC)

UT Graduate & Professional Degrees Conferred

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<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>UTHSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>745</td>
<td>492</td>
<td>119</td>
<td>2,124</td>
</tr>
<tr>
<td>2016</td>
<td>831</td>
<td>425</td>
<td>102</td>
<td>2,066</td>
</tr>
<tr>
<td>2017</td>
<td>787</td>
<td>439</td>
<td>94</td>
<td>2,107</td>
</tr>
<tr>
<td>2018</td>
<td>765</td>
<td>481</td>
<td>110</td>
<td>2,148</td>
</tr>
<tr>
<td>2019</td>
<td>819</td>
<td>470</td>
<td>109</td>
<td>2,076</td>
</tr>
</tbody>
</table>

- UTK: +7.1%
- UTC: -2.3%
- UTM: -0.9%
- UTHSC: -3.4%
New Graduate & Professional Enrollment

UT New Graduate & Professional Students

- UTK
- UTC
- UTM
- UTHSC

<table>
<thead>
<tr>
<th>Year</th>
<th>UTK</th>
<th>UTC</th>
<th>UTM</th>
<th>UTHSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1,908</td>
<td>771</td>
<td>116</td>
<td>290</td>
</tr>
<tr>
<td>2016</td>
<td>1,837</td>
<td>760</td>
<td>123</td>
<td>431</td>
</tr>
<tr>
<td>2017</td>
<td>1,914</td>
<td>784</td>
<td>129</td>
<td>490</td>
</tr>
<tr>
<td>2018</td>
<td>1,942</td>
<td>784</td>
<td>129</td>
<td>365</td>
</tr>
<tr>
<td>2019</td>
<td>1,945</td>
<td>799</td>
<td>129</td>
<td>262</td>
</tr>
</tbody>
</table>

- UTK: +0.2%
- UTC: +103.1%
- UTM: +1.9%
- UTHSC: -17.0%
Questions?
AGENDA ITEM SUMMARY

Meeting Date: November 8, 2019
Committee: Education, Research, and Service
Item: Review of Campus Mental Health Services for Students
Type: Information
Presenter: Linda Martin, Vice President for Academic Affairs & Student Success

The Chair of the Board requested that a comprehensive review of campus mental health services for students be presented at this meeting.

REVIEW OF UT CAMPUS MENTAL HEALTH SERVICES FOR STUDENTS

Presented to the Education, Research, and Service Committee
November 8, 2019

Student mental health and well-being is one of the top student success concerns expressed among faculty and administrators across the UT System. UT campus leaders are committed to providing quality mental health resources for students, and are actively working to address existing gaps in services to ensure students can thrive during their time at UT and beyond graduation. Each campus is employing unique and innovative measures to comply with 2019 suicide prevention legislation; reduce the stigma around mental health concerns; identify and support students in distress; and connect students with resources. Furthermore, campus leaders are looking at ways to better support staff members who are at risk of “compassion fatigue.” The following review provides a summary of campus mental health resources, describes the impact of current mental health programs, and outlines future mental health needs of our students across the UT System.

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

UTC Background:
The University of Tennessee at Chattanooga (UTC) manages the impact of mental health on the campus community in a collaborative manner. Frontline services include the Counseling Center, Office of Student Outreach and Support, Center for Student Wellbeing, Disability Resource Center, and University Health Services. The University also utilizes two interdisciplinary teams; Students of Concern (SOC) and Case Assessment, Review and Evaluation (CARE), which aid with the coordination of care. These teams manage behavioral intervention strategies and conduct threat assessment measures for the entire campus. The professionals in these functional areas understand the overall impact of mental health on the University community and have begun to identify additional resources needed to appropriately serve our community.

Demand for services continues to climb at UTC. Students are presenting with more persistent and severe mental illness than in the past. Additionally, the current cohort of young adults entering
college, Generation Z, are more likely than previous generations to report poor mental health and more likely to seek professional services for mental health issues (APA, 2018). Additionally, in 2019, the University of Michigan’s School of Public Health conducted a survey of UTC students to understand mental health service utilization rates and areas of greatest need. The results found that 44.5% of respondents (n=1302) reported experiencing symptoms of at least one mental health problem. The study also found that 78% of students reported emotional or mental difficulties that hurt their academic performance. The increased desire from students to seek mental health resources and the severity of the manifested illnesses are driving significant increases in overall utilization rates. For example, the Counseling Center served approximately 11% (1283) of the total student population during the 2018-2019 academic year. Given the current pace of students accessing services, a conservative estimate predicts the Counseling Center will serve approximately 13-13.5% (approximately 1,575) of the enrolled population by the end of the current academic year. The Office of Student Outreach & Support (SOS) has experienced similar levels of service utilization. SOS served approximately 11% (1283) of the total student population during the 2018-2019 academic year, with the majority of services relating to mental health concerns. Furthermore, SOS has received 60% more mental health related reports from faculty and staff compared to the same period last year.

**UTC Mental Health Services:**

*The Counseling Center.* The UTC Counseling Center increased access to clinical psychiatric services by hiring a full-time psychiatric nurse practitioner in 2018. This change, along with developing a closer link to our Counselor Education program faculty, enhanced its ability to diagnose clients seeking services and understand intake needs. For clarity, any mental illness (AMI) is defined as a mental, behavioral, or emotional disorder. The impact of AMI can range from mild to severe impairment, with more severe impairment resulting in classifying individuals as having a serious mental illness (SMI). SMI is defined as a mental, behavioral, or emotional disorder resulting in serious functional impairment, which substantially interferes with or limits one or more major life activities. In the 2017-2018 academic year a total of 1026 unique clients were served at the Center, of these 20.08% met criteria for a diagnosis and impairment that meets criteria for severe mental illness. In the data collected in the 2018-2019 academic year a total of 1283 unique clients were served at the Center, of these 20.24% met criteria for a diagnosis and impairment that meets criteria for SMI. The Counseling Center staff currently includes 7 counselors, an executive director, an associate director, 4 interns, and 2 administrative assistants.

*The Center for Student Wellbeing.* The Center for Student Wellbeing was established in October 2018 and operated with one staff member during the 2018-2019 academic year. The focus of the center is prevention and awareness initiatives related to substance use, mental health, sexual assault, domestic violence, dating violence, stalking, and suicide. In 2019 a Preventionist was added to the team. As of 2019 2,350 students, faculty, and staff have attended programs conducted by the Center. Sixty (60) faculty and staff have been trained in youth mental health first aid and 354 employees and students have been trained in QPR and Assist.

*The Disability Resource Center.* The Disability Resource Center supports UTC students with physical and learning disabilities. This support is most often focused on removing barriers due to the impact of a disability both in and out of the classroom. For the Fall 2019 semester, 44.5% of students requesting and approved for accommodations are significantly impacted by mental health. This impact has been diagnosed by qualified professionals as a psychiatric disability. For these students,
the professional staff of the DRC often serve as coaches and liaisons with other campus resources. To best support these students, staff will often spend time each week working through issues impacting them, making referrals to other resources and walking students to appointments to help them feel supported.

The Office of Student Outreach & Support (SOS). The Office of SOS advocates and supports students experiencing challenges in their personal and academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop resiliency, self-advocacy, and coping skills. SOS also educates faculty and staff on how to work with students of concern, including when to make appropriate referrals. As of October 3, 2019, SOS has received 362 students of concern reports from the UTC community. Two interdisciplinary teams, SOC and CARE, are managed through this department.

UTC Impacts:
Students with mental health related issues, such as depression and anxiety, are two times more likely than their peers to leave their institution according to research conducted by The University of Michigan School of Public Health (2019). Increasing the availability of evidence-based services and preventative programs can reduce the risk and increase student retention. For example, at UTC, if mental health services were expanded to reach 500 of the students who currently have untreated mental health problems, this could lead to the retention of approximately 37 students per year who would otherwise leave the institution without graduating. This could save the institution approximately $778,401 in lost tuition revenue, as well as increase the expected lifetime earnings of these students by more than $7,455,237. On average, providing high-quality mental health services to these students would costs less than $500,000 (University of Michigan School of Public Health, 2019).

UTC Emerging Trends & Future Needs:
UTC is diligently working to close the gap in resources for mental health related services, but much work remains. According to the International Association of Counseling Services (ICAS), the recommended staffing ratio is one FTE for every 1,000-1,500 students. UTC currently has a ratio of 1:1,667 in the Counseling Center. For case management, the national standard and recommended ratio is one FTE per 3500 students. At UTC we currently have a ratio of 1:5833.

Care for students has created an increased need to address the well-being of the staff caregivers. The institution should research and enhance efforts to support the care of the staff through resiliency and compassion fatigue supportive work. We support adding one FTE to support faculty and staff who are experiencing compassion fatigue and the added stress related to caring for high need students. Additionally, recurring training funds should be provided and supported each fiscal year.

To appropriately demonstrate institutional commitment to supporting the mental health needs of our community, UTC is working on a suicide prevention, intervention, and postvention policy and plan for students. This policy will increase the amount of reports and referrals for all departments working with students impacted by mental health problems. The implementation of the policy will also increase the demand for suicide prevention and UTC policy training.
The University of Tennessee Health Science Center (UTHSC) serves approximately 3,200 students pursuing degrees and training in health sciences including professional programs such as medicine, dentistry, nursing, and pharmacy. Research shows that most health science students enter their programs with as good or better mental health compared to the general population, but by the time they complete their programs their rates of depression range from 15-50% higher than students in other types of programs. Depression, hopelessness, and stress impact learning along with, as future healthcare providers, rates of medical errors and burnout. As Dr. Stuart Slavin and Dr. John Chibnall have noted, “… we can begin to move forward to create a new paradigm in medical education and health care that supports rather than diminishes and that inspires rather than disheartens.” UTHSC has committed to moving toward that end.

After reviewing current trends and data of health science students and rates of anxiety, depression, and suicide, Dr. Lori Gonzalez, Vice Chancellor of Academic, Faculty, and Student Affairs, recommended an audit of UTHSC counseling services. The audit was completed by the National Behavioral Intervention Team Association (NaBITA) and the National Center for Higher Education Risk Management (NCHERM) over two days and included small group interviews across all colleges/programs with over 70 individuals including deans, administration, and students. Through the interviews and anonymous surveys, NaBITA/NCHERM recommended adding two full-time counselors and a case manager specifically housed in the office of Student Academic Support Services and Inclusion (SASSI). Additionally, during the interviews, SASSI was identified as an office where students felt comfortable accessing services, even at this level, for academic and counseling support. Due to the relationships SASSI Staff had created with students, strategic marketing approaches developed by the office, and the quality of services, administrative supervision was recommended to fall under Ms. Kathy Gibbs, Assistant Vice Chancellor of SASSI, with clinical supervision by Dr. Kim Williams-Collins.

To further address the needs of students, a three-year contract with The JED Foundation was initiated to evaluate counseling support and additionally to review, recommend, and be a 24/7 resource for online materials and services to the campus including topics such as stress, resilience, eating disorders, anxiety, alcohol, and other drug prevention, use, and abuse.

UTHSC Mental Health Services:

#TakeCare. In fall 2018, the University of Tennessee Health Science Center kicked off a new #TakeCare campaign designed to support the physical and emotional health and well-being of its students. The “Take Care” slogan was adopted with the hope that it communicates that UTHSC “cares” about students as they navigate through challenging programs and training. As part of #TakeCare, events and programming such as Student Welcome Back Cookout, Student Appreciation Day, and others have integrated self-care and mental health care into campus and community activities.

The campaign offers resources and opportunities for faculty/staff and students to interact and learn together about important mental health topics. These include:

- Resources through workshops and online resources to learn about stress, coping, and adjustment, and campus offices with support.
Suicide Prevention training for faculty, staff, and students.

Student access to suicide prevention resources and information through films, JED resources, and staff-created materials and presentations.

Warrior Within panels (faculty and students) where panelist shared their journeys including difficult times, how they dealt with mental health issues, etc.

Initial CARE Team training for faculty/staff to share new and improved CARE website and share a concern portal.

**CARE Team.** The Office of Student Academic Support Services and Inclusion (SASSI) works in partnership with the Behavioral Intervention Team (CARE Team) which is comprised of members of Student Academic Support Services and Inclusion, Student Affairs, Student Conduct, and includes a counseling psychologist, and a clinical psychologist. The CARE TEAM’s mission is to identify and assist students in accessing resources that will help them succeed academically, personally, and socially. The CARE Team engages in a proactive, preventive, and collaborative approach to identify, assess, and mitigate risks associated with students who are exhibiting distressing or disruptive behaviors or thoughts. The CARE Team applies best practices set by NaBITA and has contracted with NaBITA for management and training focused on student concerns and threat assessment. As a result, the team utilizes the NaBITA Threat Assessment tool to standardize assessing risk and determining interventions.

The CARE Team offers various means of support and resources and maximizes use of the Share-a-Concern Portal which is marketed to the campus community as an avenue to easily report concerning, distressing, and disruptive behaviors on campus. The portal is managed by the care navigator and can be used anonymous to increase access to care, upload concerning emails/Facebook posts, and more.

**CARE Navigator.** The Care Navigator works strategically with the SASSI team and the CARE team to:

- Provide behavioral risk assessments, advocacy, resources, and referrals.
- Serve as a point of contact in triaging students to support services including counseling, ensuring continuity of care, coordinating and tracking referrals to internal units such as Student Academic Support Services and Inclusion, University Health Services, Student Conduct, Behavioral Intervention Team (CARE Team), and other University offices as directed.
- Maintain accurate electronic case management records.
- Compile statistical data and prepare reports for program operation, activities, and progress.
- Design and implement individual action plans for identified students using evidenced-based practices.
- Serve as a liaison for all University departments.
- Compile and maintain a directory of community resources and develop on-going referral relationships with community partners.
- Work with CARE Team to facilitate access to medical care and/or treatment.
Facilitate broader resource linkages for students such as medication management and longer-term counseling services.

Provide emergency consultative services as needed.

Coordinate student transitions to external, community providers (e.g., psychiatric/psychological treatment services, alcohol and drug treatment services, etc.).

**UTHSC Impacts:**

Through these mental health efforts and others, UTHSC has seen a 63% increase in one-on-one counseling visits during the 2018-2019 academic year. In the first two months of the 2019-2020 academic year, SASSI counselors and education specialists have seen over 423 student appointments in July and August 2019, demonstrating an ongoing increase in student demand and utilization of services.

**UTHSC Emerging Trends & Future Needs:**

The University has added two full-time counseling personnel and a care navigator, improved student access to mental health services, and aims to destigmatize mental health care by marrying academic assistance with mental health support. To accomplish this, student mental health services have been moved out of the traditional health clinic setting and into the Office of Student Academic Support Services and Inclusion (SASSI). The initial focus has been on what could be most directly influenced, which includes increased counseling and coaching support, training of faculty, staff, and students across all campuses, marketing, and programs providing models of self-care and resiliency.

The following are needs identified going forward:

- Continued evaluation, revision, and creation of procedures for centralizing and streamlining student care.
- Develop faculty training and scenarios on classroom behavioral intervention and communication models to impact retention and progression.
- Develop communication plan for increased attention to prevention of substance abuse.
- Continue Campus Wide Suicide Prevention Training and Train the Trainers.
- Hire an additional full-time position for a CARE Navigator/Intake Coordinator.
- Initiate support groups for high risk students.
- Continue initiatives around building resiliency.

**UNIVERSITY OF TENNESSEE, KNOXVILLE**

**UTK Background:**

University counseling centers across the country have experienced unprecedented demand for mental health services for the past ten years or more. At the University of Tennessee, Knoxville (UTK), students in distress are seeking the support they need to succeed in the high-pressure environment of a Research 1 university. For the past ten years UTK and the Student Counseling Center have actively promoted help seeking behaviors, worked to reduce stigma around mental health concerns, created mechanisms by which to identify students in distress and connect them to resources, and trained hundreds of students, faculty, and staff on how to recognize the warning signs of suicide and to assist students at risk in getting the help they need. The surge of students
seeking help at the counseling center is the outcome sought by UTK. Students in distress are seeking help.

UTK, like most of its peer institutions, was caught off guard by this rapid growth in demand, creating a backlog in services that has been characterized by many as a college mental health crisis. The Center for Collegiate Mental Health (CCMH) tracks data about students using university counseling center services. Their most recent report from 2018 describes the characteristics of nearly 180,000 students who sought counseling services from 152 university counseling centers. The 2018 report showed steady increases in the proportion of students endorsing symptoms of anxiety, depression, and thoughts of suicide. UTK has faced similar trends in students seeking services at the Student Counseling Center as evidenced by the following:

- 53% increase in the provision of mental health services to students over the last 5 years vastly outpacing enrollment increases.
- 49% more students sought mental health services in AY19 than in AY15.
- Average sessions per client dropped from 7 to 4.6, recovering somewhat to 5.8 sessions per client in 2018-2019; a trend that reflects the attempt to stretch resources across more students.
- Acuity levels are rising with 44-48% of the students seeking services endorsing thoughts of suicide.

In summary, the Student Counseling Center has seen a trend of rising need for mental health services for students along with increasing severity of those needs. In response, it has dedicated an increasing amount of resources each year to immediate crisis needs or “rapid access” care which reduces the time available for ongoing, follow up care where the issues underlying the crisis can be addressed. Consequently, staff often feel like they are working in constant crisis stabilization mode, which contributes to staff burnout, compassion fatigue, and in the long term, less effective care.

**UTK Mental Health Services:**
The Student Counseling Center (SCC) serves as the primary facility for counseling and psychotherapy for students at UTK. Services include individual, couples, and group therapy, wellness workshops, mindfulness training, and online therapy assistance (TAO Connect). Services are fully covered through SPSF funds. The center provided nearly 14,000 clinical contacts to 2,600 unique students in academic year 2019.

In AY19, SCC staff provided 77 educational presentations to 2,140 students, faculty, and staff, including the certification of 410 “Gatekeepers” in suicide prevention utilizing Question, Persuade, Refer (QPR). QPR is widely recognized as a best practice for training students, faculty, and staff to recognize warning signs of suicide, to ask the question, “Are you thinking about suicide?” to persuade students in distress to seek help, and to help students connect to resources.

Supporting the mission of serving student mental health needs, the SCC also administers an APA-accredited doctoral psychology internship program as well as practicum training opportunities for graduate students in the Counseling and Clinical Psychology programs.
The Psychological Clinic located in the UT Conference Building, administered by the Clinical Psychology Department, provides individual and couples counseling, psychological assessment, and a social skills group. This clinic provides fee-based services to both UT students and to the Knoxville community. Information from their website indicates that upwards of 80% of their services are provided to the community. All services are provided by doctoral trainees under supervision by licensed staff.

The College of Education is establishing a training clinic that will provide fee for service individual counseling to students and to the community. Services will be provided by graduate students in the mental health counseling program under supervision by licensed staff.

UTK Impacts:
According to internal survey data, students who receive services at the Student Counseling Center are highly satisfied and report significant benefits. Ninety-five percent of respondents to satisfaction surveys each semester report they would recommend SCC services to their friends. Around 58-60% each semester report that SCC services helped them stay enrolled at UT. Between 50-55% of respondents report that SCC services improved their academic performance. In the end, local data and extensive outcome research show that counseling is effective for most students, and that these services can improve student retention and success, and overall health.

UTK Emerging Trends & Future Needs:
In response to a growing demand for services, the SCC has implemented a number of changes to enable it to make the best use of available resources, including:

- Adding clinical staff each of the last 4 years to make more resources available to students.
- Adopting a brief, solution focused model for most clients and establishing an annual 12 session limit for individual therapy.
- Expanding group services by 38% over the last two years to enable SCC to serve more students more efficiently. This change has also contributed to more effective treatment for many college students with concerns such as depression, anxiety, and relationship problems.
- Expanding workshop offerings to help students develop coping skills to enhance their resilience, manage their symptoms, and possibly avoid developing mental disorders requiring more intensive care.
- Expanding drop-in hours and crisis hours to respond quickly and effectively to students with immediate needs.
- Developing a community referral database and increased utilization of community referrals to help students access more intensive care.
- Contracting with the JED foundation to become a JED campus to support and guide SCC efforts to take a comprehensive approach to suicide prevention, substance abuse mitigation, and overall campus mental health (https://www.jedcampus.org/).

While each of these changes has benefitted SCC care of students, they have not fully addressed the challenges previously described. The annual pace of growth in demand for services has easily outpaced the addition of staff, while the increased stress has contributed to burnout and turnover.
leading to routine staffing vacancies. Further, while a brief solution focused model is appropriate for many students, other students need longer term care to succeed. These students often have no medical insurance or transportation, making a community referral impractical. Additional clinical staff will be critical to meeting the growing need for mental health services on our campus.

Emerging trends in college mental health include rapid access to care. Students who have grown up in an age of instant information expect rapid access to support. Faculty and staff feel increasing responsibility to ensure that their students get in to see a counselor to help ensure the student’s safety and fulfill faculty or staff obligations. Many schools have responded by embedding counselors in selected residence halls or academic departments. Academic and Student Life departments have sometimes partnered to fund additional positions that can be partially dedicated to the academic department. Students who have access to these counselors have someone within easy reach who is familiar with their unique challenges and concerns.

Another emerging trend is the availability of counselors online by phone or laptop, often referred to as telehealth. TAO Connect, WellTrack, and You at College are examples of companies that provide comprehensive online mental health resources tailored for specific university needs. Emergent phone apps such as TalkSpace, META, BetterHelp, and DotCom provide live counselor contact directly to the student’s phone. These services have been characterized by Ben Locke with CCMH as the Uber of counseling services, offering enormous promise and numerous potential threats to traditional licensed practice. While these trends pose numerous logistical, legal, and ethical challenges beyond the scope of this document, the SCC should be on the forefront of implementing safe and effective online programs for UT students.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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UTM Background:

This August, the University of Tennessee at Martin (UTM) welcomed over 1,100 freshmen into the UTM family on both Martin and center campuses. The freshmen class of 2019 is representative of a trend evolving over the past four years and is indicative of what is anticipated will become the norm. This trend includes an increased awareness of mental health concerns and a decreased stigma regarding mental health conditions among the student population. Fall 2019 freshmen students are help-seeking, engaged, invested in one another, and dedicated to the pursuit of academic success. Each year, an increasing number of students arrive at UTM with mental health diagnoses, established care plans, and a desire to attend counseling. As a campus, UTM recognizes that more students are receiving a level of care that allows those with historically prohibitive mental health concerns to attend and often flourish in the collegiate environment. Furthermore, the rural setting presents challenges not experienced in metropolitan areas with regard to provider availability, access to services, and lack of inpatient facilities. For some students, the concern for wellbeing they experience on campus represents their first encounter with positive promotion of mental health. With the help of PEP Leaders, Housing Resident Assistants, Student Health Peer Mentors, Student Health and Counseling Services, Healthy Hawks, Campus Recreation, Wellness Wednesdays, Department of Public Safety, and the Care Team, UTM provides a framework of support to promote mental health and the overall wellbeing of its students.
UTM Mental Health Services:

On-campus Mental Health Services. UT Martin has provided personal counseling services, clinical health services, and wellness promotion and prevention programs to students for over thirty years with trained and credentialed professionals. A collaborative care model for behavioral health services was created when Student Health Services and Counseling Services merged to form Student Health and Counseling Services (SHCS) in 2009. SHCS’s three Licensed Masters Social Workers (LMSW), each has 7+ years’ experience providing psychosocial counseling support services through individual and group counseling, outreach programming, and crisis intervention. SHCS operates on a Monday-Friday 8am-5pm schedule. Students can make individual appointments or use walk-in time from 10am-2pm daily. The counselor to student ratio for the 2019-20 academic year is 1:1785. During 2018-2019, 325 students received individual counseling and accounted for 1,184 total clinic encounters, and 163 students received pharmacotherapy management services for 552 total clinic encounters.

Off-campus Mental Health Services. Given the rural location of Martin, UTM is very limited in off campus mental health resources. UTM partners with Pathways Behavioral Health Service and West Tennessee Healthcare Volunteer Hospital when students are in crisis or need assistance after hours. Other local providers include Carey Counseling and Western Mental Health Institute.

Mental Health Resources at UTM Centers. Although students attending the UTM Centers have access to Student Health and Counseling Services, the distance from the Centers to Martin can create limitations to care. In many cases, the local mental health providers may be more convenient. Students attending the Jackson, Selmer, and Parsons Center have access to Quinco Mental Health Center, and those in Ripley and Somerville have access to Professional Care Services of West Tennessee, Inc.

Campus Programs and Training. Due to the lack of immediate mental health resources on and off campus, UTM began focusing heavily on prevention. There are several programs and trainings offered throughout the year to address mental health issues.

- QPR Training – Question, Persuade, and Refer is a three-step suicide prevention process. There are 13 QPR Gatekeeper trainers on the UTM staff. Since January 2017, over 375 students, faculty, and staff have been trained.
- Mental Health First Aid - Residence Life, CARE Team, and Athletics were trained to respond to the signs of mental illness and substance use.
- Hawk Alert – The Care Team presents to each academic college, the library, athletics, student organizations, the centers and multiple campus departments each year on general mental health topics and how to make a Hawk Alert.
- “Taking Care of Me” presentation to all incoming freshman during Welcome Weekend on the Martin campus and “Managing Expectations and Wellbeing” at the Parsons Center.
- P.E.E.R. Advocate training – Peers Educated for Early Response trains students to define mental health, to identify facts related to depression, to recognize signs of depression, to identify campus resources for students who need mental and physical assistance and to describe the 5 steps used to refer a student to Student Health and Counseling Services. Between January 2017- April 2019, 274 students were trained across various disciplines.
Wellness programs – Wellness Wednesdays: Partnering with departments to provide interactive programming addressing the seven dimensions of wellness.

The Healthy Hawk’s “Walk with Carver” - monthly walks around the quad with Chancellor Carver for physical activity and to bring awareness to national health observances that affects the college population.

Stress Management Programs: Bringing awareness to mental health treatment, encourage help-seeking, reduce stigma associated with seeking mental health treatment, and address barriers. Between January 2017- April 2019, 207 students and faculty participated.

Chill Out Zones: Activities, stress management, and relaxation skills to help during exams. In spring 2019 there were 760 student participants.

UTM Athletics – hosts multiple events each semester to increase student athletes’ understanding of mental health issues.

Mental health screenings. In addition to prevention programming, UT Martin also offers eating disorder screenings, alcohol screenings, and depression screenings throughout the year. At any time, students can also complete the free online mental health screening. There were 342 total screenings in 2018. The PHQ-9 (depression) and GAD-7 (anxiety) screening are completed by every patient seeking any health-related appointment at SHCS.

Hawk Alert and Care Team. The Hawk Alert allows anyone on campus to make a report when they are concerned about a student’s wellbeing. The UTM CARE Team serves as the primary resource for monitoring those reports, managing student issues, and providing crisis intervention. The Care Team aids students in removing barriers to their success through connecting them to campus and community resources and supporting them during the process. The Hawk Alert and Care Team allows for early intervention for students who may not have sought services and identifies them before they are in a crisis. The Care Team caseload has grown annually, as have referrals submitted through the Hawk Alert. At the time of this report, 45 days into the Fall 2019 semester, the campus community has made 101 referrals to the Care Team, a 58% increase in reporting from the first 45 days in Fall 2018.

UTM Impacts:
At this point, UTM lacks solid data on the impact of these efforts. As stated above, it knows how many participants have attended trainings and the number of students receiving services in Counseling, however it has not tracked the impact these interventions are having on student success. UTM has a plan to conduct the “Healthy Minds” survey during the Fall 2019 semester. These results should yield a better idea of the general mental health of UTM students.

UTM Emerging Trends and Future Needs:
As UTM continues to expand its services to students, the following service gaps need to be addressed:

- In order to address geographical service barriers, UT Martin is developing a plan to utilize telehealth technology to provide counseling services to students at the centers and online.
- As the number of Hawk Alerts continue to grow, a Case Manager is needed to meet with students and manage case follow up.
Currently, there is no Licensed Clinical Social Worker (LCSW) on the SHCS staff. Therefore, UTM must contract with a local LCSW to provide supervision to the three Licensed Masters Social Workers. There is a plan to add a LCSW to provide supervision to the three Licensed Masters Social Workers. There is a plan to add a LCSW to the staff by 2021.
The Health Science Center proposes a new Bachelor of Science program in Pharmaceutical Sciences (BSPS). UTHSC currently offers a Doctor of Pharmacy (PharmD) program; however, admitted students are not required to hold a baccalaureate degree, meaning that they must complete up to six years of education before earning a credential. Nationally, there has been an increase in the number of PharmD programs offering BSPS degrees, and a recent survey of UTHSC’s first-year PharmD students (n=192) revealed that 98% recognized the value in this credential. The proposed degree, which would require students to complete 58 hours of coursework in pharmaceutical sciences, would focus on topics including medicinal chemistry, pharmacology, pharmaceutics, and disease management and prevention.

Individuals with this credential would have improved employment opportunities in the pharmaceutical, educational, and government industries. Awarding this credential will ensure students can earn a degree in the event that completing the full PharmD program is not possible, thereby directly supporting Tennessee’s Drive to 55 initiative, which aims to increase the number of Tennesseans holding a postsecondary credential.

The program will use existing resources, coursework, and facilities; no additional resources are needed to recruit or deliver the program. The program is embedded within the existing PharmD program and will not generate new tuition or fees or extra expenses other than the cost of an additional degree/diploma. Excerpts from the full proposal submitted to the Tennessee Higher Education Commission are included in the ERS Appendix at Tab 2. Interim President Boyd and Chancellor Schwab recommend approval of the proposed B. S. in Pharmaceutical Sciences.

**Committee Action**

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

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Resolved: The Board of Trustees approves the proposal for a new academic program at the UT Health Science Center leading to a Bachelor of Science degree in Pharmaceutical Sciences.
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Bachelor of Science in Pharmaceutical Sciences

College of Pharmacy
B.S. in Pharmaceutical Sciences (BSPS)

Students entering the Doctor of Pharmacy Program (PharmD) program at UTHSC are not required to have a baccalaureate degree

Many students complete 6 or more years of post-secondary education with the PharmD being their first earned degree

Increasing nationwide trend

   Doubling of the number of BSPS degrees from 2007 to 2017
   27 of 142 programs offer the BSPS
BSPS Program Details

58 credit hours of courses in pharmaceutical sciences
   Offered as part of the first three semesters of the PharmD program

Curriculum has a heavy pharmaceutical focus
   - Medicinal chemistry
   - Pharmacology
   - Pharmaceutics
   - Disease management

Allows graduates to pursue additional post-baccalaureate training
   Including master’s or doctoral degrees (Ph.D.)
Alignment with State Master Plan and Institutional Mission

Supports the State’s Master Plan *Drive to 55*

Supports the UTHSC Mission “to bring the benefits of the health sciences to the achievement and maintenance of human health….”

prepares graduates for in-demand careers
- Biotechnology (estimated job growth of 10%)
- Medication or medical device manufacturing (estimated job growth of 5%)
- Drug analysis (estimated job growth of 7%)
- Regulatory affairs (estimated job growth of 8%)
- Pharmaceutical Sales (estimated job growth of 16.4%)
**General Information**

Existing faculty and resources are sufficient

- No new or reallocated resources are necessary to offer the BSPS

**BSPS is not a terminal degree**

- May increase the number of applicants for the PharmD

**Existing programs in Tennessee**

- ETSU offers a 38 credit hour B.S. in Pharmacy Studies.
Projected Enrollment and Graduates

Anticipate 175 declared majors per year

Anticipate 170 graduates per year

First degree conferral in December 2021

Provides a degree path for students who are not successful in completing the PharmD program or who decide on another career path
Questions?
The Board’s tenure policy establishes a standard probationary period of six years for faculty members hired into a tenure-track appointment, but allows a faculty member to request early consideration pursuant to policies and procedures established by each campus and approved by the Board. When a faculty member applies for tenure before the sixth year of the probationary period, the Board policy provides that the Board, rather than the President, must make the decision on tenure.

A faculty member’s six-year probationary period may be suspended for a period of time (usually a year) upon being granted a leave of absence or a modified duties assignment. A modified duties assignment allows the shifting of work between semesters or modifies work assignments so that a faculty member can work remotely after the arrival of a child or during medical treatment for the faculty member or a member of his or her family. While the probationary period is suspended, the faculty member is not expected to make progress toward tenure, and performance evaluations after the suspension are based on each probationary year rather than the total number of years the person has been employed on the tenure track. This allows flexibility in supporting a faculty member while complying with legal accommodation requirements.

Most faculty members who take a leave of absence or modified duties assignment do request suspension of the probationary period. Some who receive the suspension, however, continue to work productively during the suspension period, or are so productive or successful during the remainder of their probationary period that they do not need the extra time created by the suspension. The proposed policy revisions would exempt from being considered “early” tenure those situations in which a faculty member has been employed in a tenure-track appointment for six years, has been granted a suspension of the probationary period based on a leave of absence or modified duties, but nevertheless has achieved a level of success worthy of consideration for tenure on the original schedule. In those cases, the President, rather than the Board, would make the decision on tenure.

[continued on next page]
The proposed revisions are shown in redlined strike-out and insertion on the following page.

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 approves the proposed revisions to the Board Policies on Academic Freedom, Responsibility, and Tenure concerning the granting tenure to faculty members who have served less than a six-year probationary period as presented in the meeting materials, which shall be attached to this Resolution after adoption.
EXEMPLARY TEXT FROM BOARD OF TRUSTEES
POLICIES GOVERNING ACADEMIC FREEDOM, RESPONSIBILITY, AND TENURE

Article III. Tenure

A. Definition of Tenure

Tenure is a principle that entitles a faculty member to continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for Adequate Cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member. The grant of tenure shifts the burden of proof concerning the faculty member’s continuing appointment from the faculty member to the University, except in the case of relinquishment or forfeiture of tenure.

B. Authority to Grant Tenure

Tenure is acquired only by positive action of either the President or the Board of Trustees, based on the circumstances under which tenure is sought, and is granted in a particular academic unit (department, school, or college) of a campus.

1. The Board of Trustees makes the decision whether to grant tenure, based upon the recommendation of the President, to:
   a. (4) all University Officers as defined in bylaws adopted by the Board of Trustees; (2)
   b. any faculty member who is to be granted tenure upon initial appointment without serving a probationary period at a University campus; and (3)
   c. any faculty member to be tenured after serving less than a six-year probationary period, but not including a faculty member who has been employed by the University in a tenure-track position for six years and whose probationary period has been suspended for one or more year(s) in connection with a leave of absence or modified duties assignment under Section III.E.3. below.

2. The President makes the decision whether to grant tenure, based upon the recommendation of the Chancellor, in all other cases.

The President or Board of Trustees (as applicable according to this policy) may grant tenure at any time during a given year, after confirming that all tenure review and recommendation procedures in Appendix A have been followed.
Chancellor Schwab has recommended that tenure be granted to G. Nicholas Verne, M.D., upon his initial appointment to a faculty position at the UT Health Science Center. Interim President Boyd has received documentation that Dr. Verne satisfies the following requirements to be considered for tenure upon initial appointment:

1. Dr. Verne was tenured at the Tulane University School of Medicine and could not have been successfully recruited to UTHSC without being considered for tenure upon initial appointment; and  
2. All the required tenure review and recommendation procedures were followed by UTHSC; Dr. Verne received a positive recommendation for tenure at every level of review.

Dr. Verne was recruited to serve as Professor and Chair of the Department of Medicine and to hold the Lemuel W. Diggs Alumni Professorship in Medicine. At Tulane, where he has been tenured since 2014, he held the prestigious Harry B. Greenberg Chair in Internal Medicine and also served as Chair of the Department of Medicine. During his career, Dr. Verne has been the senior author of 79 peer-reviewed journal articles, 8 book chapters, and 80 peer-reviewed abstracts. He is currently the Principal Investigator on two active NIH grants totaling more than $3.5 million and is Co-PI on a $1.5 million Veterans Administration grant. He has received over $16 million in research grants as PI or Co-PI over his career.

After his independent review of the tenure dossier for Dr. Verne, in consultation with the Vice President for Academic Affairs and Student Success, Interim President Boyd recommends that the Board grant tenure to Dr. Verne in his faculty appointment in the Department of Medicine at UTHSC.

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 grants tenure to Dr. G. Nicholas Verne in his faculty appointment in the Department of Medicine at the UT Health Science Center.
AGENDA ITEM SUMMARY

Meeting Date: November 8, 2019
Committee: Education, Research, and Service
Item: Grant of Tenure upon Initial Appointment at UTK
Type: Action
Presenter: Randy Boyd, Interim President

Chancellor Plowman has recommended that tenure be granted to three individuals upon their initial appointment to a faculty position at UTK. Interim President Boyd has received documentation that each individual satisfies the following requirements to be considered for tenure upon initial appointment:

(1) The tenure candidates were tenured at the institution from which they were recruited and could not have been successfully recruited without being considered for tenure upon initial appointment; and
(2) All the required tenure review and recommendation procedures were followed by UTK; all three candidates received a positive recommendation for tenure at every level of review.

After his independent review of the tenure dossier, in consultation with the Vice President for Academic Affairs and Student Success, Interim President Boyd recommends that the Board grant tenure to the following individuals in their faculty appointments:

Dr. Rigoberto Advincula has been recruited from Case Western University to a joint faculty appointment as Professor in the UTK Department of Chemical and Biomolecular Engineering in the Tickle College of Engineering and Governor’s Chair in the ORNL Center for Nanophase Materials Sciences, beginning January 1, 2020. His joint appointment will be two-thirds with ORNL and one-third with UTK. Because his UTK appointment is not full-time, Dr. Advincula is being recommended for tenure under the exception provisions of Appendix D to the Board tenure policy, which require (1) documentation of the extraordinary circumstances requiring the exception, (2) designation of the primary employer, and (3) specification of the University’s financial commitment. UTK has documented satisfaction of these requirements as follows:

- Dr. Advincula was recruited in a search targeted to find a world-class researcher in the area of polymer synthesis and applications because with the
Dr. Advincula’s primary employer will be ORNL under a 12-month appointment, with UTK being invoiced for his proportional effort on the campus; and

- His appointment letter provides that in the event his employment with ORNL terminates, he would continue to be employed by UTK in a 9-month appointment with a salary determined in the same manner as Board policy provisions governing full-time administrators who retreat to a faculty appointment.

Dr. Advincula has established an extraordinary record of scholarly accomplishments with 266 peer-reviewed publications and 46 books since 2002, in addition to refereed review articles and refereed proceedings. During the same period, he gave over 236 invited lectures and colloquia and 228 invited conference presentations and contributions. He has been awarded nine patents, and since 2002 has been a Principal Investigator or Co-PI on grants totaling over $7.8 million. He is a fellow of the American Chemical Society, the leading professional society in his research area.

**Shamika Dalton, J.D.**, was recruited from the University of Florida to an appointment as Associate Professor and Associate Director of the Joel A. Katz Law Library. She began her academic career in 2012 as a reference library in the College of Law at the University of Florida; she was promoted to Head of Reference and Instructional Services in 2016; and was named Associate Director for Public Services in 2019. She was granted tenure by the University of Florida in 2019 after compiling an outstanding record as a law librarian, scholar, and teacher. She recently was awarded the prestigious Joseph L. Andrews Legal Literature Award by the American Association of Law Libraries for a book she edited and co-authored. The Andrews Award is generally considered the most prestigious award for bibliographic publishing in the field of law librarianship.

**Dr. Ozlem Kilic** was recruited from The Catholic University of America to an appointment as Professor in the Department of Electrical Engineering and Computer Science and Associate Dean of Academic Affairs and Student Success in the Tickle College of Engineering. Although she has served in major administrative appointments for the last 7 of her 14 years at Catholic, she has a record of active engagement as a teacher, 45 peer-reviewed publications and 131 articles in peer-reviewed conference proceedings, and $2 million in research funding as either Principal Investigator or Co-PI. She has been awarded two U.S. Patents and won the Provost Award for Research Excellence at Catholic in 2018. She has an extensive record of service to Catholic and her discipline, including leadership roles in several national and international professional organizations.

[Resolution on next page]
Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees, unless a member of the Committee requests that each candidate be considered by a separate motion:

Resolved: The Board of Trustees grants tenure to the following individuals in their faculty appointments at The University of Tennessee, Knoxville:

Dr. Rigoberto Advincula, Department of Chemical and Biomolecular Engineering in the Tickle College of Engineering;
Shamika Dalton, J.D., Joel A. Katz Law Library in the College of Law; and
Dr. Ozlem Kilic, Department of Electrical Engineering and Computer Science in the Tickle College of Engineering.
AGENDA ITEM SUMMARY

Meeting Date: November 9, 2019
Committee: Education, Research, and Service
Item: Committee Consent Agenda
Type: Action
Presenter: Donnie Smith, Committee Chair

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. In accordance with the Bylaws, before calling for a motion to approve the Consent Agenda, the Committee Chair will ask if any member of the Committee 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 the Secretary before the meeting.

Committee Action

If there are no requests to remove an item from the Consent Agenda, the Committee Chair will call for the prepared motion shown below, a second, and a voice vote.

I move that the Minutes of the June 21, 2019 meeting of the Education, Research, and Service Committee be approved as presented in the meeting materials, with authorization for the Secretary to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.
The Education, Research, and Service Committee of the Board of Trustees met at 8:00 a.m. EDT on Friday, June 21, 2019, in Knoxville, Tennessee.

I. Call to Order and Opening Remarks

Committee Chair Donnie Smith called the meeting to order.

II. Roll Call

Vice President Linda Martin called the roll, and the following members were present:

Donnie Smith, Chair
Randy Boyd
John Compton
Charlie Hatcher
Bonnie Ownley
Kenneth Packer
Alan Wilson

Vice President Martin announced the presence of a quorum. Other Trustees, administrative staff, faculty members, students, and representatives of the media were also present. The meeting was webcast.

III. Requests to Address the Board (none appropriate for this Committee)

IV. Research Updates and Collaborating for Success

Stacey Patterson, Vice President for Research, Outreach, and Economic Development, provided a research update and discussed ways UT could capitalize on the talent, resources, and existing relationships within the UT System and with Oak Ridge National Laboratory (ORNL). The presentation culminated with a proposal to create the Oak Ridge Institute at the University of Tennessee not only to administer existing programs with ORNL, but also to realize the full potential of the UT-ORNL partnership and position UT Knoxville as a top public research university. Over a ten-year period, the proposed institute would focus on...
interdisciplinary problem-based science and engineering; recruit 60 new faculty (a combination of research faculty and tenured or tenure-track faculty); grow joint Ph.D. programs to 500 students; and attract $150+ million in new research funding annually. Dr. Patterson said growing Ph.D. programs and new research funding annually to those levels would position UT Knoxville in the top-30 of public research universities.

Chair Smith asked whether the $150+ million in new research funding would replace IACMI (Institute for Advanced Composites Manufacturing Innovation) funding, which is a significant factor in the University’s current research funding level but will end in two years. Dr. Patterson responded that the proposal would build on IACMI but agreed that research funding at the current level will have to be maintained, and $150+ million on top of that would be required to achieve top-30 ranking.

In response to a question from Trustee Compton about the cost of hiring the 60 new faculty, Dr. Patterson explained that the funding gap over 10 years is approximately $100 million ($10 million/year), and with some assumptions, the institute would become cash flow positive in year 11. In response to a question from Trustee Hatcher, Dr. Patterson mentioned several areas of research at ORNL that would provide opportunities for agricultural research through the new institute.

Trustee Wilson asked what the ramp up curve to full operation would be. Dr. Patterson responded that six months is needed to develop a solid business plan and then recruiting faculty would begin immediately, with the plan being to hire 12 faculty a year for 5 years. She added that the research funding levels in her presentation would begin to manifest in years 7 through 10.

Chair Smith asked how the UT Institute of Agriculture currently ranks in research with other agricultural research institutions. Dr. Patterson presented charts showing that UTIA research expenditures are lower than (1) the UTIA peer average, (2) the UTIA aspirational peer average, and (3) the average of Southeastern Conference institutions with agricultural programs. She provided similar charts for UT Knoxville showing that it also ranks lower than the other three groups, but she noted that data for UT Knoxville peers include agricultural research expenditures. She explained that UT is the only institution in the United States that reports agricultural research separately from other research. And finally, Dr. Patterson presented a chart showing combined UTIA and UT Knoxville research expenditures of approximately $274 million ranking slightly below the UT Knoxville peer average of $294 million.

Trustee Miles asked what informed the decision for a five-year ramp up. Dr. Patterson responded that the recruitment of top-quality faculty will be long and intensive, and hiring just 12 new faculty in one year will be a heavy lift. Dr. Zacharia, ORNL Lab Director, added
that these faculty are in high demand by every institution nationally and internationally, and ORNL’s guiding principle is never to compromise quality to achieve a numeric metric.

Trustee Compton asked Professor Ownley and Provost Manderscheid how this proposal would resonate with the faculty. Professor Ownley responded that she believes the faculty would be excited because overall the faculty-student ration is too high, and adding these new faculty would allow others to devote more time to research. Provost Manderscheid agreed.

In response to a question from Trustee Compton, Dr. Patterson reiterated that a minimum of $100 million in new funding would be required for the institute. Trustee Compton noted, however, that the overall University budget is $2.4 billion, and thus it is a matter of prioritizing. President Boyd added that more than $10 million per year will be required to do all that needs to be done, but the University will be seeking state and federal funding on top of University funds.

V. Unifying the UT Institute of Agriculture with UT Knoxville and Creating the Oak Ridge Institute at the University of Tennessee

Interim President Boyd introduced the next two agenda items, describing them in combination as presenting the opportunity to transform not only what the University is today, but also for decades to come. He called the meeting a momentous occasion because the Board has the opportunity to make decisions that will propel the University into the status of an elite research institution.

A. Unifying the UT Institute of Agriculture with UT Knoxville

Interim President Boyd presented the proposal for unifying the UT Institute of Agriculture with UT Knoxville. Following the presentation, and to place the item on the table for discussion, Chair Smith read the Resolution to approve the unification. Trustee Wilson moved that the Committee recommend adoption, and Trustee Compton seconded.

Trustee Compton asked to hear from Chancellor Cross about the proposal. Dr. Cross responded that UTIA has been a separate unit since 1968, which has been celebrated and used as a recruiting tool. Dr. Cross said he does not want to lose elements that make UTIA unique but also does not want to stand in the way of progress. Modern agriculture depends on science and technology, and collaborating with disciplines like chemistry, biology, and data science will benefit research to support farmers. Dr. Cross said he has heard from faculty, staff, and other stakeholders urging him to oppose the proposal, but he is confident there will be great ideas to move this forward in positive direction. Dr. Cross challenged the Board to send the implementation team back to the drawing board if the implementation plan presented to the Board in November does not benefit both UTIA and UTK, referring to the following language.
in the proposed Resolution: “The Board directs Interim President Boyd to solicit faculty, staff, and stakeholder input to ensure that implementation of the realignment will result in the intended benefits to both UTIA and UTK.” Dr. Cross said he is confident the Board will do what is best for the University of Tennessee as well as the Institute of Agriculture.

Trustee Hatcher said he is supportive but asked whether the Board will have an opportunity to review the plan and either adopt it or not. Interim President Boyd said the Board will have final say on what is done or not done. Trustee Hatcher said messaging is critical to avoid misunderstanding and miscommunication. Trustee Compton asked Professor Ownley how the faculty have responded. She responded that change can be difficult, but she has talked to research and teaching faculty as well as graduate students, and they are excited about the opportunities. She added that the announcement did catch a lot of faculty and staff by surprise, and giving them a voice is important. Trustees Rhodes commended Chancellor Cross for putting the institution above himself and gave his commitment that if the plan is not acceptable when it is presented to the Board in November, the Board will ask for additional work.

Chair Smith said he had received several phone calls expressing opposition to the proposal, primarily on the grounds that it is happening too quickly and without sufficient input. He emphasized that the Board should recognize the progress of the Institute of Agriculture in the last decade and its leadership in promoting the land grant mission to farmers all over the world. In response to the feedback urging the Board to slow down on this proposal, he said the Board is going to listen, and it is going to matter. He said the proposal is aimed at accelerating the improvement that has been made into the future. Referencing the combined research expenditure data Dr. Patterson shared, Chancellor Cross added that unification produces a one-time improvement. He cautioned that if unification is not done in a way that grows the Institute, it will not advance agricultural research or extension and teaching programs over time. It shouldn't be just a static change but rather a dynamic change over time.

Hearing no further questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

B. Creating the Oak Ridge Institute at the University of Tennessee

Interim President Boyd presented the proposal to create the Oak Ridge Institute at The University of Tennessee to organize established joint UT/ORNL programs under a single administrative umbrella and provide a platform for strategic growth opportunities and global impact. Following the presentation, and to place the item on the table for discussion, Chair Smith read the Resolution to create the new institute. Trustee Compton moved that the Committee recommend adoption of the Resolution, and Trustee Wilson seconded.
Chair Smith referred to the factors Dr. Patterson emphasized as critical to growing research: the need to (1) identify opportunities and eliminate barriers to success for increasing research expenditures; (2) diversify funding sources; (3) recruit faculty in growth areas; and (4) leverage and enlarge the University’s unique partnership with ORNL. Chair Smith said he wants to see these factors in the implementation plan so they are on record for the Board in the future.

Trustee Compton said the UT-ORNL partnership is critical to growing research from $400 million to $600 million. Interim President Boyd said creating the new institute was a joint vision of UT and ORNL, and the partnership is essential to creating the talent the nation needs. Dr. Zacharia added that ORNL benefitted dramatically from the creation of UT-Battelle and the joint management of the laboratory. He added that the incentive for ORNL to grow Ph.D. students is that the most profound research is done during the early part of a researcher’s career. Some will stay in the area and become entrepreneurs creating jobs benefitting the community and the state; some may become Nobel Prize winners; and others will be a feeder pool for the national lab system and the private sector.

Trustee Hatcher urged doing more to publicize the University’s partnership with ORNL, and Trustee Compton agreed that it needs to be built into the University’s brand. Trustee Miles applauded the exceptional opportunity the institute will provide for students in the future. Hearing no further questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

VI. Tenure Recommendations Requiring Board Approval

A. Grant of Tenure upon Initial Appointment

1. Grant of Tenure upon Initial Appointment at UTC

Interim President Boyd recommended that tenure upon initial appointment be granted to the following individuals in their faculty appointments at UTC:

- Dr. Christopher Cox, Department of Mathematics;
- Dr. Jerold Hale, Department of Psychology;
- Dr. Thomas Lyons, Department of Marketing and Entrepreneurship.

Trustee Packer moved that the Committee recommend adoption of the Resolution granting tenure of these faculty members, and Trustee Compton seconded. Trustee Rhodes asked if it is necessary to show voting information, and Dr. Martin responded that the materials include what historically has been provided to demonstrate the review at every level. Hearing no further questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.
2. **Grant of Tenure upon Initial Appointment at UTK**

Interim President Boyd recommended that tenure upon initial appointment be granted to the following individuals in their faculty appointments at UTK:

- Dr. Courtney Conley, College of Social Work;
- Dr. Thomas Goldsby, Department of Supply Chain Management;
- Dr. Lori Messinger, College of Social Work;
- Dr. Tony Schmitz, Department of Mechanical, Aerospace & Biomedical Engineering;
- Dr. Janis Terpenny, Department of Industrial and Systems Engineering.

Trustee Wilson moved that the Committee recommend adoption of the Resolution granting tenure to these faculty members, and Trustee Compton seconded. Hearing no questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

**B. Grant of Tenure upon Early Consideration**

1. **Grant of Tenure upon Early Consideration at UTC**

Interim President Boyd recommended that tenure upon early consideration be granted to the following individuals in their faculty appointments at UTC:

- Dr. James Arnett, Department of English;
- Ms. Chapel Cowden, UTC Library;
- Dr. Rik Hunter, Department of English;
- Dr. Daniel Loveless, Department of Electrical Engineering;
- Dr. Dalei Wu, Department of Computer Science and Engineering.

Trustee Packer moved that the Committee recommend adoption of the Resolution granting tenure to these faculty members, and Trustee Wilson seconded. Hearing no further questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

2. **Grant of Tenure upon Early Consideration at UTHSC**

Interim President Boyd recommended that tenure upon early consideration be granted to the following individuals in their faculty appointments at UTHSC:

- Dr. Guoyun Chen, Division of Critical Care, Department of Pediatrics, Medicine;
- Dr. Julio Cordero-Morales, Department of Physiology, Medicine;
- Dr. Erinn Finke, Department of Audiology and Speech Pathology, Health Professions;
- Dr. Brian Peters, Department of Clinical Pharmacy and Translational Science, Pharmacy.
Trustee Compton moved that the Committee recommend adoption of the Resolution granting tenure to these faculty members, and Trustee Packer seconded. Hearing no questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

3. Grant of Tenure upon Early Consideration at UTK

Interim President Boyd recommended that tenure upon early consideration be granted to the following individuals in their faculty appointments at UTK:

- Dr. Alison Adams, School of Music;
- Dr. Moonhee Cho, School of Advertising and Public Relations;
- Dr. Elizabeth Derryberry, Department of Ecology and Evolutionary Biology;
- Dr. Matthew Gillis, Department of History;
- Dr. Patrick Grzanka, Department of Psychology;
- Dr. Steven Johnson, Department of Physics and Astronomy;
- Dr. Adam Love, Department of Kinesiology, Recreation, and Sports Studies;
- Dr. Mitsunori Misawa, Department of Educational Psychology and Counseling;
- Dr. Tara Moore, Department of Theory and Practice in Teacher Education;
- Dr. Yujeong Park, Department of Theory and Practice in Teacher Education;
- Dr. Andy Sarles, Department of Mechanical Aerospace, and Biomedical Engineering;
- Dr. Alison Vacca, Department of History;
- Dr. Joshua Weinhandl, Department of Kinesiology, Recreation, and Sports Studies.

Trustee Compton moved that the Committee recommend adoption of the Resolution granting tenure to these faculty members, and Trustee Wilson seconded. Trustee Wilson asked whether at some point the six-year probationary period becomes the exception rather than the policy. Dr. Martin responded that some faculty arrive with a well-developed research program and accomplish in four years what would take most faculty members six years to accomplish. She added that the number of early tenure applications this year, 22, is in line with the last two year and compares with 72 tenure applications reviewed at the President’s level. Hearing no further questions or discussion, the Chair called for a voice vote, and the motion passed unanimously.

VII. Discussion of Agenda Items for Future Committee Meetings

Chair Smith called to the Committee’s attention the list of potential agenda items identified at the last meeting and suggested that the list should be reviewed after each meeting to determine items the Committee would like staff to begin preparing for a future meeting. Regarding the faculty workload report, Chair Smith said that given the complexity of the data as well as remaining gaps, he wants to continue to work on understanding the data and to report to the Committee at the next meeting. Other potential items mentioned by members were:
• Higher education opportunities in rural areas of the state (Trustee Hatcher)
• Action plan for improving student retention and graduation (Trustee Wilson)
• Annual report on the state of the University’s workforce, specifically including data and analysis of faculty and staff turnover (Trustee Compton).

VIII. Consent Agenda

The Chair called the Committee’s attention to the Consent Agenda and asked if there were any requests to remove an item. Hearing none, Trustee Compton made the prepared motion that:

1. Minutes of the March 1, 2019 meeting of the Education, Research, and Service Committee be approved as presented in the meeting materials, with authorization for the Secretary to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified; and

2. Resolutions presented in the meeting materials for the action items on the Committee Consent Agenda be recommended for adoption by the Board of Trustees.

The motion was seconded by Trustee Packer and passed unanimously.

IX. Other Business

No other business was brought to the Chair’s attention before the meeting.

X. Adjournment

There being no other business, the Chair adjourned the meeting.

Respectfully submitted,

________________________________
Catherine S. Mizell, Secretary
AGENDA ITEM SUMMARY

Meeting Date: November 8, 2019
Committee: Education, Research, and Service
Item: Certification of Degrees Conferred, 2019 Summer Semester
Type: Information

The Registrars and Bursars of the respective campuses have certified that all students on whom a bachelor’s, master’s, or doctoral degree approved by the Board of Trustees was conferred at the end of the 2019 Summer Semester satisfied all requirements for the degree and all debts or other obligations owed to the University in accordance with requirements of state law. The certifications follow.
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 August 10, 2019 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

8/30/2019

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 August 10, 2019 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:  
Nancy L. Neal
Signature

Name:  
Nancy L. Neal

Title:  
Bursar

Date:  
8/30/2019
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 June 1, 2019 through August 31, 2019 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

Registrar

Title

9/5/19

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 June 1, 2019 through August 31, 2019 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]

Byron T. Porter
Name
Bursar
Title
09/05/19
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 August 10, 2019 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]

Janet Schmitt
Name

Asst. Vice Provost & Interim Registrar
Title

September 9, 2019
Date
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 August 10, 2019 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:

Susan Forman
Signature

Name

Title

September 9, 2019
Date
Registrar’s Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Martin students upon whom degrees have been conferred on August 10, 2019 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]

[Name]

[Title]

[Date]
Bursar’s Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Martin students upon whom degrees have been conferred on August 10, 2019 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:  
Stacey Jackson

Signature:  
Stacey Jackson

Name:  
Bursar

Title:  

Date:  
9/11/19