



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
8:00 a.m. EST	Tennessee Room
Wednesday	UTC University Center
February 19, 2020	Chattanooga, Tennessee

AGENDA

- I. Call to Order and Opening Remarks
- II. Roll Call
- III. Requests to Address the Board
- IV. [Consent Agenda](#)..... Tab 1
 - Action Items
 - A. [Minutes of the Last Meeting](#)..... Tab 1.1
 - B. [2020 Institutional Mission Profile Statements](#)..... Tab 1.2
 - C. [Proposed Department Name Change, Haslam College of Business, UTK](#)..... Tab 1.3
 - Information Item
 - D. [Certification of Degrees Conferred, 2019 Fall Semester](#) Tab 1.4
- V. [Grant of Tenure upon Initial Appointment, UTK – Action](#) Tab 2
- VI. New Academic Programs
 - A. [Bachelor of Science Degree in Education, Deaf Studies Major, American Sign Language Concentration, UTK – Action](#)..... Tab 3.1
 - B. [Master of Legal Studies, UTK – Action](#) Tab 3.2
- VII. [Proposed Faculty Handbook Revision, UTK – Action](#)..... Tab 4
- VIII. Overview of Accreditation Standards and Reviews
- IX. Update on UT Research Enterprise – Information
- X. Update on UT Academic Affairs and Student Success
- XI. [Enrollment Comparisons with Board-Approved Peers and Aspirational Peers – Information](#) Tab 5



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

XII. 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 attention of the Committee Chair or the Board Secretary before the meeting.]

XIII. Adjournment



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020

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 items on the Consent Agenda, the Chair will call for motion that:

1. The reading of the minutes of the November 8, 2019 meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.
2. The action items set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

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



THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE
November 8, 2019
Knoxville, Tennessee

The Education, Research, and Service Committee of the Board of Trustees met at 8:30 a.m. EST on Friday, November 8, 2019, in Knoxville, Tennessee.

I. Call to Order and Opening Remarks

Committee Chair Donnie Smith called the meeting to order.

II. Roll Call

Stacey Patterson, Vice President for Research, Outreach and Economic Development, called the roll, and the following members were present: Donnie Smith, Committee Chair; Spencer Ammen; Randy Boyd, Interim President; John Compton, Board Chair; Charlie Hatcher; Jeff Rogers; and Jamie Woodson. Dr. Patterson 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

Committee Chair Smith recognized Dr. Ann Langendorfer, a Lecturer in the Department of English, College of Arts and Sciences at UT Knoxville, who made a request to address the Board on the subject of non-tenure-track faculty pay. Dr. Langendorfer raised concerns regarding salary levels of lecturers in the UT System. In her remarks, she shared salary observations and comparisons, including: (i) the Modern Language Association, (ii) Knox County Schools (K-12 teachers), and (iii) other universities. Following Dr. Langendorfer's comments, Board Chair Compton requested more information regarding lecturer pay, including peer benchmark data and a breakdown across colleges/campuses, at a future meeting of the Board. Dr. Langendorfer noted that pay differences do exist based on discipline, but that the low level-entry pay for full-time lecturers is of particular concern. Interim President Boyd indicated that he would follow-up with Dr. Langendorfer on the salary data.

Committee Chair Smith recognized Dr. Misty Anderson, a Professor of English, in the College of Arts and Sciences at UT Knoxville and Past President of the Faculty Senate at



UT Knoxville, who made a request to address the Board on the topic of having a faculty member served on the Board. Dr. Anderson discussed the recent changes at the University in a number of leadership positions and the Board structure. While acknowledging that a faculty member serves as a voting member of the Education, Research and Service Committee, she recommended that consideration be given to advocating for a faculty member to serve as a member of the Board. Dr. Anderson recognized that the structure of the Board is a legislative matter. In response to questions raised by the Committee members, Dr. Anderson expressed her opinion that the faculty appointment should be a voting position. Board Chair Compton highlighted best practices on independence and the recommendation of the Association of Governing Boards. Additionally, the length of the term of appointment for both the faculty member and the student member was discussed.

IV. Annual Report on Enrollment and Other Indicators

Linda Martin, Vice President for Academic Affairs and Student Success, thanked the Office of Institutional Research for their assistance in the preparation of the report, especially Dr. Dennis Hengstler who will be retiring at the end of the year.

Dr. Martin presented highlights of the report, including:

- Total Enrollment for UT System
- Undergraduate Student Enrollment
- First-Year Retention
- 6-Year Graduation Rates
- Baccalaureate Degrees Conferred/State Master Plan
- Total Freshman Applicants/Admits/Enrolled
- Transfer Student Enrollment
- Graduate and Professional Student Enrollment

Dr. Martin indicated that, as a whole, enrollment has increased; however, it is not at the level contemplated under the new strategic plan. She advised that the University exceeded the projected figures under the State's Master Plan in the total number of Baccalaureate degrees conferred in 2019. First-year retention rates declines slightly. In this regard, she noted a number of retention efforts being employed by the campuses, which should not only improve first-year retention, but, in the long-term, the 6-year graduation rates.

Based on the presentation, members of the Committee raised questions as to: (i) whether there is additional information regarding yield, namely – reasons why those admitted do



not enroll; (ii) insights as to the top reasons why freshman students leave, and what is being done to address the particular issues. As to the first question, Dr. Martin indicated that there is some information as to why students choose not to enroll, but more work needs to be done in this area. As to the second question as to retention, the two primary reasons reported by students are financial or family/health reasons. However, Dr. Martin explained that, in some instances, there may be a different underlying reason than what is reported. She stressed the overall importance of the sense of “belonging,” as well as being able to connect with a faculty/staff member early in the student’s experience on campus. Student Trustee Spencer Ammen offered that additional efforts may need to be considered in order to assist students in the transition from high school to university.

On the subject of yield, Chancellor Keith Carver advised that, in the case of UT Martin, the lower yield levels are also a result of the significant increase in total applications. Questions were also raised as to the level of return in light of the investments made given the relatively flat year-to-year comparisons, as well as expectations for future years as compared to the goals set forth in the strategic plan. Faculty member to the Committee, Jeff Rogers, suggested tracking the number of in-state applicants as a percentage of college-eligible Tennessee students as part of the annual analysis. Dr. Martin reminded the Committee of other opportunities for increasing enrollment by focusing on adult learners and life-long learning, including online and certificate program initiatives. Board Chair Compton requested that future reports provided peer comparison data.

Additionally, Tim Cross, Senior Vice President/Senior Vice Chancellor, UT Institute of Agriculture, provided information on another student success initiative, which is a college and career preparation program being offered through 4-H for students in 8th – 12th grades, that may attract students who may not otherwise have considered attending UT. David Manderscheid, Provost of UT Knoxville, highlighted an increase in the 4-year graduation rate for the UT Knoxville campus.

V. Review of Campus Mental Health Services for Students

Dr. Martin began her remarks by discussing the dramatic growth in demand for mental health services across all institutions of higher education. She reported on recent findings contained A Survey of Presidents conducted by the American Council on Education (ACE) on college student mental health and well-being.



Findings from the survey include:

- Eight out of 10 presidents indicated that student mental health has become more of a priority on their campus than it was three years ago.
- Presidents at public four-year institutions (87%) were more likely to indicate it had become more of a priority than presidents at other types of colleges and universities.
- As concern about student mental health has grown over the last three years, roughly seven out of 10 presidents (72%) reported they had reallocated or identified additional funding to address the issue.
- Presidents count on their senior staff to assist in addressing concerns around student mental health and well-being. An overwhelming 92% of presidents reported they rely on their vice president of student affairs or dean of students to help with these issues, followed by their provost or chief academic officer (36%), chief of campus police (34%), and legal counsel (27%).
- The majority of presidents also agreed or strongly agreed that faculty on their campus were spending more time addressing student mental health concerns than three years ago (82%).
- When asked if they had unlimited resources to dedicate to student mental health on their campus, what would be the first action they would take? Over half (58%) of presidents said they would hire additional staff—mostly in the counseling center. Over one in five presidents would invest in more enhanced resources or programs. A little over one in 10 presidents mentioned professional development for faculty and staff.

Dr. Martin stated that all UT campuses have seen an increase in students seeking support for mental health issues, which is expected to grow. She reviewed a number of initiatives being employed at the various campuses, along with some of the unique challenges faced by certain campuses. She highlighted future needs across the UT campuses in terms of: (i) personnel (mental health staff); (ii) staff needs (compassion fatigue), (iii) focus on suicide prevention/intervention, and (iv) alignment (streamlining student care).

Dr. Martin informed the Committee that the Office of Academic Affairs and Student Success is facilitating a system-wide summit on November 22, 2019 entitled, “Building a Unified and Supportive Mental Health Culture.” Participants will include chief academic and student affairs officers, members of their senior teams, mental health support staff, faculty, and others.



Following the conclusion of the presentation, Committee Chair Smith opened the floor for questions and comments. As part of the discussion, it was noted that the enormous rise in incidents is alarming, but that this trend is not unique to UT. The members of the Board expressed their appreciation for the focus on this issue, noting that it is a critical area and that the campuses appear to be taking it seriously. Dr. Rogers shared his experience as a faculty member, explaining that he is appreciative for the increased resources in this area. Student Trustee Ammen indicated that this is the one issue that comes up the most when he speaks with students (primarily at UT Knoxville). He stated that concerns raised by students pertaining to staffing levels and wait times for appointments. He shared staffing recommendations as presented by the International Association of Counseling Services (1 professional staff member for every 1500 students). Student Trustee Ammen also mentioned wait times of three to four weeks. Provost Manderscheid provided an update on recent efforts, the current staffing levels, and the desire by the campus to do more to address needs of the students.

VI. New Academic Program: B.S., Pharmaceutical Sciences, UTHSC

Dr. Lori Gonzales, Chief Academic Officer for UTHSC, provided an overview of the proposed program. She explained that UTHSC currently offers a Doctor of Pharmacy (PharmD) program; however, admitted students are not required to hold a baccalaureate degree. She explained the benefits of awarding the credential and how the program supports Tennessee's *Drive to 55* initiative.

Committee Chair Smith called for a motion of the Resolution in the meeting materials recommending that the Board approve the new academic program. The motion was made and seconded, and the Chair called for any questions or discussion. Hearing none, the Chair called for a voice vote, and the motion passed unanimously.

VII. Revisions to the Board Tenure Policy Concerning Early Tenure

Dr. Martin informed the Committee that 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, approve the tenure decision.



She explained that a faculty member's six-year probationary period may be suspended for a period of time (e.g., leave of absence or modified duties assignment). In certain instances, some continue to work productively during the suspension period or are so successful during the remainder of the probationary period that they do not need the extra time associated with the suspension. The proposed policy revisions would exempt from the "early" tenure decisions those situations where a faculty member has been employed in a tenure-track appointment for six years, has been granted a suspension of the probationary period, but nevertheless has achieved a level of success worthy of consideration for tenure on the original cases. In such cases, the President, rather than the Board, would make the decision on tenure.

Committee Chair Smith called for a motion of the Resolution in the meeting materials recommending that the Board approve the revisions to the Board Policies on Academic Freedom, Responsibility, and Tenure. The motion was made and seconded, and the Chair called for any questions or discussion. Hearing none, the Chair called for a voice vote, and the motion passed unanimously.

VIII. Tenure Recommendations Requiring Board Approval

Grant of Tenure upon Initial Appointment at UTHSC

Interim President Randy Boyd presented his recommendation that tenure upon initial appointment be granted to Dr. G. Nicholas Verne, M.D., in connection with his faculty appointment at the UT Health Science Center.

Committee Chair Smith called for a motion of the Resolution in the meeting materials recommending that the Board approve the grant of tenure. The motion was made and seconded, and the Chair called for any questions or discussion. Hearing none, the Chair called for a voice vote, and the motion passed unanimously.

Grant of Tenure upon Initial Appointment at UT Knoxville

Interim President Randy Boyd presented his recommendations that tenure upon initial appointment be granted to the following individuals in connection with their faculty appointments at UT Knoxville:

- Dr. Rigoberto Advincula
- Shamika Dalton, J.D.
- Dr. Ozlem Kilic



Committee Chair Smith called for a motion of the Resolution in the meeting materials recommending that the Board approve the grant of tenure for the aforementioned faculty members at UT Knoxville. The motion was made and seconded, and the Chair called for any questions or discussion. Hearing none, the Chair called for a voice vote, and the motion passed unanimously.

IX. Consent Agenda

The Chair then called the Committee's attention to the Consent Agenda and asked if there were any requests to remove an item. There being none, a member moved that the Resolution pertaining to the minutes of the June 21, 2019 meeting of the Committee be approved. The motion was seconded and passed unanimously.

X. Discussion of Agenda Items for Future Committee Meetings.

Committee Chair Smith solicited feedback from the members of the Committee on potential topics for future meetings of the Committee. Dr. Rogers suggested a focus on efforts directed to improve collaboration across the system (faculty and programs), along with initiatives to advance more seamless processes and common software applications across the system. Committee Chair Smith advised that an email would be circulated to the Committee members from the staff to solicit any further recommendations regarding agenda topics.

XI. Other Business (none brought to the Chair's attention prior to the meeting)

XII. Adjournment

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

Respectfully Submitted,

Cynthia C. Moore
Secretary and Special Counsel

List of Information Items Presented to the Committee

- Certification of Degrees Conferred, 2019 Summer Semester



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020

Committee: Education, Research, and Service

Item: **2020 Institutional Mission Profile Statements**

Type: Action

The Complete College Tennessee Act of 2010 (CCTA) requires institutional mission profiles that “characterize distinctiveness in degree offerings by level and focus and student characteristics, including, but not limited to, nontraditional students and part-time students; and address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee students.” These mission profiles are used to help minimize program redundancy and to help determine mission-based formula weighting in the outcomes-based formula funding model.

More recently, the 2016 Focus on College and University Success (FOCUS) Act emphasizes the importance of these mission profiles. Every year, each public college and university in Tennessee is required to review and update its profile and submit an updated profile to its respective governing board for approval. The 2020 University of Tennessee Institutional Mission Profiles, with revisions and updates as tracked changes, are presented with the support of the Chancellors, the System Vice President for Academic Affairs and Student Success, and the President. If approved by the Board of Trustees, the profiles will be submitted to THEC for Commission approval.

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 campus be considered by a separate motion:

Resolved: The Board of Trustees hereby (i) approves the Institutional Mission Profile Statements (the “Profiles”) for The University of Tennessee at Chattanooga, The University of Tennessee Health Science Center, The University of Tennessee, Knoxville, and The University of Tennessee at Martin as presented in the meeting materials, which Profiles shall be attached to this Resolution following adoption, and (ii) authorizes the administration to submit the Profiles to the Tennessee Higher Education Commission for approval.

The University of Tennessee at Chattanooga

The University of Tennessee at Chattanooga is a comprehensive, metropolitan university, offering bachelor's, master's, specialist, and selected doctoral degrees and certificates to more than 11,000 students through the Colleges of Arts and Sciences; ~~Business;~~ Engineering and Computer Science; ~~and~~ Health, Education, and ~~Applied~~ Professional Studies; and the Gary W. Rollins College of Business, as well as the Graduate School. Founded in 1886, the private campus joined The University of Tennessee system of public higher education in 1969 and emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. The UTC Honors College was founded in 2013 to build on the tradition of excellence established by the university's long-standing honors program. In 2015 UTC opened a new state-of-the-art library that serves over 700,000 campus and community users annually. UT Chattanooga is classified as a Carnegie ~~"Master's Large"~~ Doctoral/Professional campus, and ~~in 2008~~ earned the elective Carnegie classification as a ~~"Community Engagement"~~ campus for both curricular engagement and outreach and partnerships. While pursuing its mission as an engaged metropolitan university, UTC enjoys a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, research, and other experiential learning opportunities ~~as well as applied research and partnership efforts~~. The substantial and unique University of Chattanooga Foundation works to ensure ~~the university's heritage of excellence through support of academic initiatives such as the outstanding Honors program~~ the overall goal of academic distinction.

The University of Tennessee Health Science Center

The University of Tennessee Health Science Center (UTHSC) ~~strives to improve~~s the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service. With the home campus in Memphis and major sites in Knoxville, Chattanooga, and Nashville, UTHSC's six colleges – Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing, and Pharmacy – offer ~~41-32~~ degree programs and 10 graduate certificates and graduate more than 900 new health care professionals and researchers each year. UTHSC is the leading public institution in Tennessee for research on the causes, treatment, and prevention of diseases. Clinical care is provided by UTHSC clinical practice groups, including University Clinical Health, UT Le Bonheur Pediatric Specialists, UT Methodist Physicians, UT Regional One Physicians, and University Dental Practice.

The University of Tennessee, Knoxville

The University of Tennessee, Knoxville, Tennessee's flagship and land-grant university, serves Tennessee, the region and world through excellence in research, teaching, and engagement. The university educates over 223,000 undergraduate and 6,000 graduate and professional students, has 15600 full-time faculty and offers a multitude of degree programs. Committed to student success and achievement, the university has the highest first-to-second year retention rate, highest four-year graduation rate, and highest six-year graduation rate for undergraduate students among the state's public institutions. UTK is the only public university in Tennessee to hold the highest Carnegie Classification of Doctoral University, Very High Research Activity, showcasing a commitment to the production of new knowledge across all fields of inquiry. A unique and vital research partnership with Oak Ridge National Laboratories is one of the university's distinguishing programs, sharing faculty and several joint institutes contributing research and innovations in areas such as clean energy, security, computing and nuclear systems. University initiatives like Experience Learning bring students into research partnerships alongside faculty in order to prepare the students for the challenges of a rapidly changing and increasingly global work force. As the Tennessee Volunteers, serving the communities and those around us through service, education, engagement and research is foundational. UTK is proud to be recognized as a Carnegie Community Engagement institution. With top-ten nationally ranked programs in nuclear engineering, supply chain management, and printmaking as well as more than 20 other programs ranked among the best in their fields, the university is committed to continuous improvement to benefit its students, the pursuits of the state, and the citizens of Tennessee.

The University of Tennessee at Martin

~~The primary purpose of~~ The University of Tennessee at Martin ~~is to provide~~ a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. ~~In addition, the university is dedicated to meeting life-long educational needs by providing graduate programs, distance learning opportunities and other creative endeavors.~~ ~~Furthermore~~ Located in Northwest Tennessee, the university is committed to advancing the regional and global community through teaching, scholarly activities, research and public service. ~~Located in Northwest Tennessee on a largely residential campus, the university predominantly~~ The university serves over 7,200 undergraduate and 500 graduate students, ~~(95 percent of total enrollment).~~ offering programs on the main campus, at its centers in Ripley, Selmer, Somerville, Parsons, and Jackson, and online. UT Martin is a selective institution that provides outreach programs ~~and special services~~ for sub-populations including first-generation, adult, and transfer students. The most recent six-year graduation rate was 47.72 percent. UT Martin's Carnegie Classification is Masters Medium, with select graduate offerings in Education, Business, Family and Consumer Sciences, Agriculture and Natural Resources, and Strategic Communications. The campus is committed to encouraging community engagement and leadership enhancement and has received national recognition for its commitment to volunteering, service learning, and civic engagement.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 200

Committee: Education, Research, and Service

Item: **Proposed Department Name Change, Haslam College of Business, UTK**

Type: Action

The University of Tennessee, Knoxville, requests to change the name of the Department of Management to the Department of Management and Entrepreneurship. The proposed change has the support of Chancellor Plowman, Provost Manderscheid, Dean Mangum of the Haslam College of Business, Department Head Anne Smith, and the department faculty (16:1).

In recent decades, the field of entrepreneurship has experienced considerable growth, with now over 4,000 universities offering courses in this subject area and more than 80 offering focused training at the doctoral level. Although some institutions now have separate Departments of Entrepreneurship, others have begun including this field of study jointly with Departments of Management (e.g., Universities of Indiana, Iowa, and Colorado, Arizona State, and DePaul University). Moreover, two new faculty hires at UTK (Drs. Melissa Cardon and Tim Pollock) bring strong and internationally renowned reputations in the area of entrepreneurship and represent the department's commitment to this field of study. UTK's Haslam College of Business will host the 2020 Babson College Entrepreneurship Research Conference in June, highlighting additional support for – and engagement in – this important area of scholarship and teaching.

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 department name change from the Department of Management to the Department of Management and Entrepreneurship in the Haslam College of Business at The University of Tennessee, Knoxville.



October 9, 2019

To: Provost David Manderscheid
Chancellor Donde Plowman

From: Dean Stephen Mangum, Haslam College of Business *SM*

RE: Departmental Name Change Request

The faculty in the Department of Management recently (9/27/19) voted (16 for the change, 1 against/for another name) to change the name to the department to the **Department of Management & Entrepreneurship**. The department head, Dr. Anne Smith, and the Haslam College of Business' deans team, support and endorse the proposed name change.

Entrepreneurship as a discipline has grown in prominence over the past 40 years. One indication of this progression is the growth in prestige of entrepreneurship journals such as the *Journal of Business Venturing*, which now is listed in the *Financial Times* top 50 journals used in several business school research rankings.

JBV Editor Jeff McMullen (2019) recently explained the growth of entrepreneurship in business schools as follows:

In the late 1990s and early 2000s, undergraduate and graduate majors began at most universities, and faculty began to receive formal training in researching entrepreneurship. Now, there are well over 4000 universities offering entrepreneurship-related courses (Kuratko, 2020). In the 2010s, doctoral students at many universities stopped concentrating on entrepreneurship as a focus within strategic management or organizational behavior and began receiving doctorates in entrepreneurship as a field unto itself. As a result, the Entrepreneurship Division of the Academy of Management grew four-times faster than the broader Academy from 2012 to 2016, more than 80 universities around the world now offer doctoral training in entrepreneurship (Katz, 2018), and the overlap between entrepreneurship and adjacent fields, such as strategy or organizational behavior, has diminished significantly as entrepreneurship has developed its own scholarly conversations and journals.

With this growth, a number of business schools have created separate departments of Entrepreneurship (e.g., Syracuse; Louisiana State; Oklahoma; Baylor) or made changes including entrepreneurship with management in the department name (e.g., Indiana; Iowa; Arizona State; Colorado; DePaul; VCU). In other words, we are not unique and are in good company in considering this type of name change.

Further supporting this change and reflective of several of the trends mentioned above in the McMullen quote:

- (1) The department's strong commitment to entrepreneurship research is evident in its recent hiring and research output. The department's two Fall 2018 hires (Melissa Cardon and Tim

Office of the Dean

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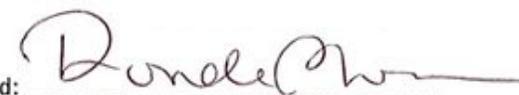
Flagship Campus of the University of Tennessee System 

Pollock) have brought strong internationally recognized entrepreneurship reputations to the department. Associate Professor David Williams (field editor along with Melissa Cardon at *Journal of Business Venturing*) and Assistant Professor David Gras provide further intellectual grounding and publications in entrepreneurship. Outside of these four prominent entrepreneurship scholars, many other tenure/tenure-track faculty members in the department are actively engaged in the East Tennessee entrepreneurship eco-system and/or have published entrepreneurship-related research.

- (2) A movement to greater entrepreneurship focus has occurred in the department's PhD program. A few years ago, the doctoral program was renamed -- from Strategy and Organizations to its current Strategy, Entrepreneurship and Organizations (SEO) doctoral program. This codified that most of their students were pursuing entrepreneurship studies, which, in turn, has improved their positioning in the market for assistant professor positions.
- (3) External recognition of the department's entrepreneurship scholarship is not only seen in faculty's leadership roles in journals and active involvement in professional societies, but also in the selection of Haslam College to host the Babson College Entrepreneurship Research Conference (BCERC) in June 2020. BCERC is the largest entrepreneurship conference -- over 350 academics from around the world will be in Knoxville for this conference.
- (4) Entrepreneurship is increasingly becoming a focus of the department's undergraduate program. For example, the third largest collateral in the college now is entrepreneurship. Entrepreneurship and Early-Stage Ventures will soon likely become a designated track within the Management major. The department also manages the university level Entrepreneurship and Social Entrepreneurship minors.

The proposed name change is an important component in the developing strategic direction of this department. We appreciate your consideration of this proposed action and request your approval.

Approved: 
Dr. David Manderscheid, Provost

Approved: 
Dr. Donde Plowman, Chancellor

References:

McMullen (2019, page 413): <https://doi.org/10.1016/j.jbusvent.2019.02.004>).

Kuratko, D.F., 2020. *Entrepreneurship: Theory, Process, Practice*, 11th ed. Cengage/Southwestern Publishers, Mason, OH.

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THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020

Committee: Education, Research, and Service

Item: **Certification of Degrees Conferred, 2019 Fall 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 Fall 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 *December 13 & 14, 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

2-10-2020

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *December 13 & 14, 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

Nancy L. Neal
Name

UTC Bursar
Title

02/10/2020
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred on *December 12, 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

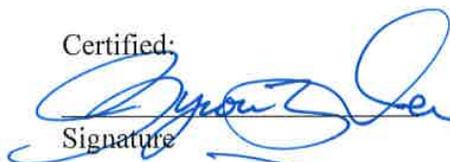
Registrar
Title

2/7/2020
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 on *December 12, 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

BRYAN PORTER

Name

BURSAR

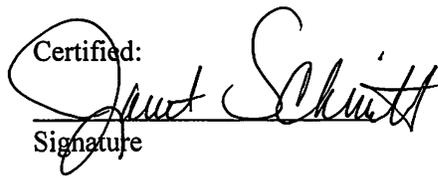
Title

02/07/2020

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on December 14, 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

Interim University Registrar
Title

2/10/2020
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 on December 14, 2019 have satisfied all debts and obligations owed to the University in accordance with requirements of state law for Fall Semester 2019. 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

Susan Forman
Name

Bursar
Title

February 10, 2020
Date



Registrar's Certification to the Chancellor

I hereby certify that all University of Tennessee, Martin students on the attached list have satisfied all degree requirements. By the attached certification, the Bursar has certified that these students have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Martha M. Barnett
Signature

Martha M. Barnett
Name

Registrar
Title

1-27-2020
Date

Chancellor's Approval for Conferral of Degrees

Upon the certifications of the Registrar and the Bursar, I hereby approve conferral of degrees on the students on the attached list.

Approved:

Keith S. Carver, Jr.
Signature

Keith S. Carver, Jr.
Name

Chancellor
Title

January 27, 2020
Date



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

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

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

1/27/2020
Date



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020

Committee: Education, Research, and Service

Item: **Grant of Tenure upon Initial Appointment, UTK**

Type: Action

Presenter: Randy Boyd, Interim President

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

- (1) The tenure candidate was tenured at the institution from which she was 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; the candidate 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 Dr. Ellen McIntyre in her faculty appointment.

Committee Action

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

Resolved: The Board of Trustees hereby grants tenure to the following individual in her faculty appointment at The University of Tennessee, Knoxville:

Dr. Ellen McIntyre, Department of Theory and Practice in Teacher Education in the College of Education, Health, and Human Sciences.

UT THE UNIVERSITY OF TENNESSEE
ACADEMIC AFFAIRS AND STUDENT SUCCESS

MEMORANDUM

DATE: January 27, 2020
TO: Interim President Randy Boyd
FROM: Linda C. Martin, Vice President 
SUBJECT: Tenure Upon Initial Appointment Recommendations for UTK

The revised Board Policies on Academic Freedom, Responsibility and Tenure approved by the Board on March 23, 2018, require Board approval of the President's recommendation for any faculty member to be tenured upon initial appointment. The policy requires that the President's recommendation include documentation of compliance with all tenure review and recommendation procedures required by the Board policy and as established by the campus.

The policy provides that the Board will grant tenure upon initial appointment only if:

- (1) the President's recommendation includes documentation of compliance with all tenure review and recommendation procedures required by the Board policy and the campus; and
- (2) the proposed appointee holds tenure at another higher education institution and the Board determines that the President has documented that the candidate cannot be recruited to UT without being granted tenure upon initial appointment; or
- (3) the Board determines that the President has documented other exceptional circumstances warranting the grant of tenure upon initial appointment.

Chancellor Donde Plowman recommended one candidate for tenure upon initial appointment. The faculty member being recommended is:

Dr. Ellen McIntyre, Professor and Dean, Department Theory and Practice in Teacher Education, College of Education, Health, and Human Sciences. Dr. McIntyre held tenure at the University of North Carolina-Charlotte, from which she was recruited.

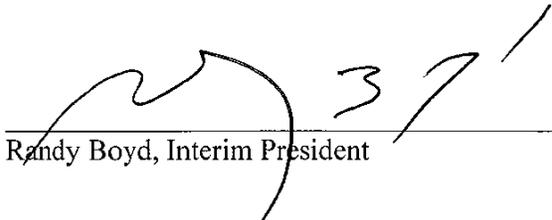
Chancellor Plowman provided additional information on this candidate, and I have carefully reviewed these materials. All appropriate levels of review have occurred and the documentation confirms the department's tenured faculty and, if applicable, college promotion and tenure committee votes.

Dr. Ellen McIntyre was recruited from the Cato College of Education at UNC-Charlotte to an appointment as Professor and Dean in the College of Education, Health, and Human Sciences. She began her academic career in 1990 as an assistant professor at the University of Louisville where she was promoted to associate professor and granted tenure in 1995 and promoted to professor in 2000; she was also designated as a University Faculty Scholar in 1996 with reappointments in 2001 and 2006. In 2007 she became the department chair in Elementary Education at North Carolina State University and in 2012 became the interim Associate Dean for Academic Affairs. She has served as the Dean of the Cato College of Education at the University of North Carolina at Charlotte for the last six years. With over 75 peer-reviewed papers or book chapters and co-authoring 7 books, Dr. McIntyre’s record of scholarship is more than notable, as well as having been awarded upwards of \$6 million in research funding as either Principal Investigator or Co-PI. She has an extensive presentation history with over 50 given since 2000 and has been in leadership roles in several national and international professional organizations. Dr. McIntyre’s application for tenure has strong support from the chancellor and provost and received unanimous favorable votes from college and department committees.

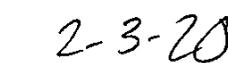
Dr. McIntyre could not have been successfully recruited without being considered for the grant of tenure in his initial appointment.

If you concur with the recommendations from Chancellor Plowman, please sign below, and I will transmit this documentation to Cynthia C. Moore for consideration at the Winter Board meeting.

I recommend tenure for Dr. McIntyre in the Department of Theory and Practice in Teacher Education at The University of Tennessee, Knoxville.



Randy Boyd, Interim President



Date

Attachments: Letter of Support

C: Cynthia C. Moore



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

January 6, 2020

TO: Linda C. Martin, Vice President for Academic Affairs and Student Success

FROM: Donde Plowman, Chancellor

CC: David Manderscheid, Provost and Senior Vice Chancellor
Jefrey Fairbrother, Interim Dean, College of Education, Health, and Human Sciences

SUBJECT: Recommendation for Tenure upon Initial Appointment for Dr. Ellen McIntyre

I have completed my independent review of Dr. Ellen McIntyre’s dossier, and I am writing to inform you that I fully support the recommendation that tenure be granted upon her hire as professor in the Department of Theory and Practice in Teacher Education and dean of the College of Education, Health, and Human Sciences.

Dr. McIntyre will bring a distinguished scholarly record and extensive experience as a department head and dean. The external reviewers call her a world-class scholar and leader in her field. One credits her with the courage of challenging faculty to join her in her thought-leadership “in order to address inequities in the teacher education discipline.” I am thrilled to welcome her to campus, and I look forward to the impact that she will have on our College of Education, Health, and Human Sciences as well as on our state.

Dr. McIntyre was carefully selected for this position from an outstanding pool of candidates after a national search. The search began in early August and concluded in time for her to take up her position with us in late January 2020. I request that you present her case to the Board of Trustees at its next meeting. Unanimous support at all levels, indicate that she exceeds all requirements for tenure.

Please let me know if you have any questions.

Office of the Chancellor
527 Andy Holt Tower, Knoxville, TN 37996-0184
865-974-3265 865-974-4811 fax chancellor.utk.edu

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Flagship Campus of the University of Tennessee System 



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date:	February 19, 2020
Committee:	Education, Research, and Service
Item:	<u>New Academic Program - Bachelor of Science Degree in Education, Deaf Studies Major, American Sign Language Education Concentration, UTK</u>
Type:	Action
Presenter:	David Manderscheid, Provost and Senior Vice Chancellor, UT Knoxville

The University of Tennessee Knoxville's College of Education, Health, and Human Sciences proposes a new Bachelor of Science in Deaf Studies with an ASL Education Concentration. Housed in the Department of Theory and Practice in Teacher Education, the proposed program will provide a desirable major for those interested in deaf-related professions, and will serve as a pathway for students seeking licensure as ASL teachers. During the program, students will complete the necessary prerequisite courses for ASL teaching, attain ASL linguistic and metalinguistic competencies, and experience supported field placements in ASL. A student's successful completion of a yearlong ASL Education Professional Internship will lead to initial teacher licensure in ASL Education Pre-K to 12th grade. Students may elect to take 12 additional credits to earn a master's degree in Teacher Education. The proposed major and concentration are comprised of 120 credits. Progression to the ASL Education concentration is competitive and will require a 2.75 cumulative GPA after 45 credits of general education courses, successful completion of ASL 211 with a B or higher, completion of a successful interview, and admission into Teacher Education. As local, regional, and national indicators suggest, there is a clear need for licensed ASL teachers. In recent years, enrollment data at UTK in ASL and nationwide indicate that students desire to study ASL, as numbers have remained strong or increased.

Interim President Boyd and Chancellor Plowman recommend approval of the proposed Bachelor of Science in Deaf Studies with an ASL Education Concentration at UT Knoxville.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.1

Committee Action

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

Resolved: The Board of Trustees hereby (i) approves the proposed new academic program at UT Knoxville leading to a Bachelor of Science in Deaf Studies with an ASL Education Concentration, and (ii) authorizes the administration to submit the proposal to the Tennessee Higher Education Commission for approval.

THEC: New Academic Program Proposal

Institution:	The University of Tennessee, Knoxville (UTK)
College:	The College of Education, Health, and Human Sciences
Department:	Theory and Practice in Teacher Education
Title of Degree:	Bachelor of Science degree in Education, Deaf Studies major, American Sign Language Education concentration
Formal Degree Abbreviation:	Deaf Studies
CIP/THEC Code:	05.0211
CIP Code Title:	Deaf Studies
Proposed Implementation Date:	Fall 2020
Academic Program Liaisons:	<p>Linda C. Martin, VP of Academic Affairs & Student Success 821 Andy Holt Tower University of Tennessee System, 37996 Phone number: 865-974-6289 Email: lcmartin@tennessee.edu</p> <p>Kimberly Wolbers, Associate Professor Department of Theory and Practice in Teacher Education A214 Bailey Education Complex University of Tennessee System, 37996 Phone number: 865-974-2375 Email: kwolbers@utk.edu</p>



MIKE KRAUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
PARKWAY TOWERS, SUITE 1900
404 JAMES ROBERTSON PARKWAY
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

BILL LEE
Governor

July 26, 2019

President Randy Boyd
University of Tennessee
800 Andy Holt Tower
Knoxville, TN 37996

Dear President Boyd:

Thank you for the revised submission of the Letter of Notification (LON) for the proposed Deaf Studies, Bachelor of Science program. Per THEC Policy A1.0 – *New Academic Programs: Approval Process*, the LON is evaluated on the following criteria: alignment with state master plan and institutional mission, need, sustainable demand, program costs and revenues; institutional capacity to deliver the proposed academic program; and avoidance of duplication.

I approve University of Tennessee – Knoxville’s LON to plan the Deaf Studies, Bachelor of Science program. As UTK develops the New Academic Program Proposal (NAPP), all concerns italicized on the attached LON evaluation must be reflected in the NAPP. It is understood the proposed program will be developed in accordance with the mission of UTK and will meet the *Master Plan for Tennessee Postsecondary Education 2015-2025* degree completion and workforce development objectives.

The LON projects implementation of an approved Deaf Studies, Bachelor of Science program in fall 2020. Please be advised, the Letter of Notification will be posted on the THEC website for public disclosure.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Krause', is written over a light blue rectangular background.

Mike Krause

Attachment

cc: Dr. Linda Martin
Dr. Karen Brinkley Etzkorn
Dr. Donde Plowman
Dr. Kimberly Wolbers
Betty Dandridge Johnson

Tennessee Higher Education Commission
Letter of Notification Evaluation
July 26, 2019



The evaluation of the Letter of Notification (LON) is in accordance with the *THEC Policy A1.0 New Academic Programs: Approval Process*. The evaluation is conducted by interested parties and THEC staff. The LON is posted on the THEC website for a 15 day period of comment by interested parties. Based on the internal and external evaluation, THEC will make a determination of the LON to support, not to support, or defer a decision based on a revised LON.

Institution: University of Tennessee, Knoxville	LON Submission Date: May 9, 2019
Academic Program, Degree Designation: Deaf Studies, Bachelor of Science (concentration in American Sign Language (ASL) Education)	
Proposed CIP Code/Title: 05.0211 (Deaf Studies)	
Proposed Implementation Date: Fall 2020	
Time Period Posted on Website for Public Comment: May 10-24, 2019	

Note: Comments in italics within this document should be addressed in the NAPP submission.

Criteria	Comments
Letter of Support from President/Chancellor	<ul style="list-style-type: none"> ▪ Letter from Dr. Linda Martin providing support was dated April 26, 2019. The letter was accompanied by a May 6 2019 request from Provost David Manderscheid to President Randy Boyd to submit LON to THEC for consideration.
Overall Comments	<ul style="list-style-type: none"> ▪ Contingent upon the approval of the Deaf Studies BS program, two concentrations (ASL Education and Educational Interpreting) within the Special Education BS program will move to the proposed program.
Background Concerning Program Development	<ul style="list-style-type: none"> ▪ Overall, LON makes a good case for licensed ASL teachers based on the proposed Deaf Studies program in light of recent legislation that allows ASL courses to satisfy foreign language requirements. The program will expand on courses from an existing ASL minor utilizing existing faculty.
Purpose and Nature of Program	<ul style="list-style-type: none"> ▪ UTK is proposing a 120 credit hour Bachelors of Science program for Deaf Studies with a concentration in American Sign Language education (ASL). This program will be housed in the Department of Theory and Practice in Teacher Education and will be used to prepare those entering the teaching profession who need ASL certifications to teach students with hearing impairments. This program will: <ul style="list-style-type: none"> ○ Increase the knowledge of the Deaf Community and Culture ○ Grow student's ASL linguistic and metalinguistic competencies ○ Develop students' lesson and unit planning skills associated with ASL teaching ▪ Graduates will not be eligible to sit for national certification exams such as National Interpreter Certification, Provisional Deaf Interpreter Credential or Certified Deaf Interpreter.
Alignment with State Master Plan and Institutional Mission	<ul style="list-style-type: none"> ▪ Recent state legislation now permits ASL as a foreign language for high school students, increasing the demand for ASL certified educators significantly across all sectors of education in Tennessee. ▪ By providing more certified ASL educators, UTK will be increasing the supply of

	<p>needed professionals in the state to work with an often under-served population.</p> <ul style="list-style-type: none"> ▪ A Deaf Studies with ASL Education concentration would allow the institution to serve Tennessee populations that are more diverse, such as D/HH residents, through undergraduate programming (leading to post-baccalaureate coursework and teaching internship).
Institutional Capacity to Deliver the Proposed Academic Program	<ul style="list-style-type: none"> ▪ The Department currently offers much of the coursework necessary for the proposed Deaf Studies program based on an existing minor along with a team of eight faculty members qualified to teach in this area. ▪ <i>Please address any potential impact on resources and productivity of moving the two concentrations (ASL Education and Educational Interpreting) within the Special Education BS program to the proposed Deaf Studies, BS program.</i>
Existing programs offered at public and private TN institutions	<ul style="list-style-type: none"> ▪ East Tennessee State University and University of Memphis both offer minors which focus on basic and intermediate ASL culture and history. However, neither institution offers a degree. ▪ Maryville College offers a BA in ASL and Deaf Studies, but the degree does not lead to licensure.
Feasibility Study	
Student Interest	<ul style="list-style-type: none"> ▪ UTK distributed a student interest survey and focus group to gauge students' interest in the proposed Deaf Studies program. A total of 334 students were surveyed with 171 responses: <ul style="list-style-type: none"> ○ Over half of the students currently enrolled in ASL courses reported a desire to at least pursue ASL as a minor. ○ Of those already declared for other majors in the school of Education, 40% of respondents reported that they would have considered Deaf Studies should the option have been available to them. ▪ The majority of students in a focus group of 22 students in the ASL linguistics class were supportive of the proposed program. ▪ There has been a 34 percent increase in language courses at UTK since 2006 and is currently the third highest enrolled language program at UTK.
Local and Regional Need/Demand	<ul style="list-style-type: none"> ▪ There has been an increase in ASL programs across the nation. According to the American Sign Language Teachers Association, the demand for ASL teachers in TN far exceeds the current supply and that UTK will serve a critical need in the state through this program. ▪ There are over 600 students who are deaf in Tennessee schools scattered around the state and with the majority attending local public schools. ▪ 75% of students attend TN public schools and parents are increasingly asking for additional services or mainstreaming these students which put a strain on districts without trained professionals.
Employer Need/Demand	<ul style="list-style-type: none"> ▪ The LON received support from a variety of schools and districts in the state stating they would be interested in this program as not having a certified teacher has been a major roadblock to their adoption of ASL as a language option for students. ▪ This would be the first teacher licensure program for ASL in the state. ▪ In 2016, the US Department of Education documented a shortage of trained educators and a national organization rated the demand for ASL teachers at 4.66 on a 5-point scale.
Future Sustainable	<ul style="list-style-type: none"> • There has been a steady increase of students enrolled in ASL coursework at UTK

Need/Demand	<p>from 203 in 2011-2012 to 711 in 2017-2018.</p> <ul style="list-style-type: none"> ▪ UTK has seen nothing but increased growth and – combined with the recent legislative changes accepting ASL as a foreign language requirement they see sustainable demand and need for this program in the state.
Costs/Revenues	
Program Costs/Revenues	<ul style="list-style-type: none"> ▪ UTK does not foresee any additional costs other than minimal costs for advertising and marketing for the program. All resources needed are currently in place through the existence of other programs in the College.
THEC Financial Projection Form	<ul style="list-style-type: none"> ▪ UTK proposes only minimal expenses related to marketing and membership fees.
Public Comments	
Public Comments	<ul style="list-style-type: none"> ▪ No public comments were submitted.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020

Committee: Education, Research, and Service

Item: **New Academic Program – Master of Legal Studies, UTK**

Type: Action

Presenter: David Manderscheid, Provost and Senior Vice Chancellor, UT Knoxville

The University of Tennessee Knoxville’s College of Law proposes a new Master of Legal Studies (MLS) program. The MLS is a newly emerging degree offered by law schools as an alternative to the typical three-year Juris Doctorate (J.D). Currently, over 63 American Bar Association-accredited law schools have established such programs, including several of the University of Tennessee, Knoxville’s peer and aspirational schools (e.g., University of Georgia, University of Nebraska, and University of Minnesota). The primary target audience for enrollment in the program will be individuals who already hold an undergraduate degree and whose careers intersect with the law. Such individuals would benefit from a better understanding of the legal process but do not wish to practice law or need the level of in-depth training provided in a three-year J.D. program. Examples include paralegals, healthcare compliance officers, human resources professionals, and social workers, as well as those working in careers pertaining to intellectual property, data privacy, business, real estate, wealth management, and estate planning. Students must complete 30 credit hours to receive the MLS, but will have considerable flexibility in terms of choosing the courses that would best suit their professional goals and interests. As part of the development of the proposed degree, the College of Law will also develop several 15-credit graduate certificates for non-lawyers. The College plans to offer a substantial number of online courses, which will provide program access to many more students across the state and beyond. The proposed MLS program would be the only of its kind in Tennessee.

Interim President Boyd and Chancellor Plowman recommend approval of the proposed Master of Legal Studies at UT Knoxville.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.2

Committee Action

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

Resolved: The Board of Trustees hereby (i) approves the proposed new academic program at UT Knoxville leading to a Master of Legal Studies and (ii) authorizes the administration to submit the proposal to the Tennessee Higher Education Commission for approval.

THEC: New Academic Program Proposal

Institution: University of Tennessee - Knoxville

College: Law

Department: Law

Title of Degree: Master of Legal Studies

Formal Degree Abbreviation: M.L.S.

CIP/THEC Code: 22.9999

CIP Code Title: Legal Professions and Studies, Other

Proposed Implementation Date: Summer 2021

Academic Program Liaisons:

Linda C. Martin, VP of Academic Affairs & Student
Success 821 Andy Holt Tower
University of Tennessee System, 37996
Phone number: 865-974-6289
Email: lcmartin@tennessee.edu

Alex B. Long, Professor of Law
1505 W. Cumberland Ave.
University of Tennessee Campus, 37996
Phone number: 865-974-8600
Email: along23@utk.edu



MIKE KRAUSE
Executive Director

BILL LEE
Governor

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605

January 16, 2020

Mr. Randy Boyd
Interim President
The University of Tennessee
831 Andy Holt Tower
Knoxville, TN 37996

Dear Mr. Boyd:

Pursuant to THEC Academic Policy A1.0 (*New Academic Programs: Approval Process*), THEC staff will support the proposed Master of Legal Studies program at the University of Tennessee, Knoxville. This proposed program has satisfied all of the requirements with conducting an external evaluation and responding satisfactorily to all recommendations and suggestions by the external reviewer. Professor Deborah B. McGregor, Clinical Professor Law Emerita at Indiana University - Robert H. McKinney School of Law served as the external reviewer.

University of Tennessee may now seek approval from your Board of Trustees (BOT). Contingent upon approval by the BOT and a formal request indicating that such approval has been granted, UT may request the Master of Legal Studies program be placed on the Commission's agenda for approval.

Sincerely,

A handwritten signature in blue ink, appearing to read 'MK', is written over a light blue horizontal line.

Mike Krause
Executive Director

cc: Chancellor Donde Plowman
Dr. David Manderscheid
Dr. Linda Martin
Dr. Karen Brinkley Etkorn
Professor Alex B. Long
Betty Dandridge Johnson



Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
October 21, 2019

In keeping with *THEC Policy A.1 New Academic Programs: Approval Process*, the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

Institution: University of Tennessee, Knoxville	NAPP Submission Date:
Academic Program, Degree Designation: Legal Studies, Master of Legal Studies (MLS)	
Proposed CIP Code: 22.9999	CIP Code Title: Legal Professions and Studies, Other
Proposed Implementation Date: August 2020	
External Reviewer: Deborah B. McGregor Clinical Professor of Law Emerita Founding Director, Master of Jurisprudence (M.J.) Program Indiana University - Robert H. McKinney School of Law Indianapolis, IN 46202-3225 317-274-2608 mdmgreg@iu.edu	
New Academic Program Approval Process: Essential Steps	
1) Date of Site Visit: <i>November 4, 2019</i>	
2) External reviewer submit report to UT and THEC (30 days after site visit): <i>December 5, 2019</i>	
3) UTK submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): <i>January 6, 2020</i>	
4) THEC makes determination of whether to support, not support or defer support of proposed program: <i>TBD</i>	
5) If THEC supports the institution's response, UTK may seek approval from BOT: (<i>UT BOT meetings - February 19, June 26, and November 6</i>)	
6) UTK provides documentation of BOT approval and request program to be placed on Commission agenda: (<i>THEC 2020 meeting dates - January 31, May 15, July 23, and November 6</i>)	

Note: Italics reflect concerns based on the NAPP Evaluation conducted by THEC staff.

Criteria	Comments
Letter of Support from President/Chancellor	<ul style="list-style-type: none"> Letter from Interim Chancellor Davis signifying approval on August 2, 2018.
Purpose and Nature of Program	<ul style="list-style-type: none"> The proposed 30 SCH MLS program is geared toward working adults from fields outside of law who intersect with the legal process but do not wish to practice law. The program will be offered for both full-time and part-time students. The College of Law has received ABA acquiescence on November 17-18, 2018 to establish the proposed MLS program. After the MLS is established UTK plans to explore dual degree programs such as Master of Accountancy/Master of Legal Studies. Students will have the option to pursue a graduate certificate as part of the 30 credit MLS or as a stand-alone certificate (12-15 credit hours) in areas such as legal advocacy and dispute resolution, business law, and

	compliance.
Alignment with State Master Plan and Institutional Mission	<ul style="list-style-type: none"> The proposed program aligns with the state master plan and the mission of UTK. There will be a focus on marketable skills leading to career advancement with the potential to broaden the employment market for working adults.
Feasibility Study	<ul style="list-style-type: none"> A feasibility study conducted by EY Parthenon. The study indicated that although "law programs have experienced significant decline in completions since 2012; legal studies programs have shown strong growth in the same period."
Student Interest	<ul style="list-style-type: none"> A survey was distributed to working professionals and current UT graduate students to gauge interest. Ninety percent (18 respondents) indicated that they believed that attaining such a degree would be beneficial to their careers. A focus group was convened consisting of six officers and members of the Smokey Mountain Paralegal Association who unanimously agreed that members of the organization would be interested in pursuing either the MLS or a graduate certificate in Legal Studies. Proposal provides some indication that MLS programs are initially established based on 12 hour graduate certificate programs such as Wake Forest, University of Southern California, and Boston College. Two letters of support are included from law firms which cite the need/demand for this proposed program. Letters of support from other industry partners that intersect with law would have strengthened the proposal.
Local and regional need	<ul style="list-style-type: none"> Healthcare compliance officers and paralegals are referenced as potential professions to target, but it is not clear how the proposed program will benefit individuals in these professions.
Employer need/demand	<ul style="list-style-type: none"> According to U.S. Department of Labor data the projected growth rate in fields that would benefit from the proposed program are growing at rates from 5 percent to 15 percent or higher. These job openings include social worker, compliance manager, arbitrator, information security analysts and paralegal/legal assistant.
Future sustainable need/demand	<ul style="list-style-type: none"> Proposal highlights a substantial need for this type of program on a statewide and national basis. UTK intends to offer a hybrid program which should be attractive to students. The proposal mentioned a substantial pool of students, but enrollment projections predict 2-5 students for the first five years. <i>Several career fields are mentioned as future employers of students with an MLS, however no direct connection was provided from degree to employment.</i> On page 3 of the NAPP, reference is made to the 63 ABA law schools that have established such programs, including "several of the University of Tennessee's peer and aspirational schools." <i>It would be helpful for these schools to be identified along with their enrollment and degree production.</i>

<p>Supporting Documentation of Costs Met through Internal Reallocation or Other Sources</p>	<ul style="list-style-type: none"> ▪ Course offerings will be taught by current faculty and comprised of existing courses leading to minimal initial investment.
<p>Institutional Capacity to Deliver the Proposed Program</p>	<ul style="list-style-type: none"> ▪ The College of Law currently has excess capacity and will not require additional courses, physical space, or faculty to offer the proposed program.
<p>No Unnecessary Duplication</p>	<ul style="list-style-type: none"> ▪ Currently, no other MLS programs are offered in Tennessee.
<p>Public Comments</p>	<ul style="list-style-type: none"> ▪ The Letter of Notification for the proposed Master of Legal Studies program was posted on the THEC website for a 15 day period from August 9-24, 2018. The following comments were provided by one institution: <ul style="list-style-type: none"> ○ The University of Memphis believes that the University of Tennessee, Knoxville's Letter of Notification (LON) proposing a new Master of Legal Studies (MLS) program will succeed in meeting each of these standards. The University of Memphis supports UTK's LON. The MLS offers an alternative to a traditional JD program for those individuals who seek to improve their positions in current employment. MLS programs have proven successful at many law schools because of the advantage they can offer professionals working in non-legal fields. Programs such as that proposed in the LON can be developed efficiently within existing law schools. UTK's LON proposes the first and only such program in the State of Tennessee. ○ UTK should be commended for proposing a degree program that would allow its College of Law to grow in students despite the contraction in JD applications nationally since the recession of 2008. THEC provides a critical service to the State of Tennessee in reviewing and approving new academic programs. The University of Memphis appreciates THEC's consideration of each such proposal and our comments related thereto.
<p>Specific Items Required for the New Academic Program Proposal</p>	
<p>Curriculum</p>	<ul style="list-style-type: none"> ▪ Program learning outcomes are outlined on page 16 of the NAPP: <ul style="list-style-type: none"> ○ Understand the structure of the American legal system ○ Know the function and roles of lawyers and non-lawyers in business, government, law office, and the legal system ○ Able to read and understand legal authorities, identify the relevant issues in a legal matter ○ Communicate relevant legal issues effectively in a legal manner ○ Understand and be able to employ basic concepts and rules of law in both core legal areas and in their own chosen area of specialization. ▪ Summary of curriculum noted on page 4 does not align with Table 3 (Academic Program Requirements) on pages 18-19.

			Page 4	Pages 18-19, 21
		LAW 988 and LAW 990	6	6
		Least 2 courses based on required 1st year JD curriculum	5	5
		1st Year of Upper JD Courses	18	20
		Law 993 (Research Paper) or LAW 994 (Independent Study)	1	1
		Total Credit	30	32
		<ul style="list-style-type: none"> ▪ Students will have the option to earn 2 SCH for the LAW 993 project for a research paper with 10,000 words. Another option provided on page 21 references the LAW 994 Independent Study (1-4 credit hours). ▪ Syllabi are listed in Appendix E (see page 6 of this document for course listing). ▪ <i>Since student's academic interests will vary based on industry (e.g. healthcare, human resources) it would be helpful to develop "sample" curriculum plans that would outline the elective courses.</i> 		
Academic Standards		<ul style="list-style-type: none"> ▪ MLS students will be admitted to UTK's Graduate School. ▪ Admission requirements are outlined on pages 22-23 for US and non-US applicants: <ul style="list-style-type: none"> ○ Bachelor's degree ○ Minimum of 2.7 GPA overall undergraduate GPA or 3.0 for senior year ○ Personal statement ○ Two letters of recommendations ○ Resume ▪ Retention – MLS will be graded on the same numerical basis as JD students but their assignments will be graded against each other. <i>How will this be addressed in the initial enrollment period with projections of 2-5 students enrolled? For some courses, there is a possibility that only one MLS student may be enrolled.</i> 		
Program Enrollment and Graduates			Enrollment	Graduates
		Year 1	2	
		Year 2	4	2
		Year 3	4	2
		Year 4	5	3
		Year 5	6	3
		Year 6	8	5
		Year 7	8	5
		<ul style="list-style-type: none"> ▪ <i>Overall, continued concern regarding the low number of students expected to enroll in the proposed MLS program. Given the decline of the first year JD students by approximately 20-30 students and the expected student interest for this program, please explain the low number of students projected for the initial implementation.</i> 		
Equity		<ul style="list-style-type: none"> ▪ <i>With such a limited class size, how will the proposed MLS program recruit, retain, and graduate a diverse population of students? The UTK Law School is diverse</i> 		

	<p>with 59% women and 27% of students of color.</p> <ul style="list-style-type: none"> ▪ <i>What role will the College's Director of Diversity and Inclusion have in the proposed MLS program?</i>
Administrative Structure	<ul style="list-style-type: none"> ▪ The program director for the proposed MLS program will be a full-time faculty member and will report to the Dean, College of Law. ▪ Professor Alex Long has been identified as the program director. Professor Long came to UTK in 2007 after teaching at the Oklahoma City University School of Law for five years. He served as the associate dean for academic affairs from 2014-2018.
Faculty Resources	<ul style="list-style-type: none"> ▪ A total of 38 full-time faculty are available to teach in the program. No additional full-time faculty will be needed. Some adjunct faculty will teach upper-level electives. ▪ Roster of faculty is listed in Table 7 (see pages 26-27). <i>All faculty CVs are provided with the exception of:</i> <ul style="list-style-type: none"> ○ <i>Rebecca Bryant</i> ○ <i>Carol Collins</i> ○ <i>George Kuney</i> ○ <i>Sibyl Marshall</i> ○ <i>Penny White</i>
Library and Information Technology Resources	<ul style="list-style-type: none"> ▪ No additional library or information technology resources are needed.
Support Resources	<ul style="list-style-type: none"> ▪ The College of Law and the College of Social Work recently agreed to offer a forensic social work graduate certificate. ▪ No additional support resources are needed for the proposed MLS program.
Facilities and Equipment	<ul style="list-style-type: none"> ▪ No additional facilities or equipment are needed or anticipated for the proposed MLS program.
Marketing and Recruitment	<ul style="list-style-type: none"> ▪ As reflected on page 31 of the NAPP, the College of Law's Director of Communications will develop a series of marketing materials with an emphasis that the proposed MLS program is geared towards working professionals.
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Assessment methods are outlined on pages 32 and 33. <i>Correction to the number of electives will be needed to align with overall curriculum requirements.</i>
Accreditation	<ul style="list-style-type: none"> ▪ The ABA does not accredit master's programs. UTK was required to obtain "acquiescence" from ABA after verification that the proposed MLS program would not detract from the College's ability to maintain a sound JD program. ▪ <i>On page 35, please correct the reference to Appendix F for the ABA accreditation documents.</i>
Letters of Support	<ul style="list-style-type: none"> ▪ George Lewis of Baker, Donelson Law Firm ▪ John Brock of Gentry, Tipton & McLemore Law Firm
Funding	<ul style="list-style-type: none"> ▪ Costs associated for program implementation include marketing (annual estimate of \$2500) and compensation for communication director (annual estimate of \$5000)

	Year 1	Year 2	Year 3	Year 4	Year 5
Communication Director	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Marketing	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
Total Expenditures	\$ 7,500	\$ 7,650	\$ 7,803	\$ 7,959	\$ 8,118
Student Projections	2	4	4	5	6
Tuition and Fees	\$ 18,780	\$ 39,060	\$ 40,620	\$ 52,800	\$ 65,800
Institutional Reallocations	\$ (11,280)	\$ (31,410)	\$ (32,918)	\$ (44,841)	\$ (57,682)
Balanced Budget Line	\$ 7,500	\$ 7,650	\$ 7,702	\$ 7,959	\$ 8,118

- Appendix E – Syllabi
 - ***LAW 998 – The Structure and Operation of the American Legal System (on-line course)***
 - ***LAW 990 – Intro to Legal Reasoning and Communication (on-line course)***
 - **Civil Procedure I**
 - **Civil Procedure II**
 - **Contracts I**
 - **Contracts II**
 - **Criminal Law**
 - **LAW 810 – Property Law**
 - **Torts I**
 - **Torts II**
 - Alternative Dispute Resolution
 - LAW 827 – Business Associations (but course description refers the course as Business Organizations)
 - LAW 896 – Law of the Workplace Law
 - Health Law
 - LAW 959 – Intellectual Property

Bold and italicized denotes the two prerequisite courses that are referenced on pages 18-19

Bold denotes options for core courses that are referenced on pages 18-19



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 19, 2020
Committee: Education, Research, and Service
Item: **Proposed Faculty Handbook Revision, UTK**
Type: Action
Presenter: Linda C. Martin
Vice President for Academic Affairs and Student Success

Per the Board of Trustees Policies Governing Academic Freedom, Responsibility, and Tenure (BT0006), campus Faculty Handbook changes must be approved by the Board of Trustees. UTK's proposed revisions include:

- Section 4.2.9: Adding the rank of emeritus for non-tenure-track faculty who have attained the highest rank in the category of their appointment
- Section 4.5.2: Addition of requirement that departments and colleges define criteria and expectations for the promotion of non-tenure-track faculty
- Appendix: Evaluation and Promotion of Non-Tenure-Track Faculty: Appendix provides guidance on the procedures for evaluation and promotion of non-tenure-track faculty, similar to that provided for tenure-track faculty

These changes have been reviewed by the Vice President for Academic Affairs and Student Affairs, the Office of the General Counsel, and were unanimously approved by the UTK Faculty Senate.

The proposed revisions are shown 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 hereby approves the proposed revisions to the UTK Faculty Handbook presented in the meeting materials, which shall be attached to this Resolution following adoption.



To: Linda Martin, Vice President for Academic Affairs and Student Success
Ryan Stinnett, Interim General Counsel

Cc: Frank Lancaster, Associate General Counsel
Lela Young, Associate General Counsel

FROM: David Manderscheid, Provost and Senior Vice Chancellor

DATE: January 14, 2020

RE: Revisions to the UTIA / UTK Faculty Handbook

As required by the Board of Trustees Policies Governing Academic Freedom, Responsibility, and Tenure (BT0006), we hereby submit the following changes to the UTIA / UTK *Faculty Handbook* for approval.

The changes have been reviewed by the Office of the General Counsel and were passed unanimously by the UTIA / UTK Faculty Senate on Monday, January 13, 2020.

Summary of Changes

- *Section 4.5.2:* Addition of requirement that departments and colleges define criteria and expectations for the promotion of non-tenure-track faculty
- *Section 4.2.9:* Adding the rank of emeritus for non-tenure-track faculty who have attained the highest rank in the category of their appointment
- *Appendix: Evaluation and Promotion of Non-Tenure-Track Faculty:* Appendix provides guidance on the procedures for evaluation and promotion non-tenure-track faculty, similar to that provided for tenure-track faculty. The appendix had previously appeared in the UTK Manual for Faculty Evaluation (MFE). The MFE had six “parts.” The first five parts concerned evaluation and review processes for tenured faculty. During the 2018-19 academic year, those parts were revised and moved to the UTIA-UTK Faculty Handbook so that all important documents related to employment processes for tenure-line faculty were contained in a single place. We did not complete the revision of Part VI, “Promotion of Non-Tenure-Track Teaching Faculty” in time to bring it before the Board during AY 18-19. Revisions were completed during the current academic year and passed by the UTIA / UTK Faculty Senate at the January meeting, as stated above. The appendix was also revised so that it would apply to all non-tenure-track faculty rather than only to non-tenure-track teaching faculty.

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

4.2.9 Rank of Emeritus or Emerita

At the discretion of the chancellor and upon the recommendation of the department head, dean, and chief academic officer, faculty members who are distinguished lecturers, research professors, clinical professors, professors of practice or extension professors at the time of retirement may be awarded the rank of emeritus or emerita.

...

4.5.2 NTT Promotion Criteria

The criterion for promotion of NTTF is excellence in performing the primary responsibilities established in the initial appointment document and recorded in the annual performance and planning reviews. Promotion criteria are to be weighted in relation to the faculty member's assigned responsibilities. It is the responsibility of departments and colleges to define excellence in terms of their respective disciplines. Each college may establish a statement of criteria and expectations, which elaborates on the general criteria found in this handbook and is consistent with the mission of the college and the professional responsibilities normally carried out by non-tenure-track faculty members in the college. Each department shall establish more detailed criteria for promotion in that unit that are consistent with but may be more specific than the criteria stated in this handbook and any criteria established by the college and campus. Departmental criteria for promotion shall not be required if more specific criteria have been established by the applicable college, and the dean and chief academic officer have approved application of the college criteria in lieu of departmental criteria. College criteria for promotion shall be effective upon approval by the chief academic officer and will be published in the bylaws of the college. Departmental criteria for promotion shall be effective upon approval by the dean and chief academic officer and will be published in the bylaws of the department.

...

APPENDIX: EVALUATION AND PROMOTION OF NON-TENURE-TRACK FACULTY**A. ANNUAL PERFORMANCE AND PLANNING REVIEW (APPR) OF NON-TENURE-TRACK FACULTY (NTTF)**

- 1. Policies governing APPR for NTTF** can be found in Section 4.3 of this handbook.
- 2. APPR timetable:** All NTTF are evaluated annually on their performance during the previous calendar year. The one-year period is referred to as the "Evaluation Period." Deadlines for submission of APPRs are set by the chief academic officer and published annually in the Faculty Evaluation Calendar.
- 3 Limitations on communications during APPR:** The annual review process exists to provide fair, objective, and constructive feedback and relevant support to faculty members. As a means of preserving the integrity of the process, until the APPR has been fully executed by the chief academic officer, neither the faculty member under review nor any administrator managing or conducting the review is permitted to communicate substantive information about the review with others involved in the review process, especially those charged with making a

recommendation at subsequent stages of review, without the consent of all others involved in the review process. For example, a department head shall not communicate with a dean about the substance of a faculty member's review except through the transmission of the APPR materials. Nothing in this paragraph is intended to prohibit a faculty member under review from (a) consulting with his or her mentor regarding the substance or process of the review, (b) consulting with a University ombudsperson, (c) consulting with representatives of the Office of Equity and Diversity, or (d) pursuing possible rights of appeal available under Chapter 5 of this handbook.

4. Procedure for APPR for non-tenure-track faculty

- a. **Preparation for the APPR:** The department head or designee manages the process of annual review of non-tenure-track faculty in a timely way to ensure compliance with all deadlines for submission of the review forms to the dean and chief academic officer. Colleges may establish their own calendars for the NTT APPR process as long as they do not conflict with this handbook or the Faculty Evaluation Calendar, as published by the chief academic officer. In the event of a conflict, this handbook or the Faculty Evaluation Calendar governs.
 - 1) **Adequate Notice to NTTF:** The department head or designee will inform the departmental NTTF of the schedule for the reviews, any materials that should be prepared and submitted for the reviews, and schedule the annual review conference with each NTTF member at least two weeks in advance of the date of the conference to allow faculty adequate notice to prepare the required materials.
 - 2) **Documents prepared by the faculty member.** The faculty member prepares and submits the following documents in advance of the conference with the department head or designee.
 - a) a summary of the past year's work and accomplishments as stipulated in the current letter of appointment and further developed in the previous year's annual review;
 - b) any additional work or professional activities that have provided a benefit to the university;
 - c) a list of specific plans and goals for the upcoming year;
 - d) a current curriculum vitae;
 - e) any documentation requested by the department head or required by departmental or collegiate bylaws that evidences the faculty member's activities during the evaluation period, which may include documentation of accomplishments in teaching, research/scholarship/creative activity, service, or other area of performance as stipulated in the current appointment letter.
- b. **The Department Head's Evaluation.** The department head or designee will conduct a scheduled conference with the faculty member (a) to discuss the faculty member's goals and accomplishments during the evaluation period, with primary focus on accomplishments in the areas of effort enumerated in the faculty member's most recent departmental appointment letter or the previous year's APPR documents and, at the faculty member's discretion, address any other work which has benefited the university; (b) formulate goals for the coming year; (c) formulate an updated assignment of effort for

the coming year, consistent with the faculty member's assigned responsibilities and goals. The department head or designee documents the APPR on the online Faculty Review System, with attachments as necessary. The department head or designee's review must rely on and include only documented and substantiated information available at the time of the review; it should not be based on rumor or speculation. The review will be based on procedures and standards set forth in this handbook and all applicable bylaws.

- 1) **Assigning ratings for the faculty member's performance:** The department head or designee indicates on the online Faculty Review System whether the performance of the faculty member for the entire evaluation period far exceeds expectations for rank, exceeds expectations for rank, meets expectations for rank, falls short of meeting expectations for rank, or falls far short of meeting expectations for rank, based on previously established objectives for that faculty member, departmental bylaws, and the current appointment letter.
- 2) **Performance and goals-setting narrative.** The department head or designee writes a narrative that (a) describes and discusses the faculty member's progress on attaining the previous year's goals and the faculty member's performance in the areas of effort stipulated in the current appointment letter, and (b) records the faculty member's assignment for the coming year.
 - a) **Exception to the requirement for a narrative:** For faculty members who hold multi-year appointments, the department head or designee may, but is not required to, write a narrative for a faculty member in any year in which the faculty member meets expectations, unless (i) the faculty member requests that the department head write a narrative in that year, or (ii) it has been three years since the department head has written a narrative for that faculty member, or (iii) the faculty member is up for reappointment.
- 3) **Department head or designee's signature:** Upon completing the APPR, the department head or designee signs the review, at which point it is transmitted to the faculty member for his or her review.
- 4) **Faculty member's review of the APPR and the right to submit a written response:** The faculty member shall be allowed 14 days from the date of receipt of notice that the department head or designee has signed the APPR to review the APPR and submit any written response. The response should be uploaded to the Faculty Review System, where it will be accessible to the department head, the dean, and the chief academic officer. If the faculty member fails to upload a response within 14 days, she or he relinquishes the right to respond.
- 5) **Faculty member's signature:** The faculty member signs the APPR. The faculty member's signature indicates that he or she has read the review, but the signature does not necessarily imply agreement with the performance and goals-setting narrative, performance evaluation, or other contents.

c. **Dean's review of the APPR.**

- 1) **Reviewing and signing the APPR:** The dean or the dean's proxy reviews the APPRs submitted by each department head or designee and signs them in the Faculty Review System, indicating either concurrence with or dissent from the department head's rating of each faculty member.
 - a) **Dissent from the department head or designee's rating.** In cases where the dean does not concur with the department head or designee's rating, the dean (i) assigns a different rating, indicating whether the performance of the faculty member far exceeds expectations for rank, exceeds expectations for rank, meets expectations for rank, falls short of meeting expectations for rank, or falls far short of meeting expectations for rank, based on previously established objectives for that faculty member, departmental bylaws, and the current appointment letter; and (ii) prepares a written rationale summarizing the reasons for his or her dissent from the department head or designee's rating. The dean's rating and rationale is recorded in the Faculty Review System, where it is available to the faculty member, the department head or designee, and the chief academic officer.
 - 2) **Faculty member's and department head or designee's right to respond.** The faculty member and the department head or designee each shall be allowed 14 days from the date of receipt of notice of the dean's final rating and rationale to submit a written response. Any responses should be uploaded to the Faculty Review System, where they will be accessible to all participants in the APPR. If no response is received after 14 days from the date of receipt of the dean's rating and rationale, the faculty member and department head or designee relinquish the right to respond.
- d. **Chief academic officer's review of the APPR.** The chief academic officer or the chief academic officer's proxy reviews the APPR, indicates a final decision on the rating to be assigned to the faculty member (far exceeds expectations for rank, exceeds expectations for rank, meets expectations for rank, falls short of meeting expectations for rank, or falls far short of meeting expectations for rank) and signs the APPRs in the Faculty Review System. In cases where the chief academic officer does not concur with the rating given by the dean, the chief academic officer (a) assigns a different rating, indicating whether the performance of the faculty member far exceeds expectations for rank, exceeds expectations for rank, meets expectations for rank, falls short of meeting expectations for rank, or falls far short of meeting expectations for rank, based on previously established objectives for that faculty member, departmental bylaws, and the current appointment letter; and (b) prepares a narrative summarizing the reasons for his or her dissent from the dean's rating. The faculty member, the dean, and the department head or designee have access to the chief academic officer's rating and rationale through the Online Faculty Review System.
- e. **Fully executed APPR and faculty member's right to appeal.** The chief academic officer's signature signals that the APPR is fully executed. The faculty member's right to appeal the final APPR rating is described in chapter 5 of this handbook.

B. PROMOTION PROCESS FOR NON-TENURE-TRACK FACULTY

1. **Criteria for Promotion.** The criteria for promotion to a rank are the same as those given in section 4.2 of this handbook. APPRs form the basis of a cumulative record that prepares NTTF for promotion. The criterion for promotion of NTTF is excellence in performing the primary responsibilities established in the initial appointment document and recorded in the annual performance and planning reviews. (See 4.5.2 of this handbook.)
2. **Timing:** NTTF members are eligible for promotion to senior lecturer/associate professor (depending upon initial classification) typically after a minimum of five years of regular (full-time) service at the rank of lecturer/assistant professor. A senior lecturer/associate professor is eligible for promotion to distinguished lecturer/professor typically after three to five years of regular (full-time) service at the rank of senior lecturer/professor. The faculty member and department head or designee should discuss promotion as part of the APPR process, well in advance of the suggested dates for submission of the application for promotion, in order to give the candidate sufficient time to gather the required materials and assemble the dossier. The final decision to apply for promotion rests with the faculty member.
3. **Review Period:** The review period for promotion covers the last five years of performance or the entire time since the last promotion review.
4. **Process for Promotion.** Effective evaluation of a candidate's qualifications and professional contributions requires the academic judgment of the candidate's colleagues and responsible administrators. When the faculty member's position is in a department within a college, there are three levels of review: the department or other unit level, headed by the faculty member's immediate supervisor; the dean of the college in which that unit sits; and the chief academic officer. In the process description below, the department head is understood to refer to the supervisor of the unit in which the faculty member is appointed.
 - a. **Faculty Review:** The promotion process begins when a dossier is submitted for consideration for promotion. According to the Faculty Handbook (4.5), a departmentally designated group of faculty (the review committee) will review and evaluate promotion applications in accordance with departmental and college bylaws. Typically, faculty members (both NTT and TT) who hold higher rank than the candidate are eligible to be members of this group, unless otherwise specified by college or departmental bylaws. The departmentally designated review committee will review the application and record a vote in favor of or against promotion by majority vote (unless some other voting mechanism is established by college or departmental bylaws). The vote of the departmentally designated review committee is advisory to the department head or designee.
 - b. **Department Head's Review:** After making an independent judgment on the promotion application, the department head either inserts a positive written recommendation in the dossier and advances it to the next level of review, or notifies the candidate in writing that the department declines to recommend promotion.
 - c. **Appealing Departmental Non-Recommendations.** Candidates not recommended for promotion by their departments may appeal that decision to the next level. If a candidate

chooses not to appeal, the application is considered to be withdrawn and the promotion process ends. (See section h below.)

- d. **College Level Review and Recommendation.** The dean may establish a college-wide committee for review and recommendation regarding promotion of non-tenure-track faculty. The recommendation of any college-wide committee is advisory to the dean. After making an independent judgment on the promotion application, the dean will either insert a positive written recommendation in the dossier and advance it to the next level of review, or notify the candidate in writing that the college declines to recommend promotion. Candidates not recommended for promotion by their colleges may appeal that decision to the chief academic officer. If a candidate chooses not to appeal, the application is considered to be withdrawn, and the promotion process ends. (See section h below.)
- e. **Campus Level Review and Final Promotion Decision.** The chief academic officer reviews recommendations forwarded by the dean and serves as the final decision maker regarding promotion. The chief academic officer will notify successful and unsuccessful candidates in writing of the decision regarding promotion. Candidates not recommended for promotion by the chief academic officer have all rights of appeal, as specified in chapter 5 of this handbook.
- f. **Notification of Candidates during the Process.** Candidates will be notified upon completion of review at each level (department, college, campus). A candidate whose application for promotion is denied will be provided a written explanation of the grounds for the denial at the time of notification.
- g. **Candidate's Right to Respond.** A candidate has a right to submit a written response to each level of review, whether the recommendation is positive or negative. The candidate must submit any response within ten working days of notification. The response will be inserted in the dossier.
- h. **Appealing Negative Reviews.** A promotion application that is not approved will be forwarded to the next level of review only if the candidate submits a written appeal to the next level within ten working days of the date of the written notification of a negative promotion decision. The appeal must make an explicit request for further review of the application and give reasons for that request.
- i. **Reapplication in Case of Non-promotion.** Candidates not recommended for promotion by the chief academic officer must wait one academic year before re-applying.

4. Assembly of the Promotion Dossier. Dossiers are typically limited to 50 pages, not including the *curriculum vitae* and a cover sheet, which records the decisions at the various levels of review. Candidates for promotion will work with their department heads or designees to assemble a dossier in support of promotion according to the guidelines listed below. This dossier must describe the responsibilities assigned to the candidate and must include an appropriate subset of the following materials:

a. **Items to be supplied by the candidate:**

- i. A cover letter that describes the candidate's principal assignment and any secondary assignments over the course of the evaluation period. The letter should provide a brief overview of the candidate's achievements in each of the relevant areas of effort (teaching, research/service/creative activity, service). A more extensive description of achievements should be provided in the candidate's statement, which comes at the beginning of each of the areas of effort.
- ii. A complete, up-to-date *curriculum vitae*.
- iii. Documentation of the candidate's achievements in each of the performance areas, as assigned in the appointment letter, and, when applicable, modified in APPR documents, arranged in the order given under 5, below.

b. **Items to be supplied by the department head:**

- i. A description of the candidate's responsibilities
- ii. A copy of applicable appointment letter and any subsequent modifications to the appointment letter for the review period including assigned percentage of effort distribution in each area of effort (teaching, research/scholarship/ creative activity, service).
- iii. Documentation of department and/or college's investments in the faculty member's professional development and/or service activities including conference and workshop travel support, course-load reductions, etc.
- iv. Copies of all evaluations during the review period.

5. Documentation of excellence in assigned performance areas. Candidates for promotion must include in their promotion dossiers appropriate documentation of their achievements during the review period in their assigned performance areas only. The documentation must be compiled in the order given below.

a. **Candidates for promotion with assigned responsibilities in teaching must provide the following, as applicable:**

- i. **Candidate's statement:** The statement describes the candidate's teaching philosophy and practices, reflects on teaching ability and effectiveness, and includes the percentage of effort assigned to this category;
- ii. **Scheduled classes taught:** A list of courses taught at UTK for each term or semester (including summer term). Include the following information:
 - 1) enrollment;
 - 2) percent effort for co-taught classes;
 - 3) identify honors courses;
 - 4) identify clinical assignments or other forms of direct student supervision, if appropriate.

- iii. **Quantitative end-of-course student surveys:** A concise tabulation of results of end-of-course student surveys; candidates may provide a contextualization and interpretation of these data according to best practices for survey data analysis.
- iv. **Peer review of teaching reports:** At least two formal peer review of teaching reports for promotion to the senior or associate ranks and one for promotion to the distinguished or professor ranks; and any other faculty input concerning teaching effectiveness, including any statements from colleagues who have visited the candidate's classroom for the purpose of evaluating his/her teaching, or who are in good position to evaluate fairly and effectively clinical or field assignments or advising. Internal letters about teaching effectiveness should be included in this section.
- v. **Optional indicators of excellence:**
 - 1) Narrative end-of-course student survey materials: If a summary of student comments from end-of-course student surveys is included, the summary should be broadly representative of all the student comments received. These comments should be compiled by the department head from standard end-of-course student surveys.
 - 2) other evidence of teaching effectiveness (e.g., performance of students in subsequent courses, tangible results and benefits of the candidate's work with students, samples of student-work);
 - 3) list of professional development activities related to teaching, advising, mentoring, including, but not limited to, the following examples:
 - a). A record of participation in, and description of, teaching seminars and workshops (short description of activity with titles, dates, sponsor, etc.), including indication of role, e.g., student, invited participant, etc.;
 - b). A list of papers presented at technical and professional meetings on education (meeting and paper titles, listed chronologically in standard bibliographic form) and indication of whether the candidate was the presenter, whether the paper was refereed, and whether the paper was invited;
 - c). List of projects, grants, commissions, and contracts (date, title, agency, amount) relating to teaching;
 - 4) a description of advising or mentoring efforts and achievements, including service on student honors, thesis, or dissertation committees and supervision of student research;
 - 5) honors and awards received for teaching, advising, and mentoring;
 - 6) representative syllabus;
 - 7) evidence of course or curricular development work in assigned courses;
 - 8) evidence of pedagogical innovation in assigned courses;
 - 9) sample assignments, presentations slides, or course materials that demonstrate excellence in teaching the assigned courses.

b. Candidates with assigned responsibilities in Research, Scholarship, Creative Activity must provide the following, as applicable:

- i. **Candidate's statement.** The statement describes the candidate's research/scholarship/creative achievement approach and/or agenda and includes the percentage of effort assigned to this category;
- ii. **List of scholarly publications:** Publications should be listed in standard bibliographic form, preferably with the earliest date first. Citations should include beginning and ending page numbers or total number of pages, where appropriate. For multiple-authored works, the contribution of the candidate should be clearly indicated (e.g., principal author, supervised person who authored the work, etc.). Publications should be grouped in the following categories and in the order given:
 - 1) Articles published in refereed journals;
 - 2) Books;
 - 3) Scholarly and/or creative activity published through a refereed electronic venue;
 - 4) Contributions to edited volumes;
 - 5) Papers published in refereed conference proceedings;
 - 6) Papers or extended abstracts published in conference proceedings (refereed on the basis of abstract);
 - 7) Articles published in popular press;
 - 8) Articles appearing in in-house organs;
 - 9) Research reports submitted to sponsors;
 - 10) Articles published in non-refereed journals;
 - 11) Manuscripts accepted for publication (include letters of acceptance at the end of this section);
 - 12) Manuscripts submitted for publication (include where and when submitted).
- iii. **Creative activity.** This section should document exhibitions, installations, productions, or publications of original works of architecture, dance, design, electronic media, film, journalism, landscape architecture, literature, music, theatre, and visual art. Performance of original dance, literary, musical visual arts, or theatrical works, or works from traditional and contemporary repertoires of the performing arts should be chronicled with critiques.
- iv. **Projects, grants, commissions, and contracts** (date, title, agency, amount). These should be grouped in the following categories and in the order given:
 - 1) Completed;
 - 2) Funded and in progress;
 - 3) Under review.
- v. **Papers presented at technical and professional meetings** (meeting and paper titles, listed chronologically in standard bibliographic form); indication of whether the

candidate was the presenter, whether the paper was refereed, and whether the paper was invited.

- vi. **Record of participation in, and description of, seminars and workshops** (short description of activity, with titles, dates, sponsor, etc.); indication of role in seminar or workshop, e.g., student, invited participant, etc.
 - vii. **Record of invitations to conduct workshops, master classes, seminars, etc. at other institutions.**
 - viii. **Optional indicators of excellence:**
 - 1) other evidence of research or creative accomplishments (patents, new product development, international and intercultural expertise or experience, new art forms, new computer software programs developed, notable citations and / or reviews of creative work or scholarship, etc.);
 - 2) honors or awards for research/scholarship/creative achievement;
 - 3) grants and contracts for instruction or for training programs, with an indication of the candidate's role in preparing and administering the grants and contracts.
 - 4) list of professional development activities related to research/scholarship/creative achievement.
- c. **Candidates with assigned responsibilities in service must provide the following, as applicable:**
- i. **Candidate's statement.** The statement describes the candidate's achievements in institutional, disciplinary, and/or professional service, and includes the percentage of effort assigned to this category.
 - ii. **Service activities:** The candidate provides a summary of his/her service record arranged according to the following categories:
 - 1) **Institutional Service**
 - a) Service to the department, including mentoring or coordinating GTAs for large-enrolling, multi-section classes, or other course coordination;
 - b) Records of committee work and/or leadership at department, college, and university levels;
 - c) Accounts of participation in university-wide governance bodies and related activities;
 - d) Records of contributions to the University's programs, at home and abroad, to enhance equal opportunity, cultural diversity, and international and intercultural awareness.
 - 2) **Disciplinary Service**
 - a) Records of membership and/or leadership, and active participation in professional and learned societies related to the academic discipline (e.g., offices held, committee work, journal refereeing, and other responsibilities);
 - b) A list of honors or awards for service activity within the academic discipline.

3) **Professional Service**

- a) Records of service to public and private organizations or institutions in which the candidate uses their professional expertise;
- b) Accounts of service to governmental agencies at the international, federal, state and local levels;
- c) Accounts of service to industry, e.g., training, workshops, consulting;
- d) Participation in community affairs as a representative of the university.

iii) Optional indicators of excellence

- 1) Honors or awards for service activity within the institution, discipline, and/or profession

6. **Documentation of excellence outside of assigned performance areas:** NTTF whose appointments are entirely in one area may include optional indicators in non-assigned areas if that work can be shown to contribute to excellence in the assigned area.



The University of Tennessee

Enrollment Comparisons with Board-Approved Peers and Aspirational Peers

ERS Committee Report
February 19, 2020

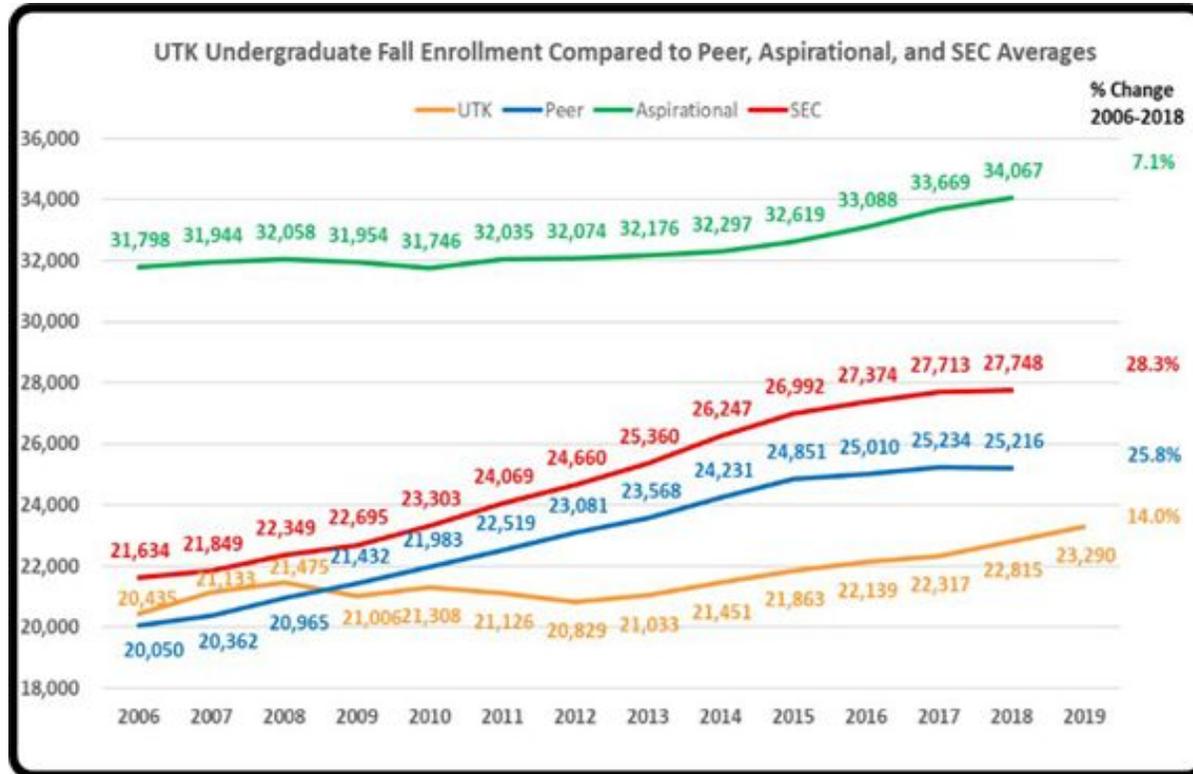
 THE UNIVERSITY OF TENNESSEE SYSTEM

Undergraduate Enrollment

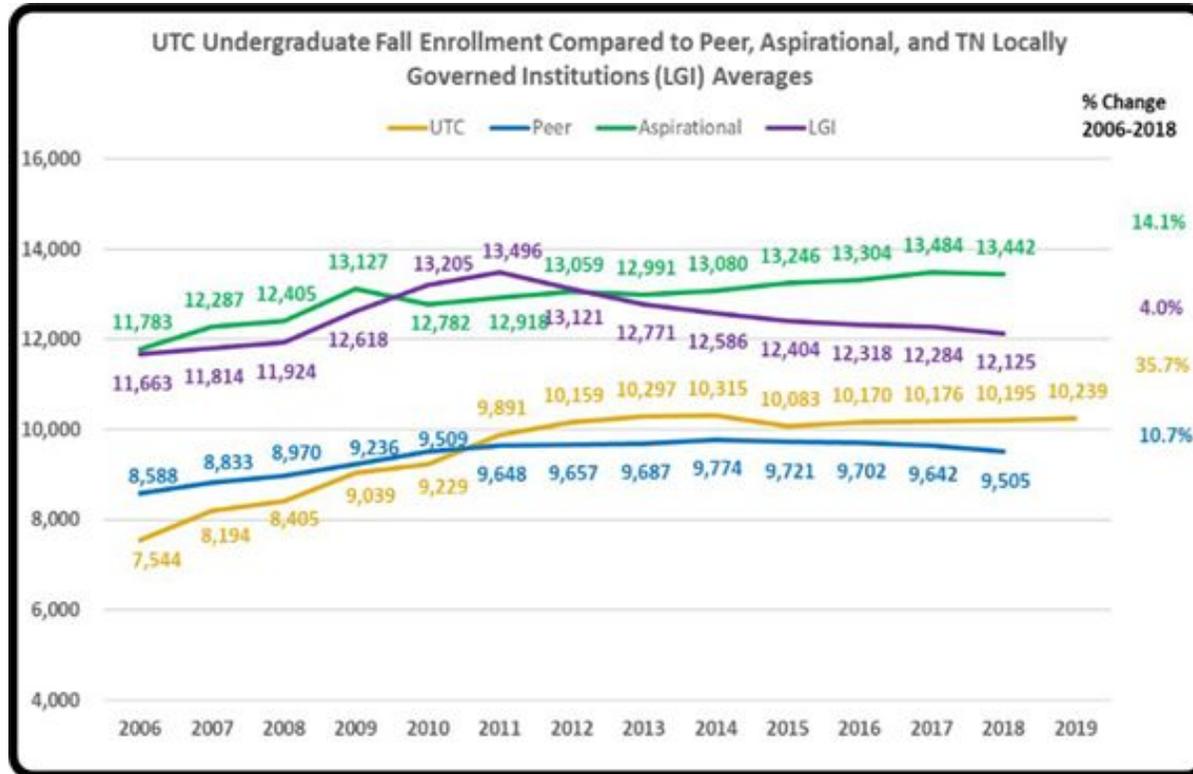


UT THE UNIVERSITY OF TENNESSEE SYSTEM

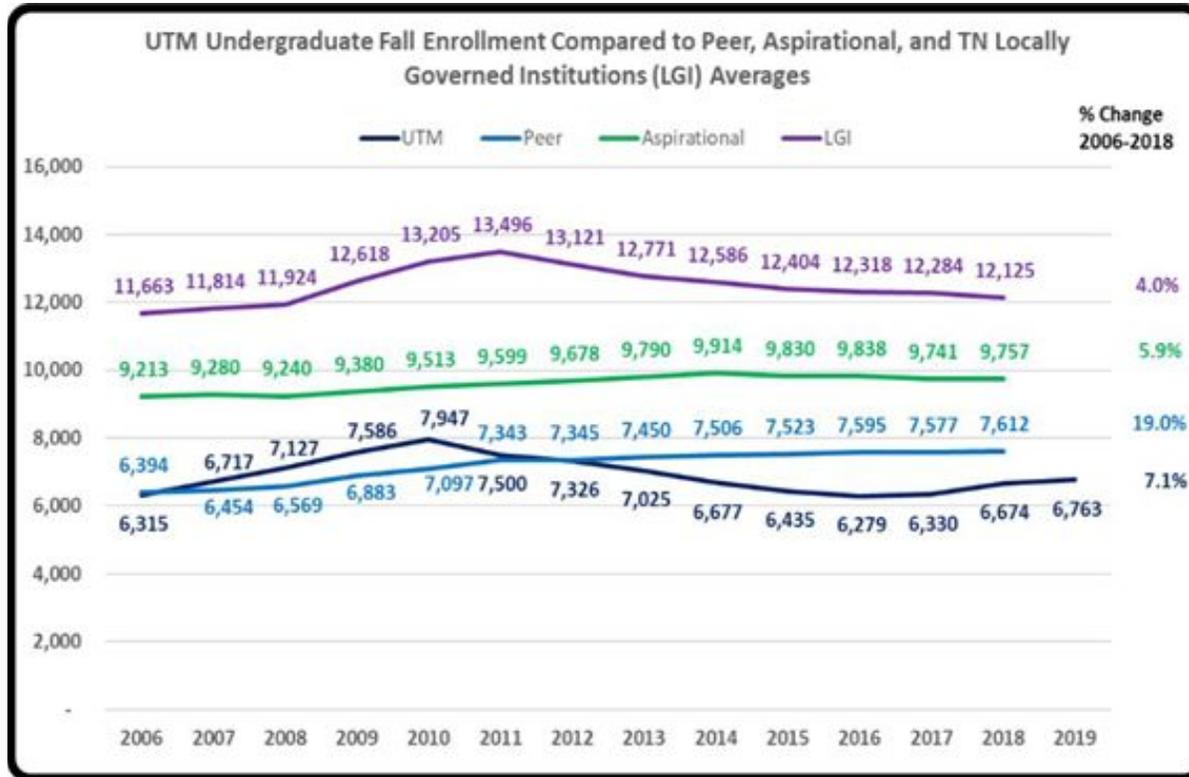
UT Knoxville Undergraduate Enrollment



UT Chattanooga Undergraduate Enrollment



UT Martin Undergraduate Enrollment



Change in Undergraduate Enrollment*

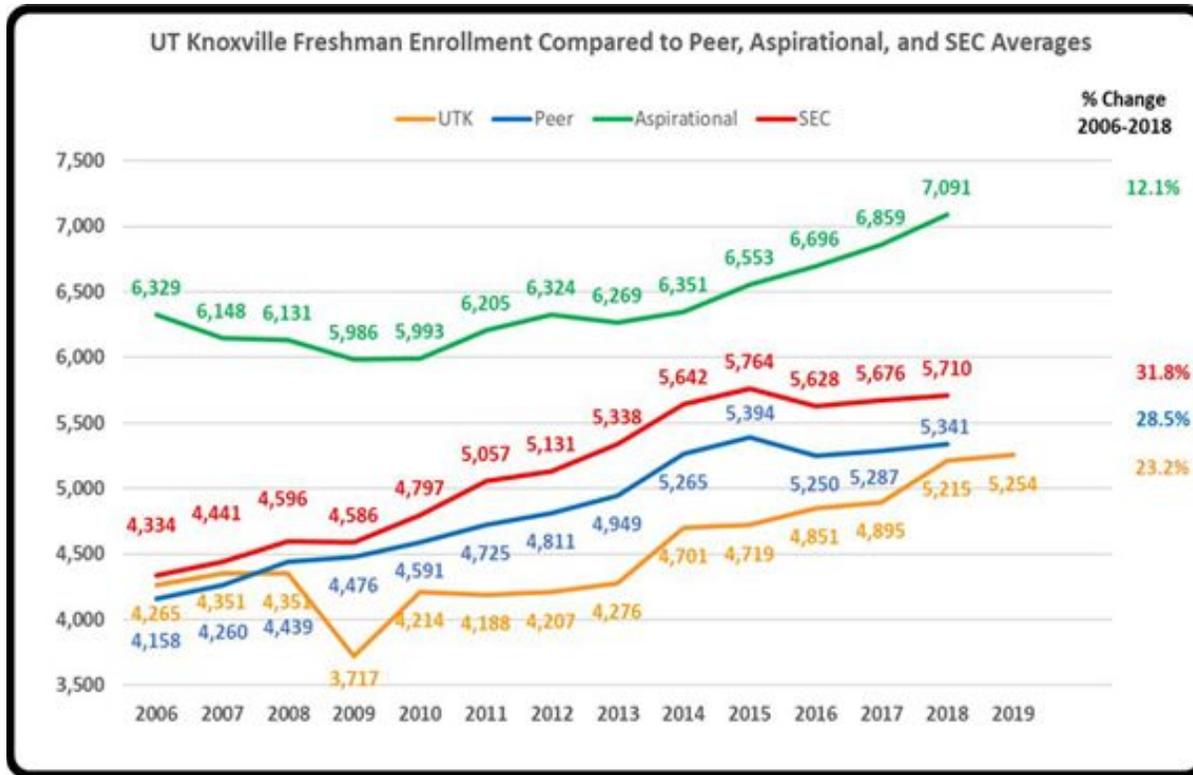
	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	14.0%	28.3%	25.8%	7.1%
UTC	35.7%	4.0%	10.7%	14.1%
UTM	7.1%	4.0%	19.0%	5.9%

*2006-2018

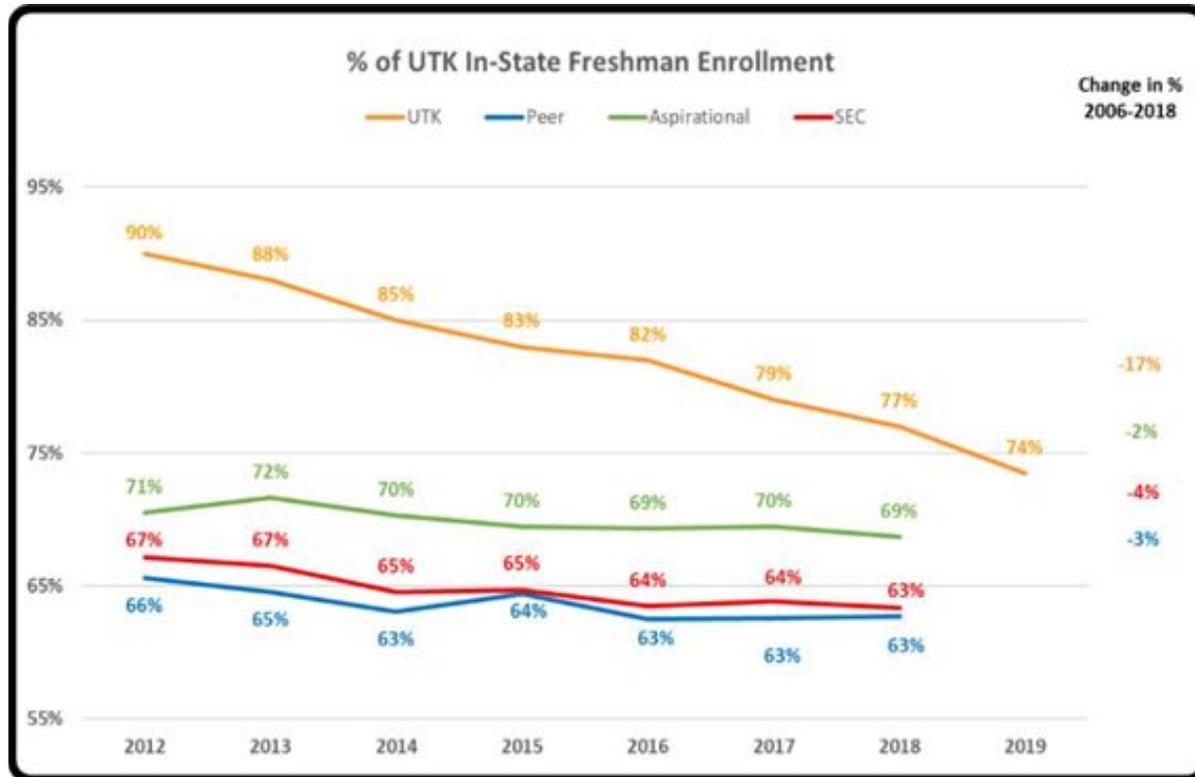
Undergraduate Enrollment

- Headcount (2006-18) lags behind most peers for all UT campuses.
- Growth (2006-18) for all UT campuses exceeded aspirational peers.
- Growth (2006-18) at UTC outpaced **all** peer groups.
- Growth (2006-18) at UTM was exceeded **only** by peers.

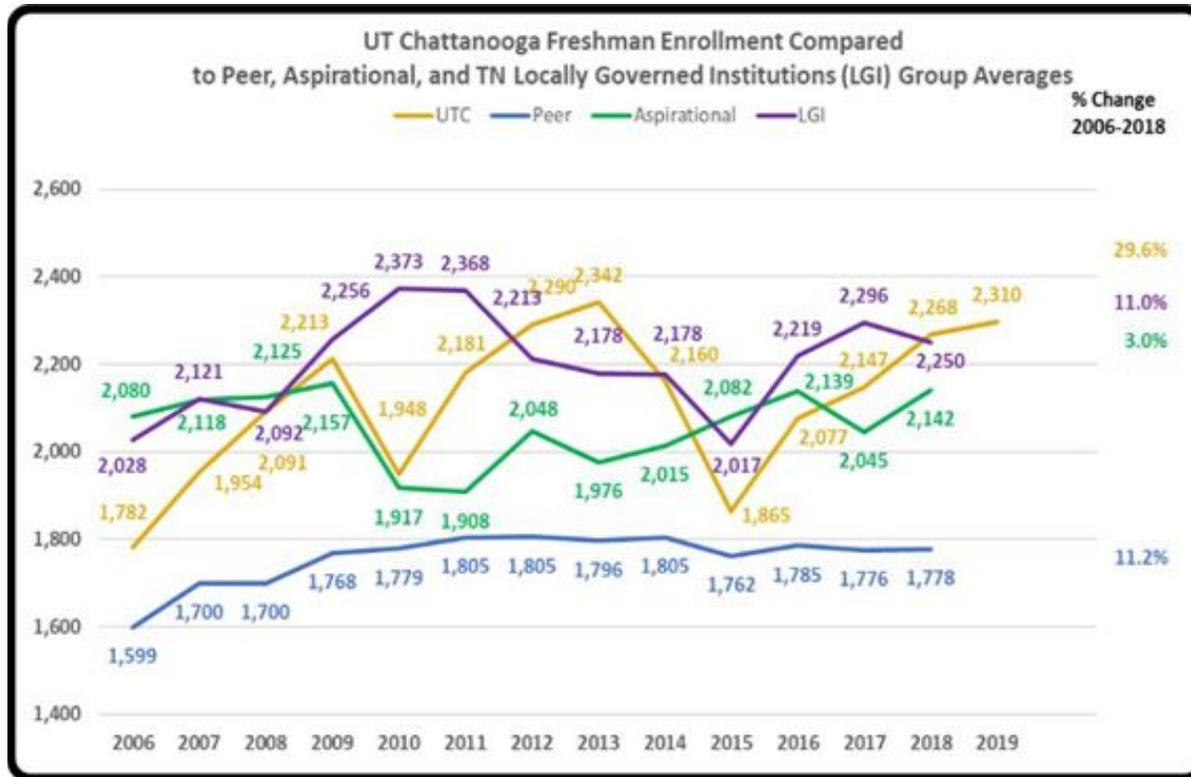
UT Knoxville First-Year Undergraduate Enrollment



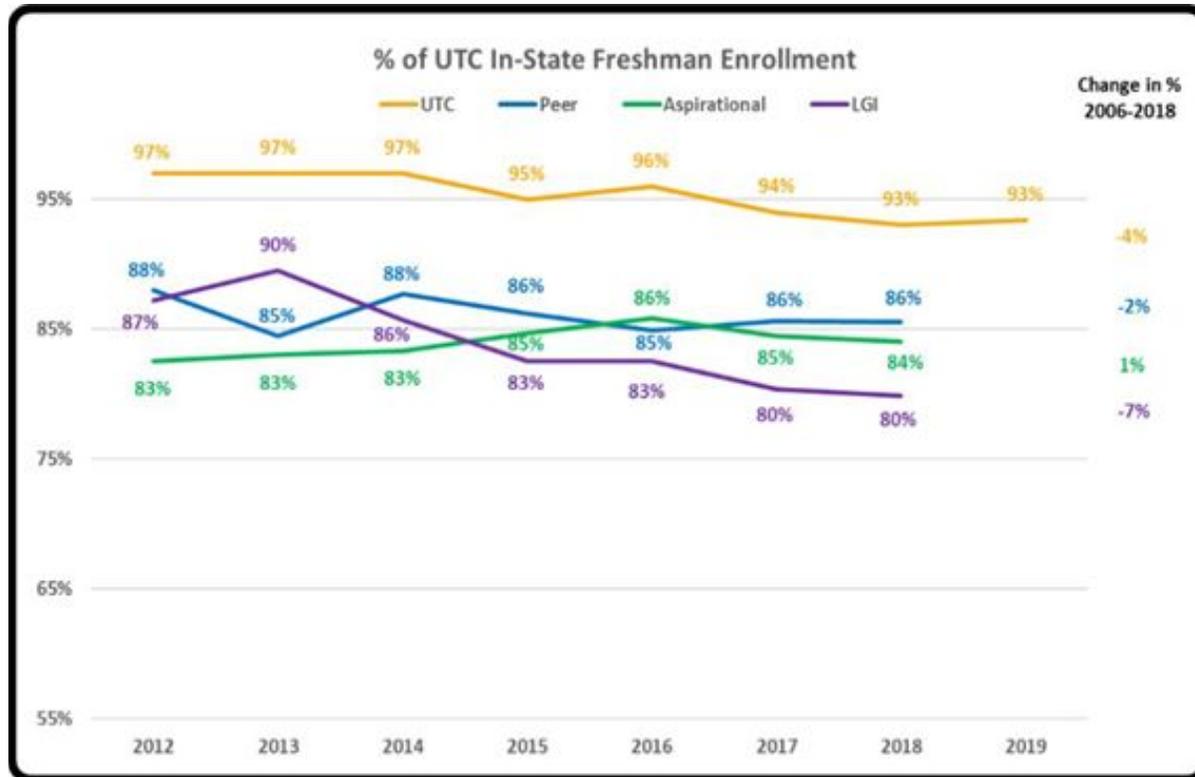
UT Knoxville In-State First-Year Undergraduate Enrollment



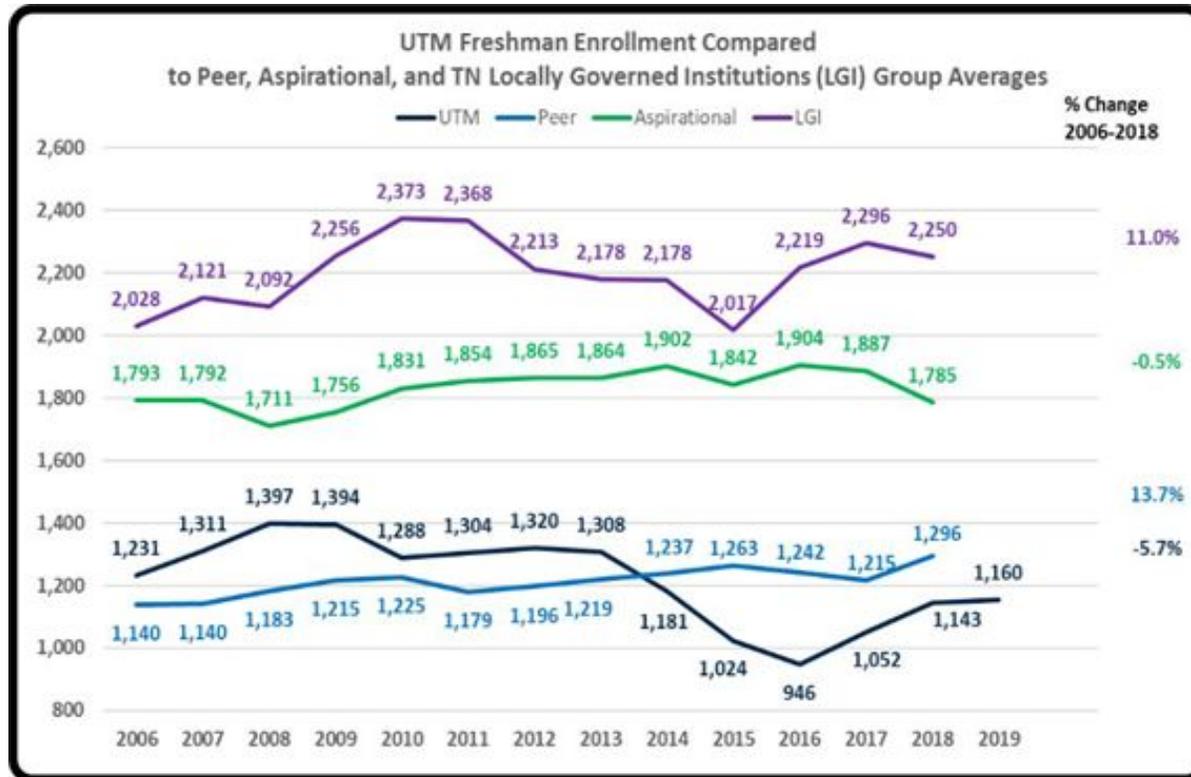
UT Chattanooga First-Year Undergraduate Enrollment



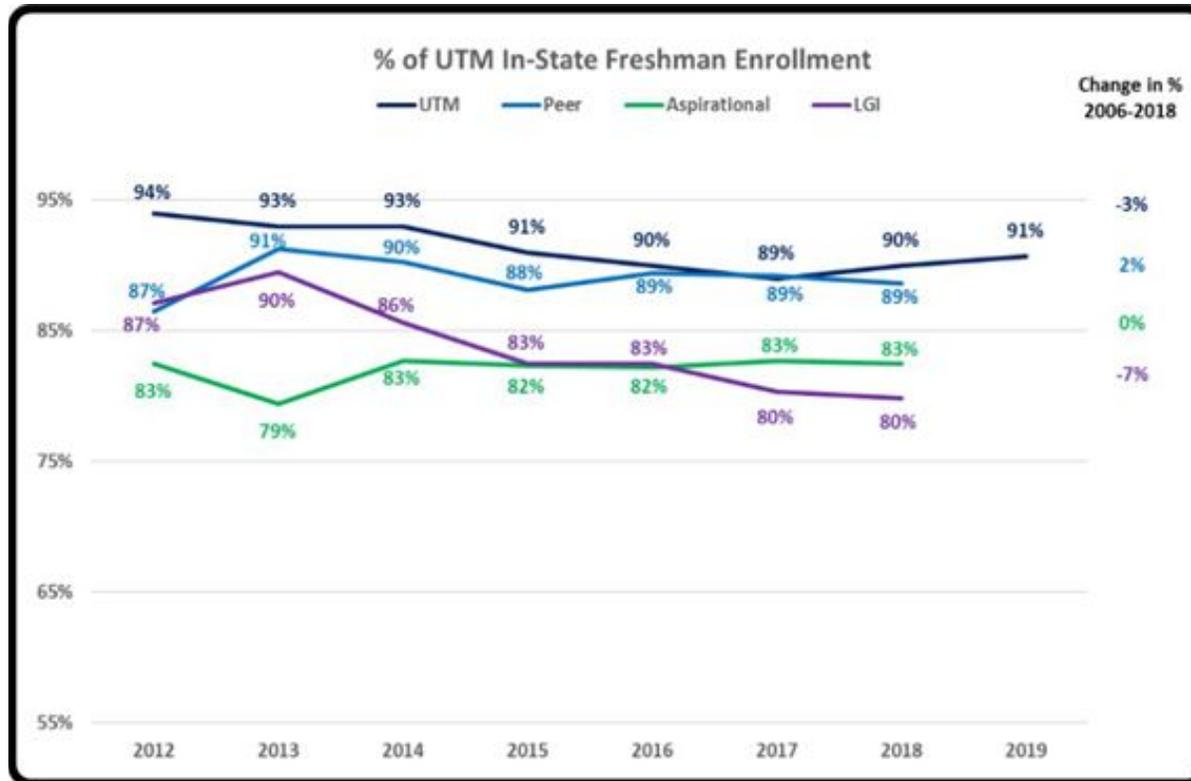
UT Chattanooga In-State First-Year Undergraduate Enrollment



UT Martin First-Year Undergraduate Enrollment



UT Martin In-State First-Year Undergraduate Enrollment



Change in First-Year Undergraduate Enrollment*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	23.2%	31.8%	25.8%	12.1%
UTC	29.6%	11.0%	11.2%	3.0%
UTM	-5.7%	11.0%	13.7%	-0.5%

*2006-2018

First-Year Undergraduate In-State Enrollment*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	77%	63%	63%	69%
UTC	93%	80%	86%	84%
UTM	90%	80%	89%	83%

*2018

First-Year Undergraduate Enrollment

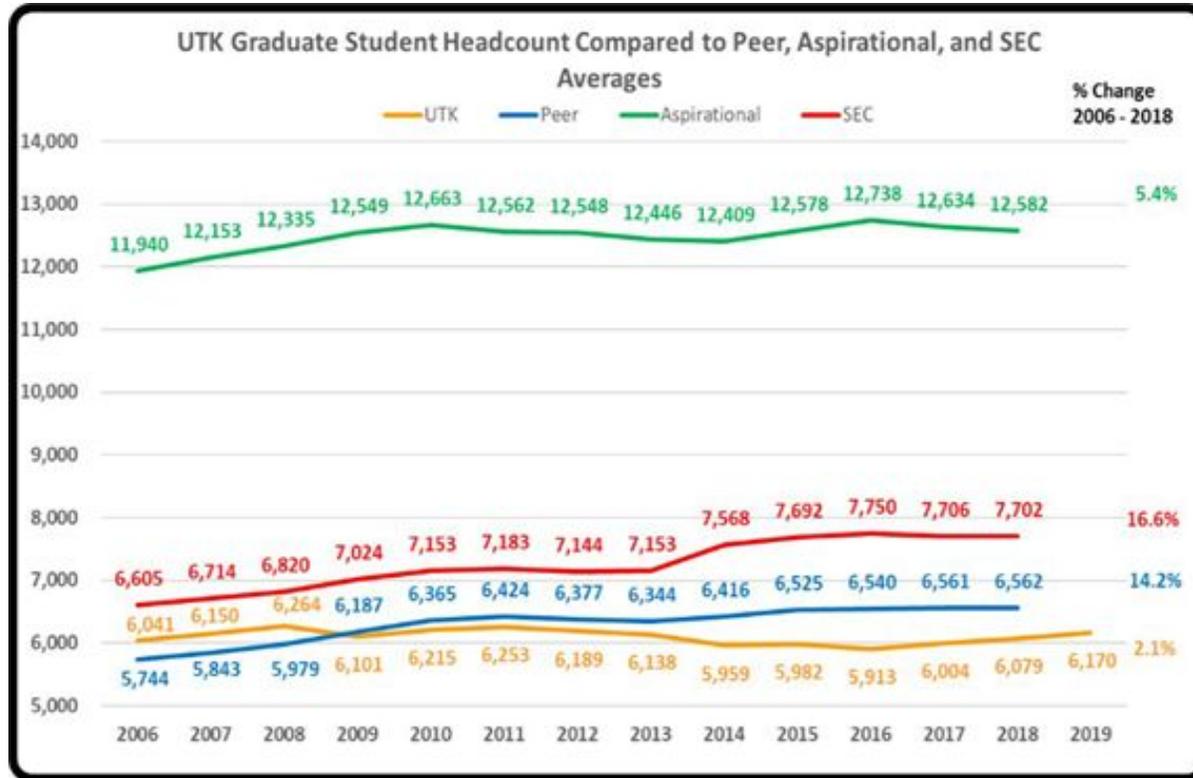
- Headcount (2018) at UTC exceeded **all** peer groups; UTK and UTM lagged behind all peers.
- Growth (2006-18) at UTC outpaced **all** peer groups.
- Growth (2006-18) at UTK lagged behind SEC and peers.
- Growth (2006-18) at UTM lagged behind all peer groups.
- Percentage of in-state students (2018) at all UT campuses exceeded that of **all** peer groups.

Graduate & Professional Enrollment

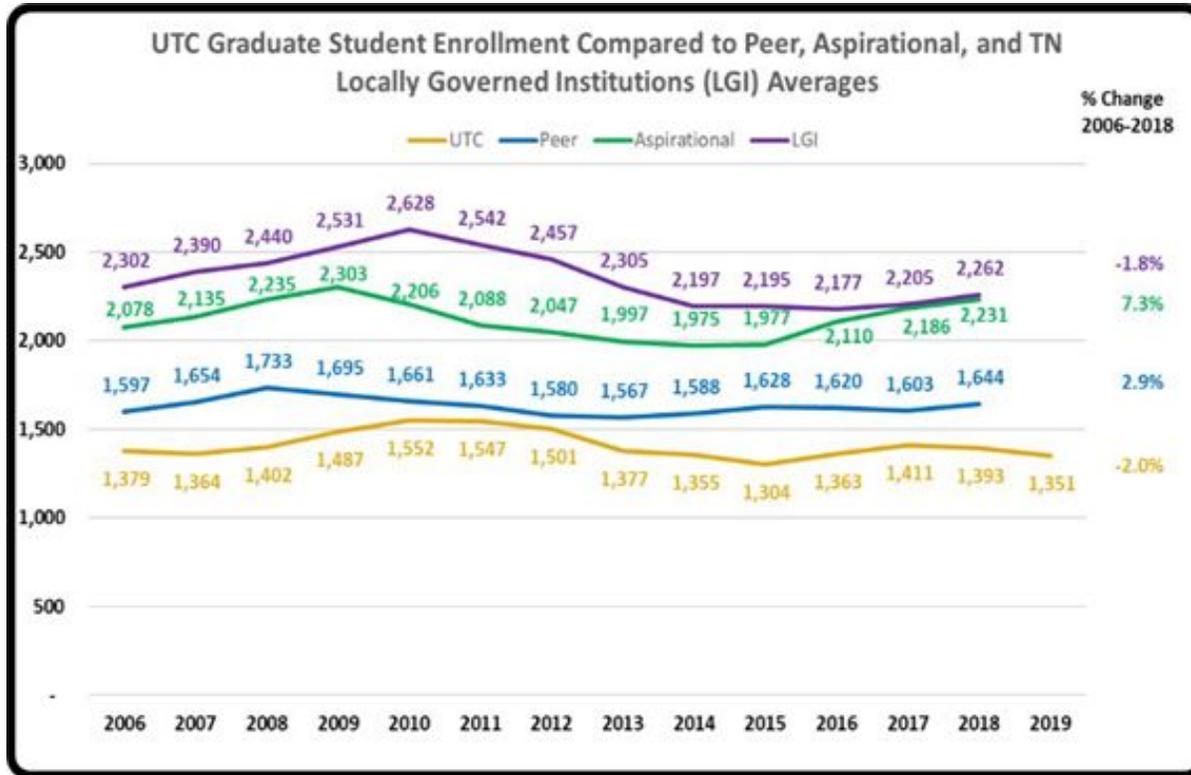


UT THE UNIVERSITY OF TENNESSEE SYSTEM

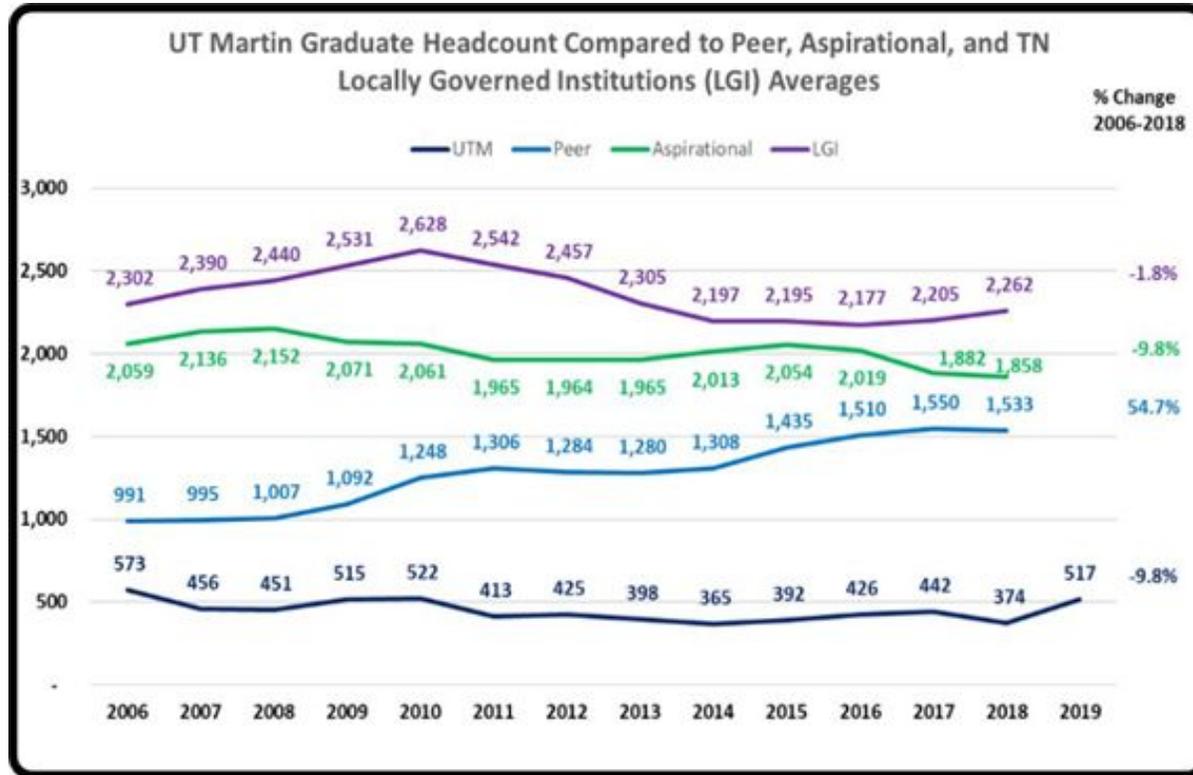
UT Knoxville Graduate & Professional Enrollment



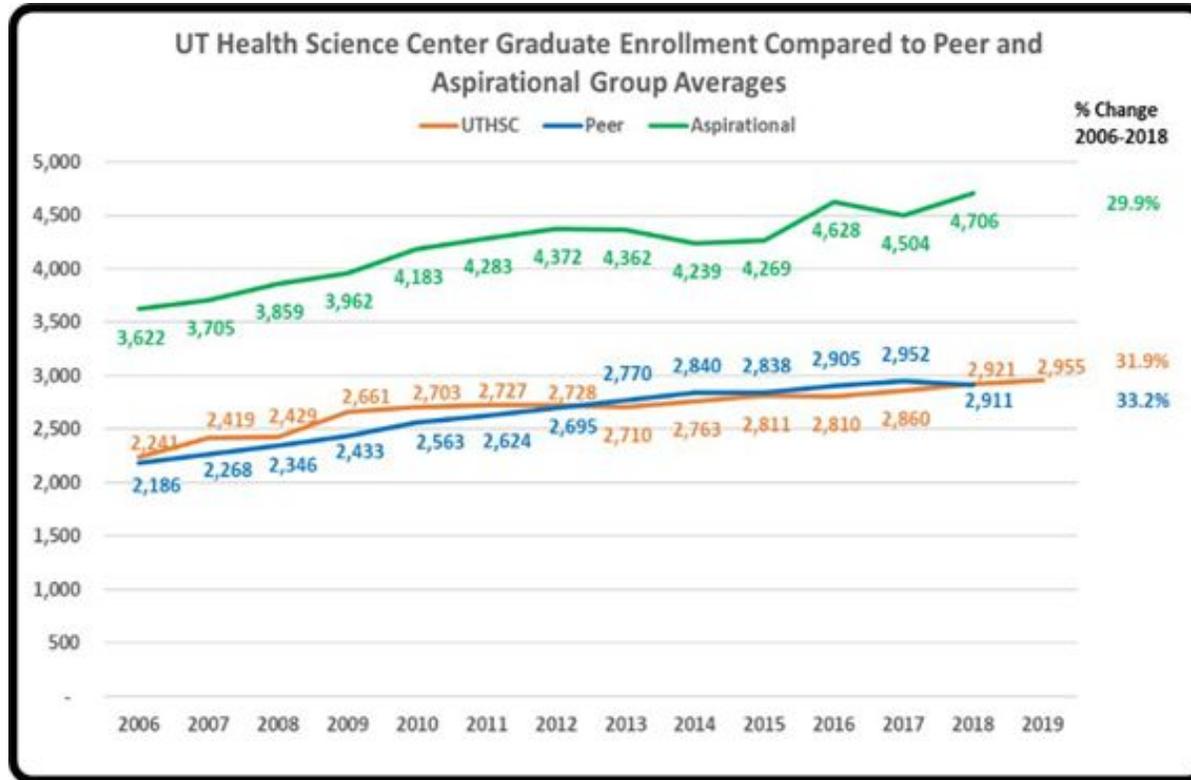
UT Chattanooga Graduate & Professional Enrollment



UT Martin Graduate & Professional Enrollment



UT Health Science Graduate & Professional Enrollment



Change in Graduate & Professional Enrollment*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	2.1%	16.6%	14.2%	5.4%
UTC	-2.0%	-1.8%	2.9%	7.3%
UTM	-9.8%	-1.8%	54.7%	-9.8%
UTHSC	31.9%		33.2%	29.9%

*2006-2018

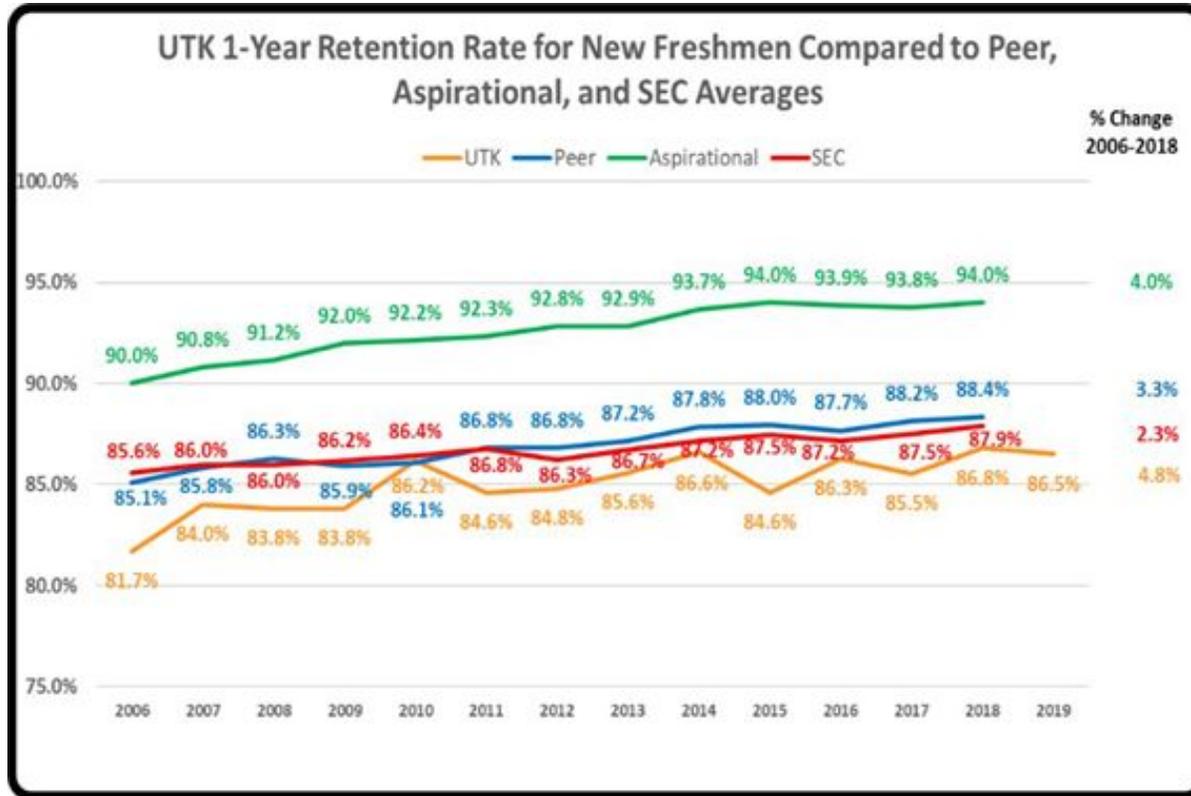
Graduate & Professional Enrollment

- With the exception of UTHSC, headcount (2018) for all UT campuses lagged behind that of all peer groups.
- Headcount (2018) at UTHSC lagged behind aspirational peers.
- Enrollment increased (2006-18) at UTK and UTHSC, but decreased at UTC and UTM.

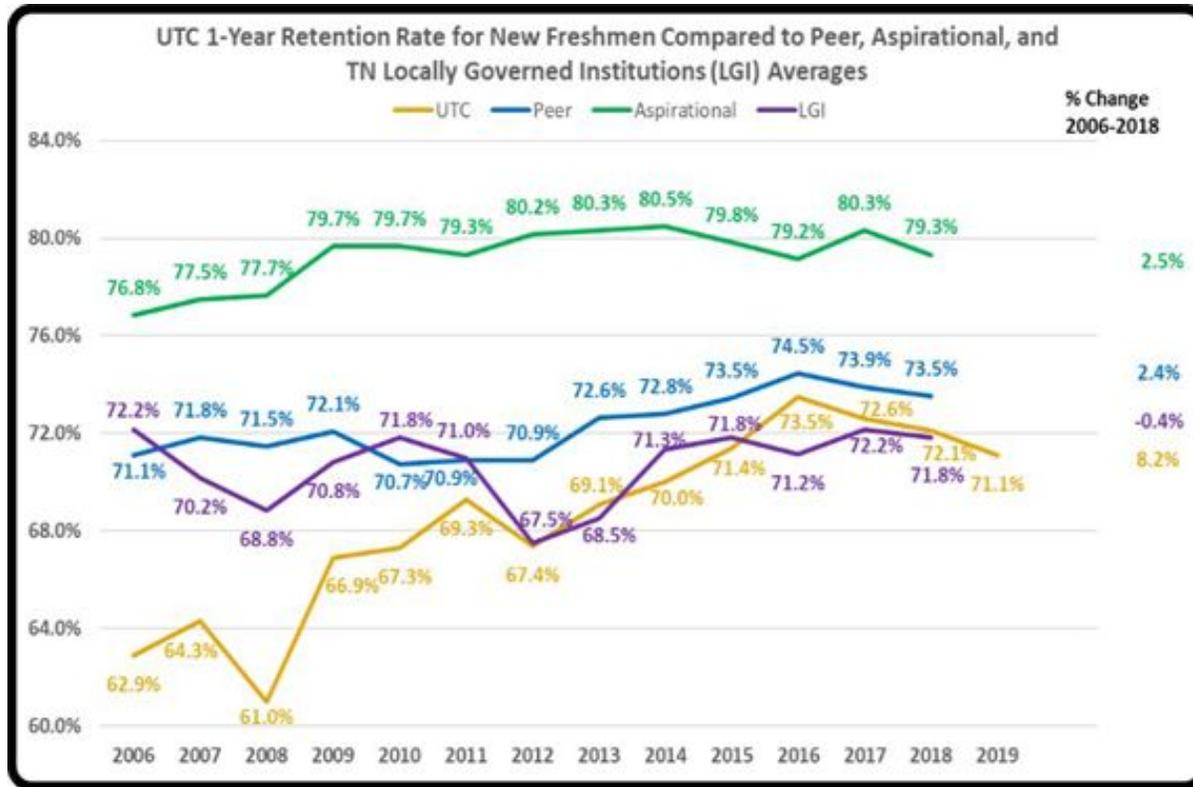
Undergraduate Retention



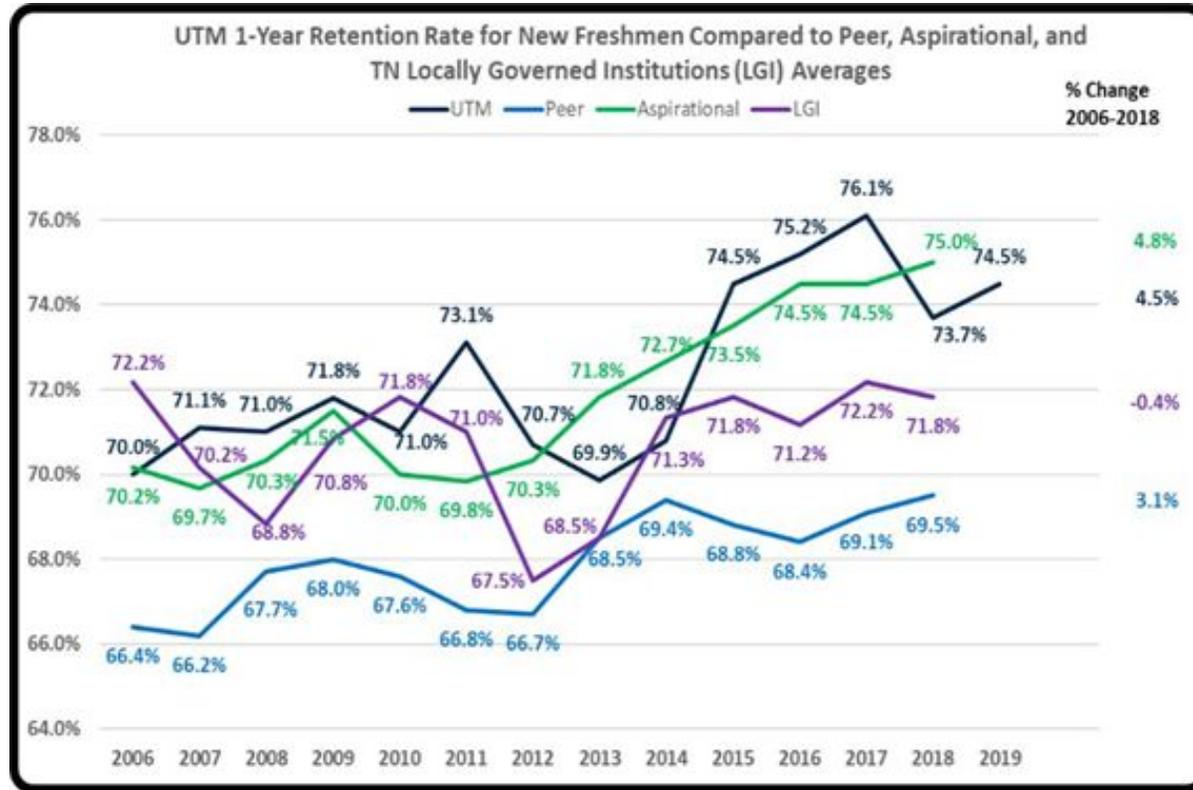
UT Knoxville First-Year Undergraduate Retention



UT Chattanooga First-Year Undergraduate Retention



UT Martin First-Year Undergraduate Retention



Undergraduate First-Year Retention*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	86.8%	87.9%	88.4%	94.0%
UTC	72.1%	71.8%	73.5%	79.3%
UTM	73.7%	71.8%	69.5%	75.0%

*2018

Change in Undergraduate First-Year Retention*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	4.8%	2.3%	3.3%	4.0%
UTC	8.2%	-0.4%	2.4%	2.5%
UTM	4.5%	-0.4%	3.1%	4.8%

*2006-2018

Undergraduate First-Year Retention

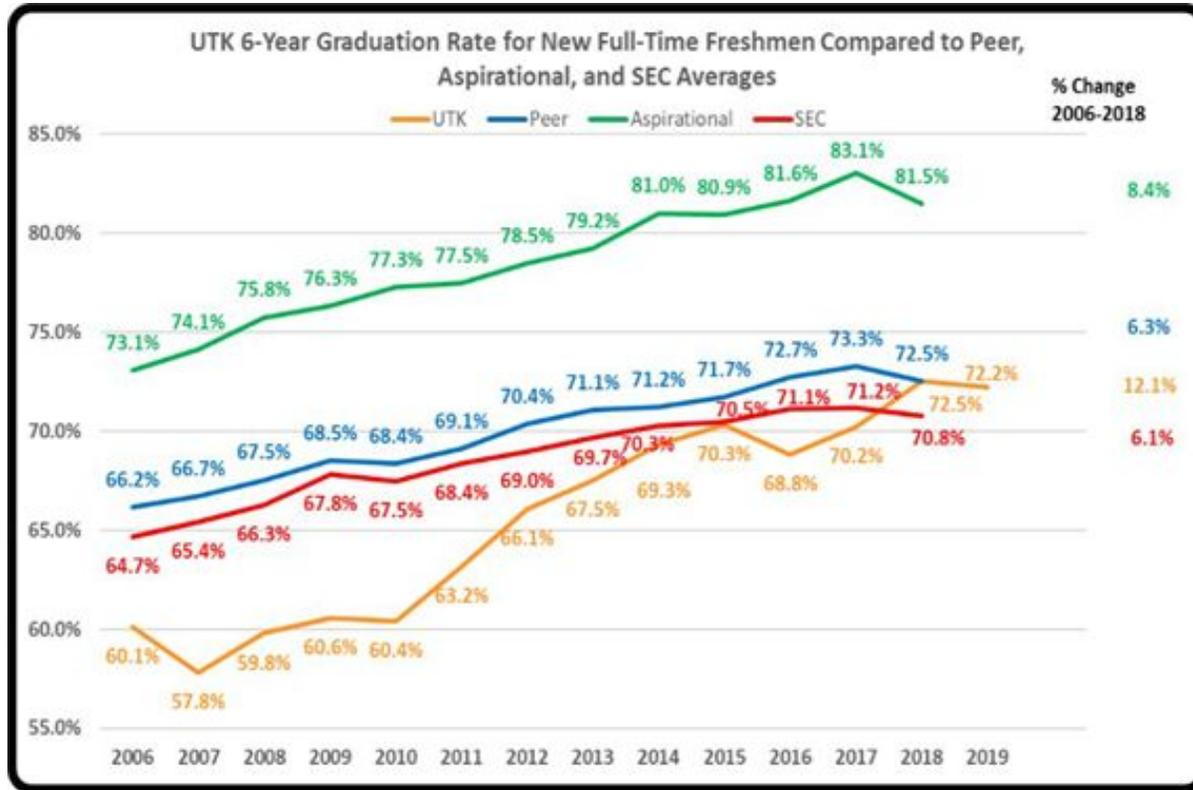
- Retention (2018) at all UT campuses lagged behind aspirational peers.
- UTM exceeded all but aspirational peers (2018).
- Increase in retention (2006-18) for all UT campuses exceeded that of **all** peer groups (except UTM).
- Increase (2006-18) at UTM exceeded all but aspirational peers.

Undergraduate Graduation Rates

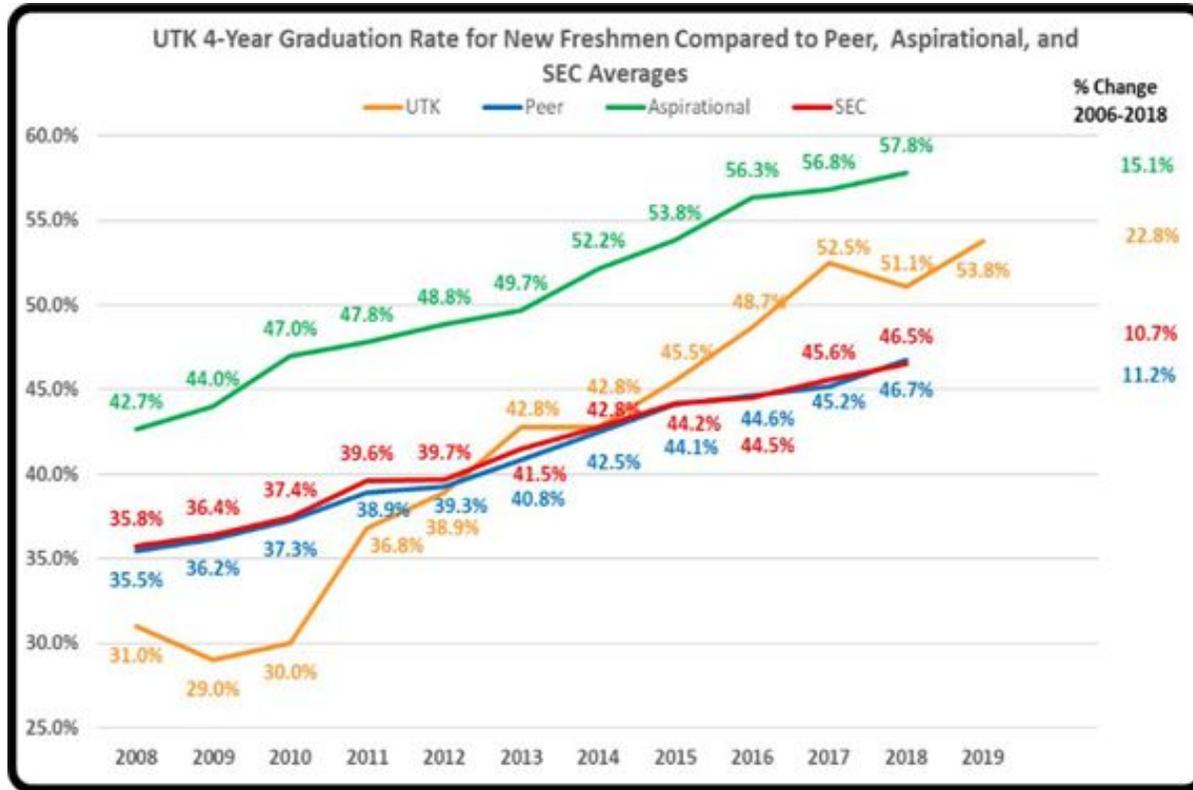


UT THE UNIVERSITY OF TENNESSEE SYSTEM

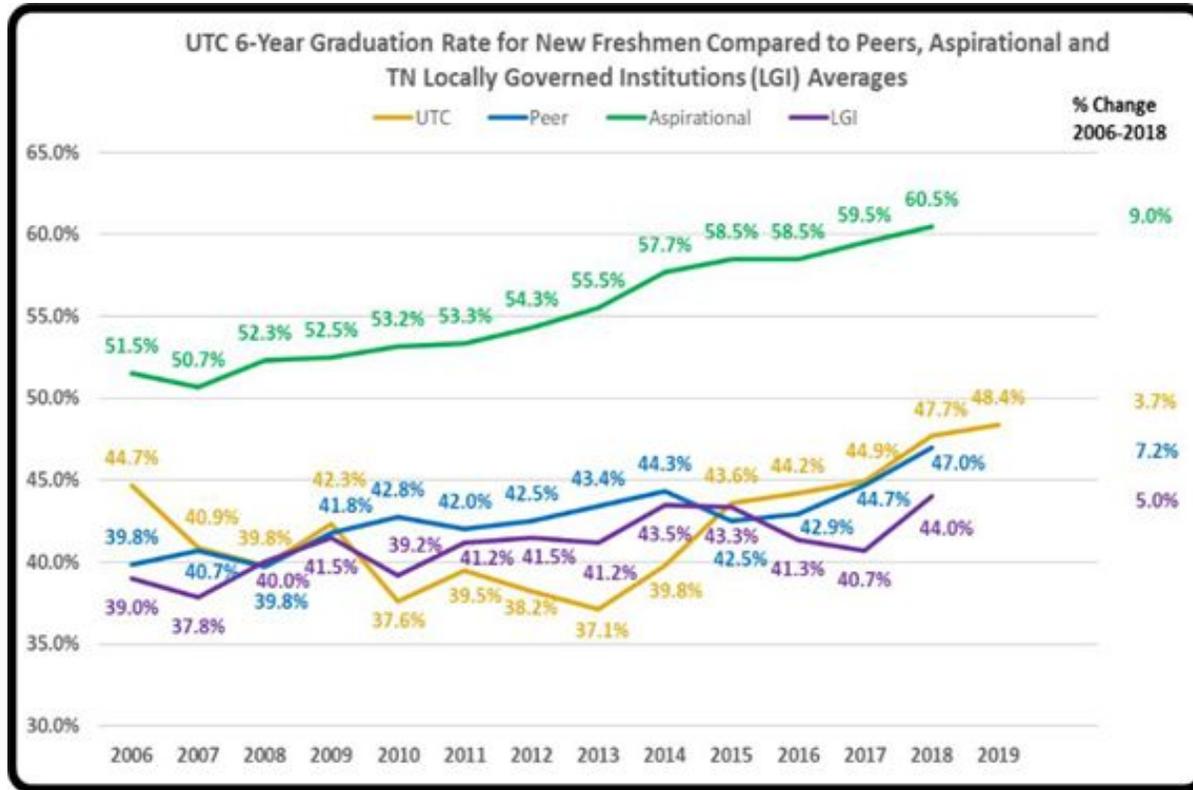
UT Knoxville Undergraduate Six-Year Graduation Rate



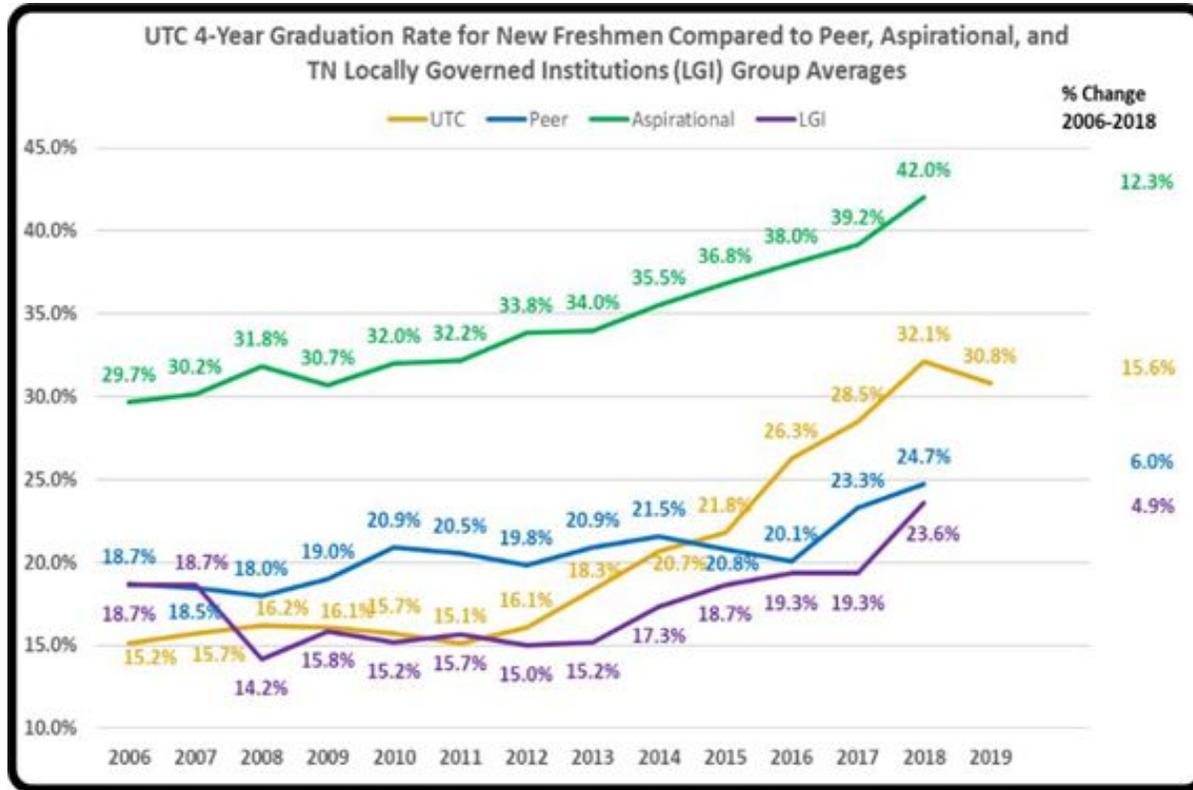
UT Knoxville Undergraduate Four-Year Graduation Rate



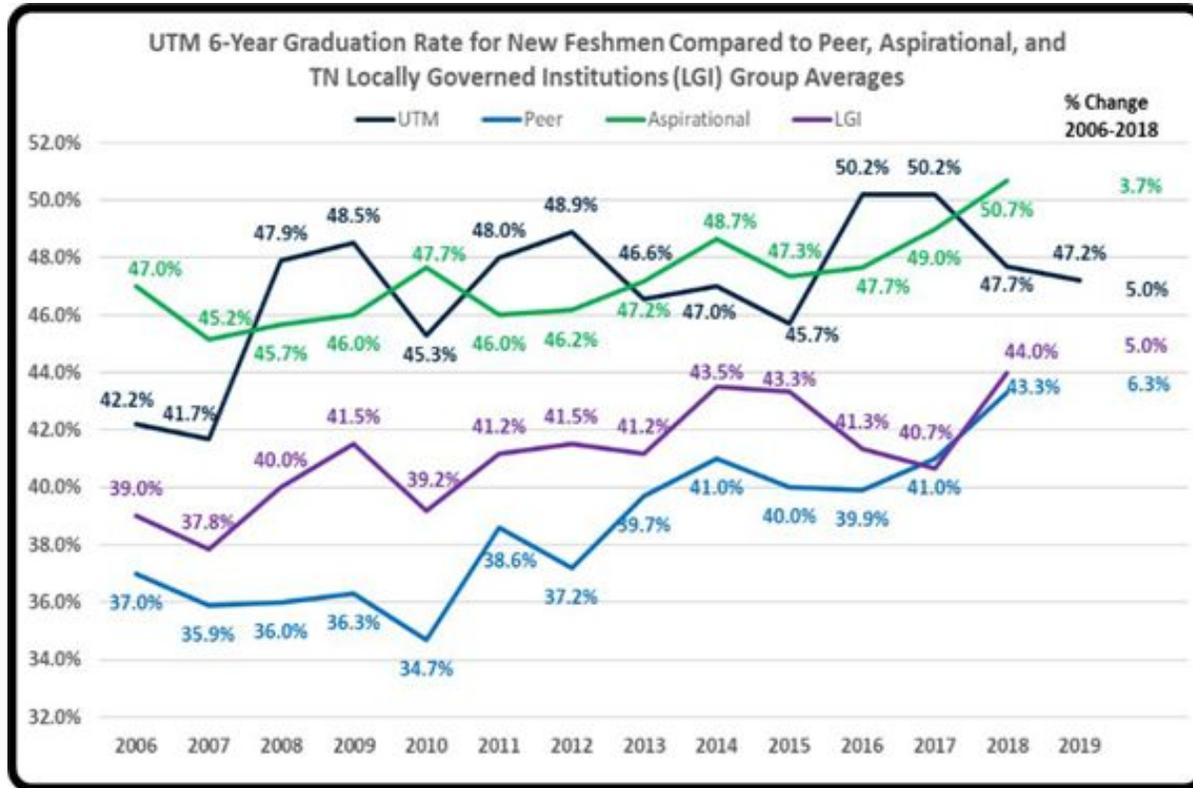
UT Chattanooga Undergraduate Six-Year Graduation Rate



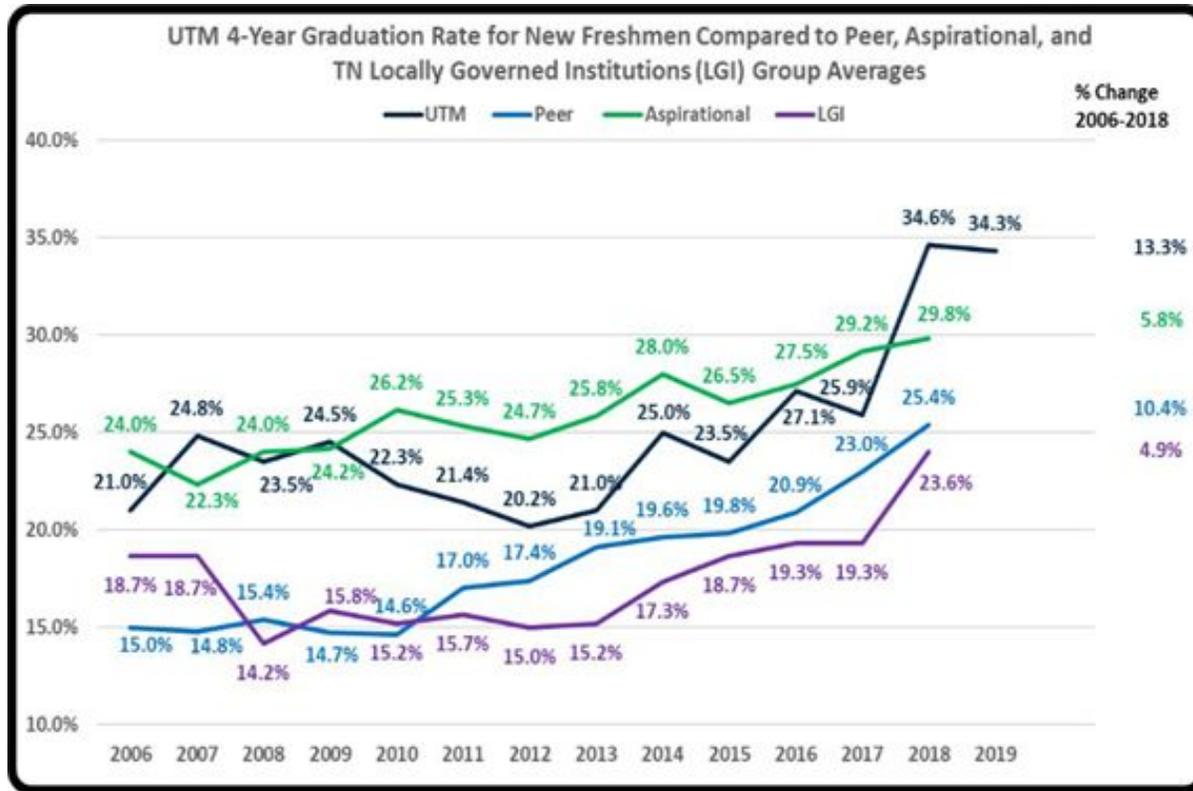
UT Chattanooga Undergraduate Four-Year Graduation Rate



UT Martin Undergraduate Six-Year Graduation Rate



UT Martin Undergraduate Four-Year Graduation Rate



Undergraduate Six-Year Graduation Rates*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	72.5%	70.8%	72.5%	81.5%
UTC	47.7%	44.0%	47.0%	60.5%
UTM	47.7%	44.0%	43.3%	50.7%

*2018

Change in Undergraduate Six-Year Graduation*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	12.1%	6.1%	6.3%	8.4%
UTC	3.7%	5.0%	7.2%	9.0%
UTM	5.0%	5.0%	6.3%	3.7%

*2006-2018

Undergraduate Four-Year Graduation Rates*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	51.1%	46.5%	46.7%	57.8%
UTC	32.1%	23.6%	24.7%	42.0%
UTM	34.6%	23.6%	25.4%	29.8%

*2018

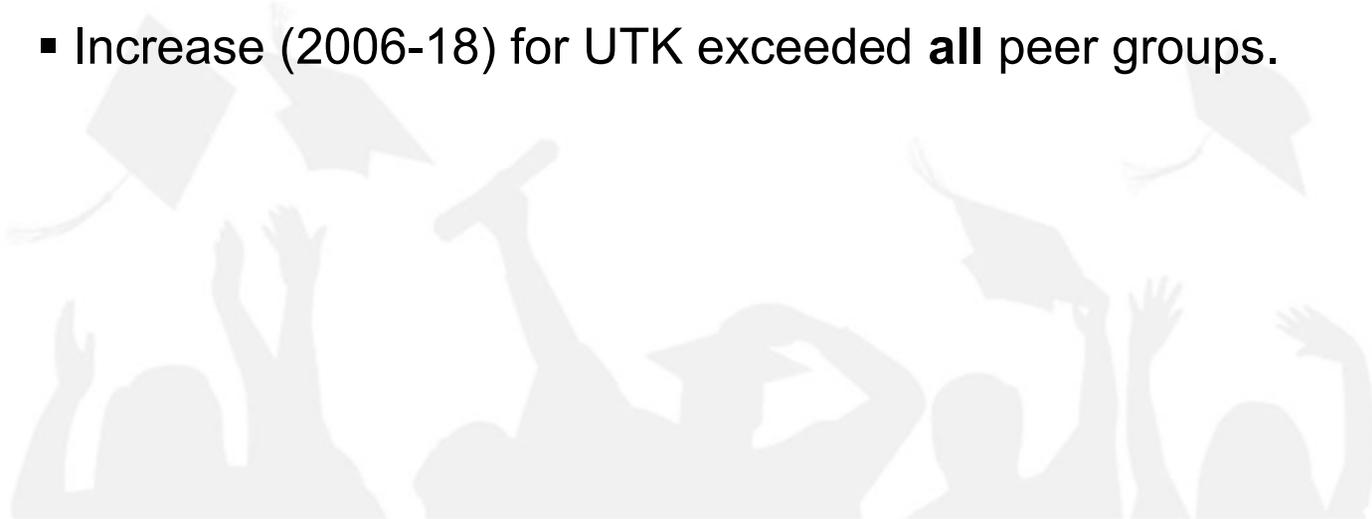
Change in Undergraduate Four-Year Graduation*

	Campus	SEC/LGI	Peer	Aspirational Peer
UTK	22.8%	10.7%	11.2%	15.1%
UTC	15.6%	4.9%	6.0%	12.3%
UTM	13.3%	4.9%	10.4%	5.8%

*2006-2018

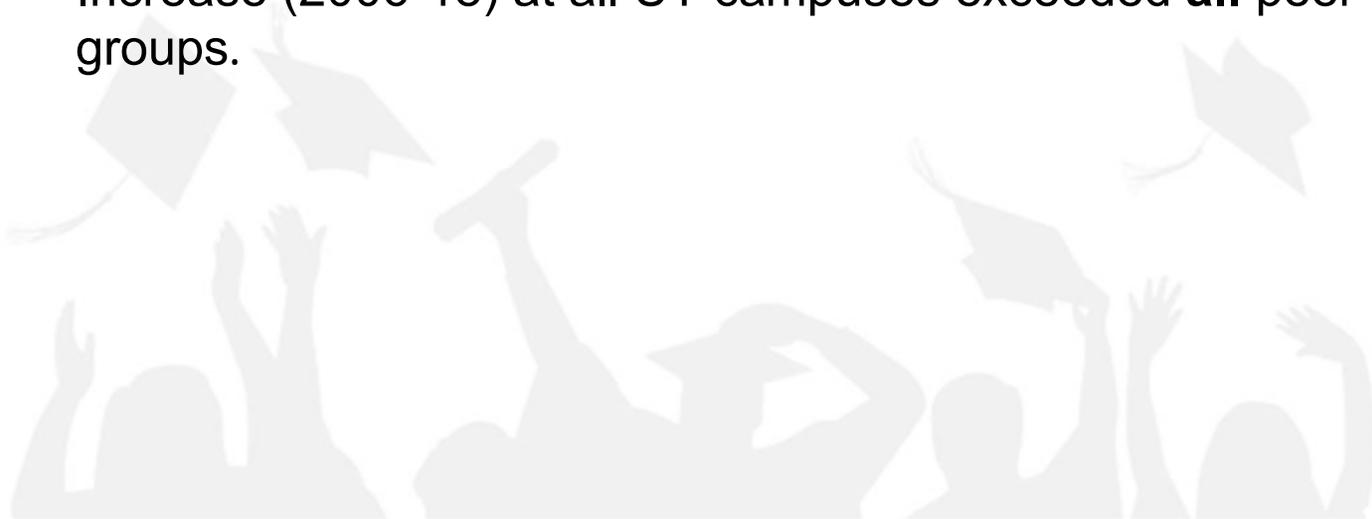
Six-Year Undergraduate Graduation Rates

- UTM was among the highest of all peer groups (2018).
- UTK and UTC fell below aspirational peers, but were comparable to all other peer groups (2018).
- Increase (2006-18) for UTK exceeded **all** peer groups.



Four-Year Undergraduate Graduation Rates

- UTM exceeded all peer groups (2018).
- UTK and UTC fell below **only** aspirational peers (2018).
- Increase (2006-18) at all UT campuses exceeded **all** peer groups.



Questions?

