



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
February 25, 2021	
Thursday, 11:00 am - 12:30 pm (EST)	Virtual/Knoxville, TN

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. [Consent Agenda](#) – Action/Roll Call Vote Tab 1
 - A. [Minutes of the Last Meeting](#) Tab 1.1
 - B. [Academic Unit, Occupational Therapy, UTC](#) Tab 1.2
 - C. [Academic Unit, Physician Assistant Studies, UTHSC](#) Tab 1.3
 - D. [New Academic Unit, Psychology, UTM](#) Tab 1.4
 - E. [Academic Program Modification, Bachelor of Science degree in Communication, UTC](#) Tab 1.5
- V. [Grant of Tenure upon Initial Appointment, UTK](#) – Action/Roll Call Vote Tab 2
- VI. MMC-Related Policy and Procedure Considerations Following an Acquisition – Information/Discussion
- VII. [Proposed Revisions to Rules, UTK Student Code of Conduct](#) – Information/Discussion Tab 3
- VIII. [New Academic Program, Bachelor of Science degree in Geographic Information Science and Technology, UTK](#) – Action/Roll Call Vote Tab 4
- IX. Presentations – Information/Discussion
 - A. [AA&SS Update](#) Tab 5.1
 - Enrollment – Jorge Pérez
 - Student Experience Survey – Karen Etzkorn
 - B. [Graduate and Professional Education Overview](#) – UTC, UTHSC, UTK, UTM Tab 5.2



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

X. Other Business

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

XI. Closing Remarks

XII. Adjournment

Information Items

[Certification of Degrees Conferred](#)..... Tab 6



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Donnie Smith, Committee Chair

Background

Items on the Committee Consent Agenda are not presented or discussed in the Committee unless a Committee member requests that an item be removed from the Consent Agenda. The Bylaws provide that an item will not be removed from the Consent Agenda solely for the purpose of asking questions for clarification. Those questions should be presented to Dr. Linda C. Martin 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 October 22, 2020 meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.
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
October 22, 2020
Knoxville, Tennessee

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 1:30 p.m. (EDT) on Thursday, October 22, 2020. Following continuing guidance from the U.S. Centers for Disease Control and Prevention (CDC) regarding COVID-19 and in compliance with the Tennessee Pledge and other state and local guidelines, the meeting was held virtually with Committee members participating electronically or by telephone. The meeting was hosted from the University of Tennessee, Knoxville campus.

I. Call to Order and Roll Call

Committee Chair Donnie Smith called the meeting to order. Board Secretary Cynthia Moore called the roll, and the following members were present: Donald J. Smith, Committee Chair; Leighton Chappell, Student Trustee; John C. Compton, Board Chair; Charlie Hatcher; Christina Vogel, Faculty Representative; Alan D. Wilson; and Jamie R. Woodson. In addition, the following trustees were in attendance: Bradford D. Box and Decosta E. Jenkins.

Others present included: President Randy Boyd; Linda Martin, Vice President for Academic Affairs and Student Success; Tiffany Carpenter, Vice President for Communications and Marketing; Brian Daniels, Chief Audit and Compliance Officer; Stacey Patterson, Vice President for Research, Outreach and Economic Development; Ryan Stinnett, General Counsel; Chancellors Angle, Carver, Plowman and Schwab; Tim Cross, Senior Vice President/Senior Vice Chancellor for the University of Tennessee Institute of Agriculture; Jorge Pérez, Associate Vice President for Institutional Effectiveness; Ashton Braddock, UT Promise Coordinator; and other members of the UT senior leadership and administrative staff.

Ms. Moore addressed requirements for meetings conducted with members participating electronically and announced the presence of a quorum. The meeting was webcast for the convenience of the University community, the general public, and the media.

II. Opening Remarks of the Committee Chair

Committee Chair Smith began the meeting by extending his gratitude to President Boyd, the senior leadership team, the staff, faculty and students for their efforts in persevering and continuing to make progress during the pandemic.



Committee Chair Smith welcomed Leighton Chappell, the newly appointed student trustee, and Associate Professor Christina Vogel, the appointed faculty representative to the Committee.

III. Requests to Address the Board

None.

IV. Consent Agenda

Committee Chair Smith called the Committee members' attention to the Consent Agenda and asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, a roll call vote was taken, and the Committee approved: (i) the minutes of the June 25, 2020 meeting of the Committee, and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda. (A complete list of the approved items appears at the end of these minutes.)

V. Grant of Tenure upon Initial Appointment

President Boyd stated that he and Chancellor Plowman are recommending that tenure be granted to Milagros Zingoni Phielipp, who has been recruited to serve as the Director of the School of Interior Architecture, College of Architecture and Design. President Boyd advised that the candidate meets the requirements to be considered for tenure upon initial appointment, all steps in the review process outlined in the Board policy have been completed, and she has received strong support at each level of review. Upon motion duly made and seconded, a roll call vote was taken, and the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the grant of tenure upon initial appointment (as presented in Tab 2 of the meeting materials).

VI. Report on Periodic Post-Tenure Performance Review (PPPR)

Linda Martin, Vice President for Academic Affairs and Student Success, began her presentation by providing background information on the development of the Periodic Post-Tenure Performance Review (PPPR). She explained that Academic Year (AY) 2019-20 was the first review period under the new requirements of Board Policy BT0006 – Policies Governing Academic Freedom, Responsibility, and Tenure.

Dr. Martin indicated that PPPR is not a re-evaluation of tenure. Instead, it is intended to serve as a comprehensive review as to whether a faculty member has demonstrated continued professional growth and productivity consistent with established expectations. The review committee must determine whether the faculty member's performance satisfies expectations based on discipline and rank (a yes/no determination).



She explained that the Board Policy outlines procedures for a comprehensive evaluation of tenured faculty, no less often than every six years. At a minimum, the procedures for PPPR require: (i) an internal peer review committee of faculty at the same or higher rank; (ii) external reviews when deemed necessary by the review committee or the dean; (iii) staggered reviews to avoid administrative burden.

Dr. Martin indicated that PPPR is in addition to the Annual Performance and Planning Review (APPR) and Enhanced Post-Tenure Performance Review (EPPR). She advised that APPR examines a faculty member's current year's activities and plans for the upcoming year. The annual reviews are a key element for determining merit pay or performance-based salary adjustments. EPPR is an in-depth performance evaluation, administered by the chief academic officer, initiated by (i) the request of a faculty member; (ii) one overall annual performance rating of "unsatisfactory;" or (iii) two overall annual performance ratings of "Needs Improvement" during any four consecutive annual performance review cycles. It was noted that the prior Board of Trustees had concerns over the rigor and consistency of the APPR process, as well as the review process associated with the granting of tenure.

In connection with PPPR, each campus was asked to collect data including, but not limited to the following: (i) all individuals, departments, and colleges involved in the process; (ii) summary results of outcomes for faculty under review; (iii) estimates of hourly rates/salary for all parties involved; (iv) hours spent per faculty under review; (v) and total costs for groups, campuses, and the system as a whole. The campus reports were provided in an Appendix to the meeting materials. Dr. Martin reviewed the key findings associated with the campus reports, along with certain conclusions and recommendations.

Following the presentation, the members of the Committee raised questions regarding the costs reported with the PPPR process. It was noted that most of the costs identified were opportunity costs associated with the time involved; however, there were certain expenses incurred in creating websites/portals and administering the new process. The trustees reflected on the data presented, including the increased number of retirements and the wide-spread distribution of retirements among campuses/institutes.

Dr. Martin observed that one of the positive outcomes of the PPPR process may be potential improvements to the APPR process. She believes that most faculty are performing at a very high level, but there may be opportunities to address mentorship (mid and late career faculty), incongruencies, and other options to provide more meaningful support for professional development.

The Chancellors provided their perspectives on the PPPR process. In general, the Chancellors were not surprised by the data, and they did not believe that the PPPR process added much value, in light of the costs and effort involved. With respect to the opportunity cost, the time spent conducting reviews was in, most cases, in addition to and not a substitution of other



effort. A concern was raised that the additional effort associated with the PPPR process limits the faculty from pursuing other academic/research activities. It was also suggested that the higher than average retirement figures may have been impacted by the order in which faculty were selected (i.e., those with the longest tenure who may be closer to retirement).

Professor Vogel shared her perspectives as a tenured faculty member. She indicated her support for the concepts of continuous improvement, improved clarity as to expectations, and meaningful faculty engagement. However, Professor Vogel expressed her concern that the policy may feel more punitive in nature and that it may have the unintended consequence of communicating a lack of trust in the faculty. Professor Vogel raised the question of what is the measure of effectiveness of the PPPR process and whether it is an improved APPR process.

Board Chair Compton asked for an update of the peer research that was conducted initially in this area to see what changes, if any, other institutions have made since originally adopting a comprehensive post-tenure review process. Dr. Martin confirmed that the peer research would be updated and presented to the Committee at a future meeting. Dr. Martin also advised that the PPPR process may be impacted/delayed for AY 2020-21 due to the COVID-19 pandemic.

Trustee Woodson expressed her concern that there was too little data to properly assess the PPPR process or to gauge any meaningful improvements to the APPR process. Committee Chair Smith concurred with Trustee Woodson's assessment and stated that more work needs to be done to ensure that the APPR and EPPR processes have the necessary level of rigor to be instructive and meaningful for the growth and development of faculty members across the UT System. Committee Chair Smith stressed that it is not an issue of the Board distrusting faculty, but assessing and addressing the weaknesses identified previously in regards to the various review processes.

VII. Annual Report on Intercollegiate Athletics Programs

Committee Chair Smith reminded the members of the Committee that the Board of Trustees adopted Board Policy BT0033 – Policy on Oversight of Intercollegiate Athletics, which details the Board's oversight role and the specific responsibilities of the Chancellors with respect to the administration of intercollegiate athletics programs.

The policy requires the Chancellor for each UT campus with an intercollegiate athletics program to submit a written report to the Education, Research, and Service Committee each fall. The campus report is required to contain the following information: (1) the role of athletics on the campus; (2) oversight of the faculty athletics representative (FAR) on each campus; (3) how success of the athletics program is measured; (4) National Collegiate Athletic Association (NCAA) Academic Performance Rate (APR) data; (5) NCAA graduation success



rate (GSR); (6) department benchmarks for student performance assessment; (7) admissions policy; (8) student-athlete summary information; and (9) academic standards and policy descriptions.

The Chancellors of the Knoxville, Chattanooga, and Martin campuses submitted an initial, annual report outlining the required information. The campus reports were provided in an Appendix to the meeting materials. Dr. Martin reviewed the key findings associated with the campus reports, along with achievement highlights provided by the campuses.

VIII. Presentations

Academic Affairs & Student Success Update

Dr. Martin provided a presentation on key student success indicators (enrollment, retention, and graduation rates). Highlights included:

- All-time high for UT System-wide enrollment (52,559), representing a 1.9% increase over Fall 2019;
- Undergraduate enrollment was up 4.1% for UTK over Fall 2019;
- First-year retention (new full-time, first-time freshman) increased for UT System to 83.5%, representing a 2.6% increase over Fall 2019;
- Six-year graduation rates (new full-time, first-time freshman) increased for UT System to 62.9%;
- Six-year graduation rates for UTM were remarkably improved from 47.2% to 53.7%, reflective of targeted interventions;
- Four-year graduation rates (new full-time, first-time freshman) increased for UT System to 47.2%, reflective of steady improvements at UTC, UTK and UTM; and
- All-time high of bachelor's degrees conferred (8,622).

The presentation also addressed enrollment trends by campus for the last five-year period pertaining to: (i) freshman (total freshman applicants by campus, admission rates, yield, and fall enrollment), (ii) transfer students; and (iii) graduate/professional students. UTM reported an almost 40% increase in graduate/professional student enrollment over Fall 2019, and the UT System had an all-time high of 3,655 graduate/professional degrees conferred. The Committee members remarked on the successes, especially in light of the challenges presented by the pandemic. It was noted that, across the state, very few institutions were able to grow or even maintain enrollment levels.



Dr. Martin also reviewed the University's efforts with respect to the following initiatives:

- Reverse Transfer and TN Reconnect
- Mental Health and Wellbeing
- Student Experience Survey
- One UT for Campus Change
- 2020 Academic and Student Affairs Summit

UT Promise Update

Ashton Braddock, UT Promise Coordinator, updated the Committee on the UT Promise scholarship program. She reviewed the goal, mission, and desired outcomes for the program, along with the eligibility requirements.

Ms. Braddock reported that in the inaugural year, the University received 7,433 student applications for the program. This figure included 2,857 current UT students. She explained the recruitment cycle and the reasons for eligibility loss. At the end of the process, a total of 1,191 students were identified as being eligible for the UT Promise scholarship. The demographics of the eligible students were presented to the Committee. In addition, an overview of the mentorship component of the program was provided, including the demographic composition, affiliation, and geographical distribution of the mentors.

The overall cost of the UT Promise scholarship program was approximately \$865,000. Ms. Braddock concluded her remarks by discussing the successes and challenges identified in the first year of administering the program. She highlighted efforts to address the software application being used for the program and to better inform the applicants of the eligibility requirements.

In response to questions from the members of the Committee regarding the program, Ms. Braddock advised that the failure of applicants to meet the community service requirements was the largest contributing factor for not meeting the University's goal of having 2,000 UT Promise scholarship recipients. She also addressed issues associated with the website and plans for assigning additional UT Promise scholarship recipients to mentors.

Institutional Effectiveness Update

Committee Chair Smith reminded the Committee members of the recent organizational restructuring of the offices of Institutional Research (IR) and Business Intelligence (BI). He introduced Jorge Pérez, Associated Vice President for Institutional Effectiveness, who provided an update on the efforts of the newly formed Institutional Effectiveness (IE) group.

Dr. Pérez discussed the concept of integrated institutional effectiveness. He reviewed both the mission and vision statements of the IE team, noting that its mission is to promote a



culture of continuous improvement and enhance decision support. Additionally, he shared SACSCOC's definition of institutional effectiveness, which is as follows:

Ongoing, comprehensive, and integrated research-based planning and evaluation processes that –
 (a) *focus on quality and effectiveness, and*
 (b) *incorporate systemic review of goals and outcomes consistent with mission.*

Information was provided to the Committee on the organizational model for IE, peer benchmarking, and selected accomplishments. Dr. Pérez highlighted the work done to successfully combine disparate cultures in virtual setting. Dr. Brian Hester has been appointed to serve as the Chief Academic Data Officer, and the campuses have designated a single point-of-contact for data requests. Dr. Pérez concluded his remarks by showcasing certain infographics, reports, and dashboards that have been developed by the IE team, along with near-term projects that have been identified. A key goal for the upcoming year will be to work with the goal champions on the UT System Strategic Plan.

Committee Chair Smith thanked Dr. Pérez for the update. He then asked David Miller, Senior Vice President and Chief Financial Officer, to confirm that the IE group will be closely involved and integrated into the Enterprise Resource Planning (ERP) project in the identification of data fields. Mr. Miller verified that IE would be involved and that its participation will be especially critical with respect to the student data system component of the project (contemplated as phase 2).

IX. Other Business

None.

X. Closing Remarks

Committee Chair Smith thanked the Committee members for their time, given that the meeting ran longer than anticipated. He extended his gratitude to the presenters and the administrative team for their efforts in preparing for the meeting.

XI. Adjournment

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

Respectfully Submitted,

Cynthia C. Moore
 Secretary and Special Counsel



Approved Consent Agenda Items

- Minutes of the Last Meeting (June 25, 2020)
- Comprehensive List of Academic Programs
- Ratification of Administrative Action to Terminate or Inactivate Academic Programs

List of Information Items Presented to the Committee

- Certification of Degrees Conferred, 2020 Summer Semester

Attachments. Copies of the following documents are filed with the official minutes of this meeting.

- Presentation Materials:
 - Periodic Post-Tenure Performance Review (PPPR)
 - Annual Report - Intercollegiate Athletics Programs
 - Academic Affairs and Student Success Update
 - UT Promise
 - Institutional Effectiveness



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: **Academic Unit, Occupational Therapy, UTC**

Type: Action

Background

The University of Tennessee at Chattanooga's College of Health, Education, and Professional Studies requests approval for an academic unit: Department of Occupational Therapy. This unit provides a distinctive department for the successful Doctor of Occupational Therapy (OTD) program, which was implemented in Fall 2013. All facilities required for teaching laboratories, faculty/staff offices, and program-specific study space already exist, and no new costs are associated with the new unit. All costs associated with the department appeared in the New Academic Program Proposal budget as approved by both the UT Board of Trustees and the Tennessee Higher Education Commission in 2013.

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 academic unit, Department of Occupational Therapy, in the College of Health, Education, and Professional Studies at the University of Tennessee at Chattanooga.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: **Academic Unit, Physician Assistant Studies, UTHSC**

Type: Action

Background

The University of Tennessee Health Science Center's College of Medicine requests approval for a academic unit: Department of Physician Assistant Studies. This unit provides a distinctive department for the successful Physician Assistant program, which was approved in 2012, originally in the College of Allied Health Sciences. All facilities required for teaching laboratories, faculty/staff offices, and program-specific study space already exist, and no new costs are associated with the new unit. All costs associated with the department appeared in the New Academic Program Proposal budget as approved by both the UT Board of Trustees and the Tennessee Higher Education Commission in 2012.

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 academic unit, Department of Physician Assistant Studies, in the College of Medicine at the University of Tennessee Health Science Center.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: **New Academic Unit, Psychology, UTM**

Type: Action

Background

The University of Tennessee at Martin's College of Education, Health, and Behavioral Sciences requests a new Department of Psychology. The proposed change will separate the Psychology faculty from the existing Department of Behavioral Sciences, which includes Psychology, Sociology, Criminal Justice, and Social Work. Given the differences in scholarship and faculty evaluation, the campus requests approval for a standalone department for psychology faculty, which aligns with the structural organization at both UT Knoxville and UT Chattanooga, as well as other four-year institutions in the state. No resources are required, and there are no impacts on accreditation.

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 new academic unit, Department of Psychology, in the College of Education, Health, and Behavioral Science at the University of Tennessee at Martin.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: Academic Program Modification, Bachelor of Science degree in Communication, UTC

Type: Action

Background

The University of Tennessee at Chattanooga's Department of Communication seeks to change the undergraduate degree in Communication from a BA to a BS designation. The requested change primarily reflects a disciplinary trend of offering a bachelor of science rather than a bachelor of arts. Currently, UTC is one of only two undergraduate communication programs at public universities in Tennessee not offering a BS degree.

A yearlong curriculum review identified several changes that will strengthen the curriculum, including: (1) more thoroughly addressing diversity, (2) requiring students to gain broader and deeper professional experience through professional electives, (3) providing more professional elective options, and (4) offering options for the second required media writing course. These changes will positively impact students by providing them with more opportunities to acquire the knowledge and skills needed to be successful, professional communicators. This effort also aligns directly with the department's accrediting body's emphasis. While the BS degree requires students to take more hours in the department, removing the foreign language and computer literacy courses means students will take fewer hours in degree requirements.

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 modification to the Bachelor of Science in Communication program at the University of Tennessee at Chattanooga for implementation Fall 2021.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

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

Type: Action

Presenter: Randy Boyd, President

Background

Chancellor Plowman has recommended that tenure be granted to two individuals upon their initial appointment to a faculty position at UT Knoxville. I have received documentation that these individuals satisfy the following requirements to be considered for tenure upon initial appointment:

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

Information on the candidates is provided in Attachments 1 and 2.

Following my review of the tenure dossiers, in consultation with the Vice President for Academic Affairs and Student Success, I am recommending that the Board grant tenure to these individuals in their 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 upon initial appointment to the individuals presented in the meeting materials and listed on Attachment 1, which shall be attached to this Resolution after adoption.

February 2021 Tenure upon Initial Appointment

UTK			
Last Name	First Name	College	Department
Fox	Janet	UT Extension	Family and Consumer Sciences
Williams	Robert	Herbert College of Agriculture	Food Science

February 2021 Grant of Tenure upon Initial Appointment

Candidate Summary

UTK

Chancellor Donde Plowman has recommended that tenure be granted to the following individuals upon their initial appointment to a faculty position at UT Knoxville:

Dr. Janet Fox was recruited from Louisiana State University, where she has been tenured in the 4-H Youth Development Department since 2003, to serve as the Assistant Dean of Extension. Dr. Fox's extensive engagement with 4-H efforts span over 15 years of service both regionally and nationally; she has served more than 200,000 youth annually with award winning, experiential programs. Dr. Fox has nearly 15 years of experience as an administrator in higher education and has a strong record of scholarly work in the area of youth development and family and consumer sciences. Dr. Fox has mentored 25 PhD students and 42 MS students; she has authored or co-authored 22 refereed journal articles, 52 other refereed publications, and given 486 invited presentations. Dr. Fox received grants in excess of \$2.1 million spanning over 45 projects. She serves on the National Common Measures Advisory Committee and is one of four regional trainers with the goal of establishing a common core of youth outcomes and indicators consistent with the National Institute of Food and Agriculture Plan of Work system. Dr. Fox was strongly supported at all levels of review for her appointment to the rank of Professor with tenure.

Dr. Robert Williams was recruited from Virginia Polytechnic Institute and State University, where he held tenure since 2008, to serve as Department Head for Food Science. Dr. Williams has established a strong research record with over 30 funded internal and external projects totaling over \$2.9 million. His robust record of scholarship includes 52 contributions in peer-reviewed research publications, such as *Frontiers in Bioengineering and Biotechnology*, *Fish and Shellfish Immunology*, and *Journal of Food Safety*. Dr. Williams is an outstanding teacher and has directly mentored or has been a committee member for over 110 successful graduate students in Food Science and Extension since 2003. He has earned several awards for outreach and Extension effectiveness including receiving the 2017 Program Excellence Award Southwest District by the Virginia Cooperative Extension; chosen as one of only two Food Science faculty for the LEAD21 class VII in 2011; and selected for an elite spot in the FSMA Preventive Controls Curriculum Pilot in 2015. Dr. Williams was strongly supported at all levels of review for his appointment to the rank of Professor with tenure.



UTK CODE OF CONDUCT REVISIONS

THE UNIVERSITY OF TENNESSEE, KNOXVILLE



STUDENT CODE OF CONDUCT REVISIONS

- Fall 2017: New Student Code of Conduct adopted and implement. Led to a more educational and developmental process for students.
- Fall 2018 – Present: Student Life staff worked with campus constituents to address issues around clarity of process and understanding.
- 2019 University Action Plan - Mattering and Belonging.
 - VCSL appointed ad hoc committee.
 - Committee of students, faculty and staff.
 - Report presented to Chancellor in August/September 2019.

I. PREAMBLE

- a. Included UTK's Principles of Civility & Community per Ad Hoc Committee recommendations
- b. Included reference to asking students to meet for educational purposes when not a violation (including with offices outside of SCCS)



Civility & Community



ONE CAMPUS. ONE COMMUNITY.
CELEBRATE THE DIFFERENCES.

II. JURISDICTION

- a. Changed to be consistent with UT system
- b. Removed Student Organization specific piece (redundant) & Knoxville area section
- c. Focus on:
 - a. On campus behavior
 - b. University affiliated behavior
 - c. Behavior against another member of UTK community that threatens the healthy & safety, even if off campus

III. STANDARDS OF CONDUCT

STUDENT CODE OF CONDUCT

studentconduct.utk.edu

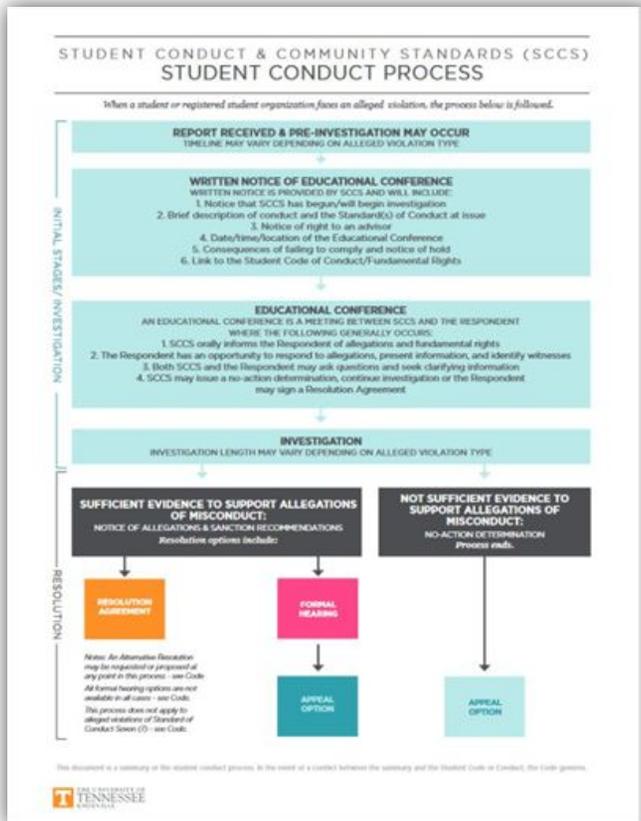


- a. Discrimination and/or Harassment: changed language to be consistent with UT system & "Discrimination" section added to SOC (previously did not have discrimination)
- b. Hazing: added "regardless of the student's willingness to participate" per national recommendations
- c. Weapons: added "Or if prohibited by federal, state, or local law"

IV. ACADEMIC MISCONDUCT

- a. Process streamlined to make easier to understand
- b. Grade appeals will no longer be heard by SCCS
- c. Undergraduate or Graduate Grade Appeal Committee will hear all grade appeals (previously did not hear academic misconduct grade appeals)
- d. Students found not responsible would have no grade penalty issued (currently can be issues a grade penalty even if SCCS finds student not responsible)





V. FORMAL HEARINGS

- a. Now 4 options for a Formal Hearing (due to new Title IX regulations)
 - i. Student Life Hearing Officer [SLHO]
 - ii. Student Conduct Board [SCB]
 - iii. Tennessee Uniformed Administrative Procedures Act [TUAPA]
 - iv. TIX Hearing *only one that is new
- b. Clarified minor language edits; made clear statements re: character or impact should take place in sanction phase

VI. SANCTIONS

- a. Removed “Mandatory Education” and now only have “Educational Activities” to make less confusing (previously had both categories of sanctions)
- b. Added Parental Notification section- required by TN state law and not considered a sanction eligible for appeal
 - a. Not a new law or new requirement; previously not in Code though & added to increase transparency

VII. *TITLE IX
[SEPARATE EMERGENCY HEARING
PROCESS]

- a. Federally mandated new TIX regulations-edits made to be federally compliant



THE UNIVERSITY OF TENNESSEE KNOXVILLE **Title IX**

Our Title IX Commitment

The University of Tennessee is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from Sexual Harassment (including Sexual Assault, Dating Violence, Domestic Violence, and Stalking), Sexual Exploitation, and Retaliation.

The University of Tennessee's Title IX commitment is grounded in the [Center for Disease Control's Social-Ecological Model](#). Our commitment emphasizes five key areas:

- 1. Policy.** Our foundation is in the policy and procedures we follow.
- 2. Prevention and Education.** Our goal is to prevent Sexual Harassment (including Sexual Assault, Dating Violence, Domestic Violence, and Stalking), Sexual Exploitation, and Retaliation before they happen.
- 3. Supportive Measures.** Our promise is to provide support and appropriate supportive measures to individuals involved in the Title IX process.
- 4. Investigation and Resolution.** Our commitments to due process, campus safety, and encouraging reporting guide how we investigate and resolve reports.
- 5. Patterns and Trends.** Our responsibility is to utilize the best available research, evidence-based practice, and our own campus trends in our prevention and response efforts.

We encourage any student who has experienced safety concerns to [report to UTPD](#) and participate in the university's investigative process.

Please call 911 with any immediate safety concerns.



QUESTIONS

**RULES
OF
THE UNIVERSITY OF TENNESSEE (KNOXVILLE)**

**CHAPTER 1720-04-03
STUDENT CODE OF CONDUCT**

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1720-04-03-.05	Fundamental Rights		
1720-04-03-.06	Student Conduct Process: Initial Stages	1720-04-03-.15	Definitions of Terms Used in the Code
1720-04-03-.07	Student Conduct Process: Resolutions	1720-04-03-.16	Repealed
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1720-04-03-.09	Title IX Hearings: Hearings and Appeals		
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1720-04-03-.11	Honor Statement		

1720-04-03-.01 PREAMBLE.

- (1) Students at the University of Tennessee are members of both the University community and the larger community of which the University is a part. Accordingly, students are responsible for conducting themselves in a lawful manner as well as in compliance with University rules and policies. In addition, the University has developed a set of aspirational goals titled, Principles of Civility and Community, which encourages all members of the University community to foster a learning environment where diversity is valued, respected, and celebrated. As stated in those Principles, the University of Tennessee affirms the value of each member of the University community and adheres to the principles of inclusivity, diversity, dialogue, collegiality, respect, knowledge, integrity, learning, awareness, and responsiveness. We respect the diverse backgrounds of all members of our community. This includes, but is not limited to, people of any race, color, sex, gender identification, sexual orientation, religion, national origin, age, ancestry, ability status, and military status. We value an environment that facilitates collegial relationships, encourages mutual understanding among diverse individuals and leads to addressing issues and differences in an atmosphere of mutual respect and civility. Therefore, we strive to be welcoming to all and hostile to none.

- (2) The University has established the Student Code of Conduct (“Code”) in order to advance the mission of the University and sustain a culture of excellence by: maintaining a safe learning environment; requiring students to conduct themselves in ways that allow for their personal growth and development as well as others, in the most positive manner possible; protecting the rights and privileges of all members of the University community; providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving the University’s reputation and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen.

- (3) The University’s behavioral standards are set forth in the Code’s Standards of Conduct (Section .04). Students who engage in conduct that is inconsistent with the Standards of Conduct are subject to University disciplinary action. The process by which the University investigates and resolves alleged violations of the Standards of Conduct is called the student conduct process. The student conduct process resolves allegations of misconduct ~~but also and~~ is an educational process designed to promote learning and development ~~as it relates to appropriate decision making. Therefore, even if behavior does not violate the Standards of Conduct, a University staff member may engage students in voluntary conversations to promote learning and development.~~ The student conduct process is consistent, fair, and provides means of resolution

that are commensurate with the skills and abilities of the participants in the process.

- (4) The effectiveness of the student conduct process rests partially upon the participation of all members of the University community. Active participation in the process by students, faculty, and staff reflects a willingness to address the difficult issues brought before them for the betterment of individual students and the University community. This involvement is vital to the establishment of true community standards.
- (5) Authority and responsibility relating to the Code are delegated to the Vice Chancellor for Student Life, who has delegated certain authority and responsibility to the Office of Student Conduct and Community Standards ("SCCS").
- (6) The University is committed to respecting students' constitutional rights. The Code shall be interpreted in a way that does not violate students' constitutional rights, including, without limitation, the rights protected by the First Amendment and the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution.
- (7) Students are responsible for being fully acquainted with and for complying with the Code, the applicable undergraduate or graduate catalog, the student handbook (Hilltopics), and other rules and policies relating to students.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.02 JURISDICTION.

- (1) Geographical Limits. The Code applies to the conduct of a student that occurs on University-controlled property. With respect to a student's conduct that does not occur on University-controlled property, the University has the discretion to discipline a student for conduct in violation of the Code if the student's conduct adversely affects the interests of the University, including, without limitation, when the conduct:
 - (a) Occurs during or in connection with a University-affiliated activity, including, without limitation, an overseas study program, clinical or field placement, internship, or in-service experience;
 - (b) Consists of academic dishonesty or research misconduct;
 - (c) Is prohibited by local, state, or federal law;
 - (d) Involves another member of the University community; or
 - (e) Threatens, or indicates that the student may pose a threat to, the health or safety of the student or other person, or the security of any person's property, including, without limitation, alcohol-related misconduct, drug-related misconduct, arson, battery, fraud, hazing, sexual assault or misconduct, stalking, and theft.

~~The Code applies to conduct that occurs on University-controlled property. However, with respect to conduct that occurs off of University-controlled property, the University has the discretion under the Code to discipline a student for conduct that violates the Standards of Conduct only if the student's conduct: (a) occurs in connection with a University-affiliated activity including, without limitation, an overseas study program or a clinical, field, internship, or in-service experience; (b) consists of academic dishonesty or research misconduct; (c) is prohibited by local, state, or federal law, and the conduct was committed within the Knoxville Area (or, for UTSI students, the conduct was committed within Coffee County or Franklin County); (d) is fairly attributable to a student organization based on a consideration of the criteria in Section .02(4); (e) is committed against another member of the University community; or (f) threatens, or indicates that the student poses a threat to, the health, safety, or welfare of others or the security of any person's property including, without limitation, drug related offenses, arson, assault, fraud, theft, hazing, participation in group violence, sexual assault,~~

~~dating violence, domestic violence, stalking, and sexual exploitation.~~

- ~~(3)~~(2) Professional and Ethical Standards. Graduate or professional programs within the University may take separate and independent academic action against students for alleged violations of professional and/or ethical standards using procedures other than those contained in the Code.
- ~~(4)~~(3) Responsibility for Conduct. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if his/her conduct is not discovered until after a degree is awarded).
- ~~(5)~~(4) Student Organizations' Responsibility for Violations of the Standards of Conduct. Notwithstanding anything in the Code to the contrary, a student organization may be found responsible for conduct that violates the Standards of Conduct only if the conduct is fairly attributable to the student organization. Whether conduct is fairly attributable to the student organization will be determined by SCCS based on a totality of the following criteria:
- (a) Whether the misconduct was endorsed by one (1) or more officers of the student organization ("endorsed by" means: having prior knowledge that the misconduct was reasonably likely to occur and failing to take reasonable preventative or corrective action; failing to attempt to stop known misconduct while it is occurring; and/or helping to plan, promote, or carry out the misconduct);
 - (b) Whether the misconduct occurred in connection with an activity:
 1. Financed by the student organization and/or one (1) or more members or alumni of the student organization who contributed personal funds in lieu of organizational funds;
 2. Related to initiation into, admission into, affiliation with, or as a condition for continued membership in the student organization; and/or
 3. Advertised, promoted, or publicized in such a way that a reasonable student viewing or hearing the advertisement, promotion, or publication would believe that the activity was affiliated with the student organization.
 - (c) Whether the misconduct occurred on property owned, controlled, rented, leased, and/or used by the student organization and/or any of its members/alumni acting on the student organization's behalf; and/or
 - (d) Whether a member of the student organization attempted to conceal the activity connected with the misconduct or conceal the misconduct of another member of the student organization.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.03 RELATIONSHIP BETWEEN THE CODE AND CRIMINAL LAW.

- (1) Independent Action. The Code has been adopted in furtherance of the University's interests and serves to supplement, rather than substitute for, the enforcement of civil and criminal law. Accordingly, University disciplinary action may be instituted against a student whose conduct potentially violates both criminal law and the Standards of Conduct without regard to the pending status of criminal charges or civil litigation. At the discretion of SCCS, disciplinary action relating to a violation of the Standards of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. Students alleged to have violated the Standards of Conduct may not challenge any aspect of the University's student conduct process on the grounds that criminal charges, civil litigation, or other University proceedings

regarding the same incident are pending or have been terminated, dismissed, reduced, or have not yet been adjudicated.

- (2) University's Interaction with Other Entities. The University will cooperate with law enforcement and other government agencies in the enforcement of criminal law on University-controlled property and in the conditions imposed by criminal courts for the rehabilitation of students who have violated the criminal law.
- (3) Withdrawals. If a Respondent voluntarily withdraws from the University before the conclusion of the student conduct process, SCCS retains the right to investigate and resolve the allegations made against the Respondent ~~as a condition of the Respondent being allowed to re-enroll in the University~~. A disciplinary hold may remain in place or be implemented after the student withdraws in order to enforce this Section .03(3).
- (4) Time Extensions and Rescheduling. Any time period described in the Code may be extended for good cause at the discretion of SCCS. Any meeting or hearing described in the Code may be rescheduled for good cause at the discretion of SCCS.
- (5) Voluntary Impairment. A student's voluntary impairment to themselves resulting from the use and/or consumption of alcohol, drugs, chemicals, and/or other substances does not excuse or diminish a violation of the Code, except as provided in Section .12 (~~Policy on~~ Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention).
- (6) Other Rights – Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sexual Exploitation, or Retaliation. In addition to rights granted in the Code, in cases involving an allegation of sexual harassment, sexual assault, dating or domestic violence, stalking, sexual exploitation, or retaliation, the Complainant and the Respondent shall have the rights outlined in the University's rules, policies, and procedures for investigating and resolving complaints of sexual harassment, sexual assault, dating violence, domestic violence, stalking, sexual exploitation, or retaliation in accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, University rules, and other applicable law.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.04 STANDARDS OF CONDUCT. Students are prohibited from engaging in the following types of misconduct:

- (1) Academic Dishonesty. Cheating, plagiarism, or any other act of academic dishonesty, including, without limitation, an act in violation of the Honor Statement.
- (2) False Information. Providing false information to a University official.
- (3) Misuse of Information in Connection with University Investigation or Hearing. Falsifying, distorting, misrepresenting, or withholding information in connection with a University investigation or hearing, except as provided in Section .05(1)(i).
- (4) Misconduct Relating to Records or Identification. Forging, altering, destroying, falsifying, or misusing records or identification, whether in print or electronic form.
- (5) Harm to Others. Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to his/her health or safety; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression of an intent to commit an act of ~~unlawful~~ violence to a particular individual or group of individuals.
- (6) Discrimination and/or Harassment. Discrimination: Conduct that discriminates against any person(s) or organization(s) based on a characteristic protected by federal, state, or local law

~~prohibiting discrimination; or conduct that violates the University's rules or policies prohibiting discrimination. Harassment: Unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit. Harassment: Unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).~~

- (7) Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sexual Exploitation, and/or Retaliation. Violating the University's Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking, which includes sexual exploitation and retaliation.
- (8) Invasion of Privacy. Invasion of another person's privacy when that person has a reasonable expectation of privacy, including, without limitation, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes, but is not limited to, making a video or photographic record of a person in showers, locker rooms, or restrooms. The storing, sharing, and/or distributing of such nonconsensual recordings by any means is also prohibited.
- (9) Private or Public Property. Any of the following conduct with respect to private or public property, including, without limitation, University-controlled property: theft; misappropriation; unauthorized possession, use, sale, duplication, or entry; vandalism; destruction; damage; or conduct that is reasonably likely to cause damage.
- (10) Hazing. Any intentional or reckless act, on or off University-controlled property, by one (1) student, acting alone or with others, which is directed against any other student, which endangers the mental or physical health, safety, or welfare of that student, or which induces or coerces a student to endanger his or her mental or physical health, safety, or welfare. "Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization regardless of the student's willingness to participate.
- (11) Disorderly Conduct. Fighting or other physically violent or physically threatening conduct; creating a hazardous or physically offensive condition by any act that serves no legitimate purpose; making noise that could unreasonably disturb others who are carrying on lawful activities; or conduct that breaches the peace.
- (12) Lewd, Indecent, or Obscene Conduct. Engaging in lewd, indecent, or obscene conduct, including, without limitation, public exposure of one's sexual organs, public urinating, and public sexual acts.
- (13) Imminent Lawless Action. Engaging in speech either orally or in writing that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.
- (14) Fire Safety. Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.
- (15) University Keys, Access Cards, and Identification. Possessing, using, or duplicating University keys, University access cards, or University identification cards without authorization from the University.

- (16) Information Technology. Theft, misuse, or unauthorized use of information technology facilities, resources, or access codes, including, without limitation: unauthorized entry into or transfer of a file; using another person's identification and/or password without that person's consent; using information technology facilities or resources to interfere with the work of another student, faculty member, staff member, or other member of the University community; using information technology facilities or resources to interfere with normal operation of a University information technology system or network; circumventing University information technology system or network security; using information technology facilities or resources in violation of copyright laws; falsifying an e-mail header; and conduct that violates the University's policy on the acceptable use of information technology resources.
- (17) Weapons. Possessing, carrying, using, storing, or manufacturing any weapon if prohibited by federal, state, or local law; or Possessing, carrying, using, storing, or manufacturing any weapon on University--controlled property or in connection with a University-affiliated activity, unless authorized in writing by the Chief of Police or his/her designee or unless federal or state law affirmatively gives a student a right, irrespective of the Code, to possess or carry a weapon on University--controlled property or in connection with a University-affiliated activity.
- (18) Alcohol-Related Conduct – University Property or University Activities. Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages on University-controlled property or in connection with a University-affiliated activity unless expressly permitted by University rules or policy.
- (19) Alcohol-Related Conduct Prohibited by Law. Consuming, manufacturing, possessing, distributing, dispensing, selling, or being under the influence of alcoholic beverages, if prohibited by federal, state, or local law.
- (20) Providing Alcohol to Underage Person. Providing an alcoholic beverage to a person younger than twenty-one (21) years of age, unless permitted by law.
- (21) Drugs and Drug Paraphernalia. Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs, if prohibited by federal, state, or local law; using, manufacturing, possessing, distributing, or selling drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued.
- (22) Failure to Fulfill a University Financial Obligation. Failing to timely fulfill a University bill, account, or other financial obligation owed to the University.
- (23) Failure to Respond, Comply, or Identify. Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of his/her duties, except as provided in Section .05(1)(i); or failing to identify oneself to a University employee or other public official acting within the scope of his/her duties when requested to do so.
- (24) Failure to Appear. Failing to appear at a University hearing, including, without limitation, a hearing of a University conduct board, following a request to appear either as a party or as a witness, unless the student has a right to not appear under state or federal law.-
- (25) Violation of Interim Administrative Actions, Disciplinary Sanctions, or Conditions of Re-Enrollment. Violating the terms of a no-contact directive, an interim restriction, a disciplinary sanction, or a condition of re-enrollment imposed by the University.
- (26) Obstruction or Disruption of University Activity. Obstructing or disrupting teaching, learning, studying, research, public service, administration, disciplinary proceedings, emergency services, or any other University-affiliated activity, or the free flow of pedestrian or vehicular

traffic on University-controlled property. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution.

- (27) Violation of University Policy or Rule. Violating a University policy or rule, including, without limitation, University policies or rules relating to facilities' use, smoking, the acceptable use of information technology resources, research misconduct, finder's fees relating to clinical investigations involving human subjects or access to University data or materials, University libraries, dining services, parking or transportation, University identification card use, residence halls, and registered student organizations.
- (28) Act Prohibited by Law. Committing an act that is prohibited by local, state, or federal law.
- (29) Attempted Violation; Accessory to Violation. Attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act in violation of a Standard of Conduct.
- (30) Retaliation. Engaging in retaliation. Retaliation is an act or omission committed by a student because of another person's participation in a protected activity that would discourage a reasonable person from engaging in protected activity, including, without limitation, any act or omission constituting "retaliation" under the University's Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking and University rules. Retaliation violates the Standards of Conduct regardless of whether the underlying allegation of a violation of the Standards of Conduct is ultimately found to have merit. Retaliation can include, without limitation: (a) an act or omission committed against a person's family, friends, advisors, and/or other persons reasonably expected to provide information in connection with a University investigation or hearing; and (b) an act or omission committed by a student through a third party.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.05 FUNDAMENTAL RIGHTS.

- (1) Rights of the Respondent. The following summarizes the rights granted to a Respondent in the student conduct process:
 - (a) Right to be assisted by an Advisor during all stages of the student conduct process, in accordance with Section .05(3);
 - (b) Right to an opportunity for an Educational Conference, in accordance with Section .06(5);
 - (c) Right to resolve allegations of misconduct and/or sanctions through a Formal Hearing, in accordance with Section .07(2);
 - (d) Right to receive notice of meetings and hearings at which the Respondent may be present and receive access to records used during those meetings and hearings, as provided in the Code;
 - (e) Right to the presumption that the Respondent is not responsible for the allegations of misconduct (i.e., the University bears the burden of presenting information demonstrating that it is more likely than not that the Respondent violated a Standard of Conduct);
 - (f) Right to not be directly questioned in a hearing by anyone other than the Student Life Hearing Officer ("SLHO") or the Chairperson of the Student Conduct Board ("SCB"), except when a Title IX Hearing must be held in accordance with Section .09;
 - (g) Right to challenge the fairness and/or impartiality of a Student Life Hearing Officer SLHO, a member of the SCB, a member of the Appellate Board, or a Title IX Hearing Officer;

- (h) Right to have a SLHO Hearing or SCB Hearing conducted in accordance with Section .08, including, without limitation, the right to present information to the SLHO or SCB, the right to propose questions for the SLHO or Chairperson to ask witnesses, the right to request that information be excluded from the SLHO or SCB's consideration, and the right to make a closing statement, except when a Title IX Hearing must be held in accordance with Section .09;
 - (i) Right to refrain from presenting information and witnesses during a hearing before the ~~Student Life Hearing Officer~~SLHO, the SCB, or the Title IX Hearing Officer, and the right to not have the ~~Student Life Hearing Officer~~ SLHO, the SCB, or the Title IX Hearing Officer draw an inference adverse to the Respondent if the Respondent chooses not to present information or witnesses;
 - (j) Right to Notice of Decision of the SLHO, SCB or Title IX Hearing Officer, in accordance with Section .08(5) and Section .09(7);
 - (k) Right to appeal the decisions of the SLHO, SCB or a Title IX Hearing Officer that are contained in the Notice of Decision, in accordance with Section .08(6) and Section .09(9);
 - (l) Right to receive a copy of a notice of an initial, interim, or final decision, or a change in such a decision, issued by the Vice Chancellor for Student Life, SCCS, a ~~Student Life Hearing Officer~~SLHO, the SCB, the Appellate Board, and/or a Title IX Hearing Officer (e.g., Notice of Allegations, Notice of Decision, Notice of Final Decision), simultaneously with the Complainant's receipt of a copy of the notice of the decision; and
 - (m) Right to appeal a decision issued by SCCS, a ~~Student Life Hearing Officer~~SLHO, the SCB, or a Title IX Hearing Officer and receive a notice containing information about the right to appeal simultaneously with the Complainant's receipt of a notice of such information, in accordance with Section .07, Section .08, and Section .09.
- (2) Rights of the Complainant.
- (a) A Complainant shall be granted equivalent rights to the rights granted to a Respondent under the Code including, without limitation:
 1. Right to meet with SCCS to ask questions and receive information about the student conduct process, including, without limitation, the status of an investigation;
 2. Right to receive notice of meetings and hearings at which the Complainant may be present and receive access to records used during those meetings and hearings, as provided in the Code;
 3. Right to be assisted by an Advisor during all stages of the student conduct process, in accordance with Section .05(3);
 4. Right to present information and witnesses during meetings and hearings, including, without limitation, investigations, or hearings before a Student Life Hearing Officer ("SLHO"), the Student Conduct Board ("SCB"), ~~SCB Hearings and~~ or a Title IX Hearing Officers;
 5. Right to not be directly questioned in a hearing by anyone other than the ~~Student Life Hearing Officer~~ SLHO or the Chairperson of the Student Conduct Board ("SCB"), except when a Title IX Hearing must be held in accordance with Section .09;
 6. Right to challenge the fairness and/or impartiality of a ~~Student Life Hearing~~

- ~~Officer~~SLHO, a member of the SCB, a member of the Appellate Board, or a Title IX Hearing Officer;
7. Right to receive a copy of a notice of an initial, interim, or final decision, or a change in such a decision, issued by the Vice Chancellor for Student Life, SCCS, a ~~Student Life Hearing Officer~~SLHO, the SCB, the Appellate Board, and/or a Title IX Hearing Officer (e.g., Notice of Allegations, Notice of Decision, Notice of Final Decision), simultaneously with the Respondent's receipt of a copy of the notice of the decision;
 8. Right to appeal a decision issued by SCCS, a ~~Student Life Hearing Officer~~SLHO, the SCB, or a Title IX Hearing Officer and receive a notice containing information about the right to appeal simultaneously with the Complainant's receipt of a notice of such information, in accordance with Section .07, Section .08, and Section .09; and/or
 9. Right to otherwise participate in the student conduct process.
- (b) Notwithstanding any provision of the Code to the contrary, including, without limitation, this Section .05(2), a Complainant shall not have the right to attend a meeting or hearing, receive information concerning, or otherwise participate in the student conduct process if such attendance, receipt of information, or participation would violate state or federal law.
- (3) Right to an Advisor. The Complainant and the Respondent may choose to be assisted by one
- (1) Advisor during all stages of the student conduct process.
 - (a) Selection of an Advisor. SCCS encourages a Complainant or a Respondent who chooses to be assisted by an Advisor to consider selecting a University employee or student who has received training from SCCS about the student conduct process. The Complainant and the Respondent may obtain the names of trained advisors from SCCS. At their own expense, the Complainant and the Respondent may choose a person who is not employed by the University to serve as an Advisor (e.g., friend, attorney). The Complainant and the Respondent should select as an Advisor a person whose schedule allows attendance at the scheduled date, time, and place for meetings and hearings scheduled by SCCS because meeting and hearing delays generally will not be granted due to the scheduling conflicts of an Advisor. If a Complainant or Respondent does not have an Advisor present at a Title IX Hearing, the University must provide one (selected by the University) without fee or charge to that party.
 - (b) Role of an Advisor. The role of an Advisor is limited to assisting, advising, and/or supporting a Complainant or Respondent during the student conduct process, including at all meetings, investigative interviews, and hearings. An Advisor is not permitted to speak for or on behalf of a Complainant or Respondent, appear in lieu of a Complainant or Respondent, participate as a witness, or participate directly in any other manner during any phase of the student conduct process, except in a Title IX Hearing. In a Title IX Hearing, the Advisor (who may be, but is not required to be, an attorney) is permitted to speak on behalf of a Complainant or Respondent for the purposes of asking questions of the other party and witnesses, in accordance with Section .09(5)(f). In a Uniform Administrative Procedures Act ("UAPA") Hearing, the Complainant and the Respondent ~~may be entitled to~~ have an attorney advocate on their behalf, in accordance with state law.
 - (c) Notification of the Right to Have an Advisor. SCCS shall provide written notice to the Complainant and the Respondent of their rights to an Advisor. The notice shall contain an explanation of the role of an Advisor during the student conduct process.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.06 STUDENT CONDUCT PROCESS: INITIAL STAGES.

- (1) Receipt and Review of Allegations of Misconduct.
 - (a) Except as stated in Section .06(1)(b), SCCS may initiate the student conduct process on the basis of written allegations received from any source, including, without limitation, a student, a faculty member, a University housing employee, or a law enforcement agency. SCCS also may initiate the student conduct process in the absence of written allegations if SCCS becomes aware, through other means, of potential misconduct committed by a student. Upon receipt of written allegations or other information concerning potential student misconduct, SCCS will review the information and determine whether to initiate the student conduct process. SCCS's determination of whether to initiate the student conduct process generally will be based on: the preliminary investigation by SCCS or other University official(s), if any, into the allegations received by SCCS; SCCS's determination of whether the alleged conduct falls within the jurisdiction of the Code; and SCCS's determination of whether the alleged conduct, if true, violated the Standards of Conduct.
 - (b) In cases involving allegations of sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation, the student conduct process is initiated upon the filing of a Formal Complaint by a Complainant or by the Title IX Coordinator. As soon as practicable after the filing of a Formal Complaint, SCCS will provide a Notice of Receipt of Formal Complaint to the parties who are known. The Notice of Receipt of Formal Complaint shall include the following information: 1. notice of the student conduct process that applies to the allegations; 2. the identities of the parties involved in the incident; 3. the conduct allegedly constituting the violation; 4. the date and location of the incident, if known; 5. a statement that the Respondent is presumed not responsible for the alleged conduct; 6. a statement that a determination regarding responsibility is made at the conclusion of the student conduct process; 7. the parties' right to have an Advisor of their choice, who may be, but is not required to be, an attorney; 8. the parties' right to inspect and review evidence; and 9. notice of the provisions of the Code that prohibit providing false information to a University official.
- (2) Conflicts of Interest.
 - (a) The student conduct process must be carried out in a manner that is free from conflicts of interest or bias consistent with due process of law.
 - (b) A University employee shall not act on behalf of SCCS in the student conduct process in any case in which: 1. the employee is a Complainant, Respondent, or a witness; or 2. the employee determines, for any other reason (e.g., personal prejudice or bias), that he/she cannot be fair or impartial.
 - (c) In all cases involving allegations of sexual assault, dating violence, domestic violence, or stalking, the student conduct process must include protections for the Respondent analogous to, and no less protective than, the conflict of interest provisions of Tennessee Code Annotated § 4-5-303. Notwithstanding the preceding sentence: ~~{1.}~~ an attorney for the University is allowed to provide legal advice to multiple University employees who serve in different roles in the process of disciplining a student; and ~~{2.}~~ the University is allowed to provide the Complainant with equivalent rights as the Respondent during the student conduct process.
- (3) Interim Administrative Actions.
 - (a) General. In certain situations, the University may impose interim administrative actions prior to the conclusion of the student conduct process. The University shall determine the appropriate interim administrative actions based on the totality of the circumstances. Examples of interim administrative actions include, without limitation, a no-contact

directive (Section .06(3)(b)), a disciplinary hold (Section .06(3)(c)), and interim restrictions (Section .06(3)(d)).

~~(b)~~ (b) No-Contact Directive. In cases involving allegations of assault, injury, sexual harassment, sexual assault, dating violence, domestic violence, stalking, sexual exploitation, retaliation or in other cases where there is reason to believe continued contact between a student and specific persons may interfere with those persons' security, safety or ability to participate effectively in work or studies, the University may issue a written instruction to a student, called a no- contact directive, that prohibits a student from having verbal, physical, written, and/or electronic contact with specific other persons for a definite or indefinite period of time. A no-contact directive also may prohibit a student from being present on designated University-controlled property. Any student, faculty or staff member or other person with a reasonable justification may request that the University issue a no-contact directive ~~be issued~~ to a student. However, the University retains ultimate authority to decide whether or not to issue a no-contact directive.

~~(b)(c)~~ (b)(c) Disciplinary Hold. The Respondent's academic record (including, without limitation, the release of the Respondent's official or unofficial transcript), degree, ability to register for classes, and/or ability to re-enroll may be placed on disciplinary hold by SCCS ~~or by another appropriate University office at the request of SCCS for the following reasons:~~ to require the Respondent to participate in the student conduct process ~~(SCCS will release the hold after the Respondent attends the Educational Conference but may reinstate the hold in order to require the Respondent to participate in other parts of the student conduct process); or (2) to require the Respondent to satisfy the terms and conditions of disciplinary sanctions received (the hold shall be released after the terms and conditions have been satisfied). A student who, at the time of commencement, is subject to a continuing disciplinary penalty or an unresolved disciplinary charge shall not be awarded a degree before the resolution of all disciplinary charges and/or the satisfaction of all sanctions. No diploma shall be given and no grades, academic credit, or degree shall be awarded to a student who has been placed on disciplinary hold.~~

~~(c)(d)~~ (c)(d) Interim Restrictions.

1. Generally, the status of a student alleged to have violated the Standards of Conduct is not affected until the conclusion of the student conduct process (Section .07(5)). However, the Vice Chancellor for Student Life may impose interim restrictions prior to the conclusion of the student conduct process related to the alleged misconduct when the Vice Chancellor for Student Life has reasonable cause to believe that ~~(1.)~~ a Respondent's continued presence on University-controlled property ~~—or at University-affiliated activities poses a significant risk of substantial harm to the health, safety, or welfare of others or to property or (2.)~~ poses an imminent or ongoing threat to the disruption of, or interference with, the normal operations of the University. Interim restrictions shall be confirmed by notice to the Respondent that explains the basis for the interim restrictions and shall remain in effect until the conclusion of the student conduct process, which should be completed without undue delay. Within three (3) business days of the imposition of the interim restrictions, the Respondent shall be offered an opportunity to appear before the Vice Chancellor for Student Life in order to discuss the following issues only: ~~(1.)~~ the reliability of the information concerning the Respondent's conduct; and ~~(2.)~~ whether the conduct and surrounding circumstances reasonably indicate that the Respondent's continued presence on University-controlled property or at University-affiliated activities poses a significant risk of substantial harm to the health, safety, or welfare of others or to property or poses an imminent or ongoing threat of disruption of or interference with the normal operations of the University. Examples of interim restrictions include, without limitation, restricting the student's privileges to participate in University affiliated activities, restricting the student's privileges to access University-controlled property, University-owned housing removal and/or

reassignment, and/or interim suspension. Restrictions contained within no-contact directives (Section .06(3)(b)) are not interim restrictions. An interim suspension is an official separation of the student from the University until the conclusion of the student conduct process or the interim suspension is lifted, whichever occurs first. While on interim suspension, the student loses all University rights and privileges (e.g., enrollment privileges) except for the rights and privileges to contest the allegations pursuant to the Code, shall not represent the University in any official manner, and shall not be present on University-controlled property or participate in University-affiliated activities without the prior approval of the Vice Chancellor for Student Life. When placed on interim suspension, the Respondent may receive a grade of "W," or when deemed appropriate by instructor, a grade of "I."~~may be assigned a grade of "W" or "I," whichever is deemed appropriate by the faculty member involved.~~ A Respondent who violates the terms of an interim restriction shall be subject to further disciplinary action and may be treated as a trespasser.

2. Notwithstanding any provision in this Section .06(3)(d), in any case that includes Title IX Allegations, the Vice Chancellor for Student Life may impose an interim suspension on a Respondent only after undertaking an individualized safety and risk analysis, and determining that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal of the Respondent. The Vice Chancellor for Student Life will provide the Respondent notice and an opportunity for the Respondent to challenge an interim suspension within three (3) business days.
- (4) Coursework. Coursework performed during the student conduct process shall be considered conditional. Credit for such coursework may be affected, delayed, denied, and/or revoked based on a final finding of misconduct and/or a sanction imposed under the Code. In addition, subject to the other provisions of the Code, a delay in the granting of a degree may be imposed and/or a degree that was awarded prior to a final decision under the Code may be revoked.
- (5) Educational Conference.
 - (a) Scope of the Educational Conference. The Educational Conference is a meeting between SCCS and the Respondent in which the following generally occurs:
 1. SCCS orally informs the Respondent about the allegations made against the Respondent and, if requested by the Respondent, provides the Respondent with a reasonable opportunity to review the written allegations, if any, received by SCCS.
 2. SCCS provides the Respondent with an opportunity to respond to the allegations, including, without limitation, an opportunity to present information to SCCS concerning the allegations and identify witnesses whom the Respondent believes SCCS should interview to obtain additional information.
 3. Both SCCS and the Respondent may ask questions to each other and seek clarifying information about the allegations, the possible sanction(s), and the student conduct process.
 4. Except in cases that include Title IX Allegations, based on information provided by the Respondent during the Educational Conference, SCCS may issue a no-action determination (Section .07(5)(a)) or continue its investigation in order to determine whether it is more likely than not that the Respondent violated the Standards of Conduct.
 - (b) Notice of Educational Conference. A Notice of Educational Conference is a written notice through which SCCS notifies the Respondent that SCCS has received allegations that the Respondent has engaged in misconduct; instructs the Respondent to attend or

schedule an Educational Conference; and provides the Respondent with other information about the student conduct process. A Notice of Educational Conference generally will include the following information: 1. notice that SCCS has begun or will begin an investigation of allegations SCCS received concerning the Respondent's conduct; 2. notice of a disciplinary hold, if any, that the University has implemented or will implement with respect to the Respondent; 3. a brief description of the Respondent's alleged conduct; 4. a preliminary list of potential violations of the Standards of Conduct, based on the Respondent's alleged conduct; 5. notice of the Respondent's right to be assisted and/or supported by an Advisor throughout the student conduct process, in accordance with Section .05(3), including information about the role of an Advisor; 6. the internet address where the Respondent can review a copy of the Code; 7. a date, time, and place for an Educational Conference with SCCS to discuss the incident, or, in the alternative, an instruction that the Respondent contact SCCS to schedule an Educational Conference within the time frame designated in the Notice of Educational Conference; and 8. notice of the consequences of failing to comply with SCCS's instruction to attend or schedule an Educational Conference.

- (c) Consequences of Failing to Attend or Schedule an Educational Conference. If the Respondent fails to attend or schedule an Educational Conference after SCCS has sent the Respondent a Notice of Educational Conference, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose appropriate sanction(s) for the misconduct (unless the Respondent's absence is excused by SCCS for good cause), unless prohibited by state or federal law. SCCS also may determine that the Respondent's failure to attend the Educational Conference constitutes a separate violation of the Standards of Conduct.

(6) Investigation of Allegations of Misconduct.

- (a) SCCS may investigate the allegations against the Respondent by interviewing witnesses and obtaining other information. If SCCS investigates allegations against a Respondent, SCCS will 1. ensure that the burden of proof of gathering evidence rests on the University and not on the parties; 2. provide an equal opportunity for the parties to identify and present witnesses for interview, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence; and 3. provide written notice of the date, time, location, participants, and purpose of all investigative interviews and other meetings, with sufficient time to prepare to participate. SCCS is not obligated to interview a witness identified by the Respondent or the Complainant if SCCS believes the witness is not likely to possess relevant information, is not likely to lead SCCS to the discovery of relevant information, or the information the witness is likely to possess is cumulative of other information gathered by SCCS—SCCS may interview and re-interview the Complainant, the Respondent, and/or any other person at any time during the investigation in order to obtain additional and/or clarifying information. Investigations conducted by SCCS will be prompt, thorough, and equitable. In conducting an investigation, SCCS will act as a fair and impartial party rather than a representative of the person, office, unit, organization, or entity that submitted the allegations to SCCS. Parts of SCCS's investigation may occur before, during, and/or after the Educational Conference (Section .06(5)) and/or any other part of the student conduct process. At the conclusion of its investigation, SCCS may prepare a written investigative report of the findings of the investigation. The investigative report may include an assessment of the credibility of persons interviewed during the investigation and an assessment of whether it is more likely than not that the Respondent violated the Standards of Conduct.
- (b) In cases in which a Complainant or the Title IX Coordinator has filed a Formal Complaint alleging sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation, SCCS will provide both parties with an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint. Prior to completion of the investigative

report, SCCS will send to each party and the party's Advisor, if any, the evidence subject to inspection and review. The parties must have at least ten (10) business days to submit a written response, which SCCS will consider prior to completion of the investigative report. After the investigative report is final, the parties shall have ten (10) business days to submit a written response to the report. No hearing shall occur until that 10-day period has expired, even if the parties have submitted responses prior to the expiration of the 10-day period.

(7) Notice of Allegations and Notice of Sanctions.

- (a) A Notice of Allegations is a written notice that informs the Respondent that SCCS has concluded that it is more likely than not that the Respondent violated the Standards of Conduct. A Notice of Allegations generally includes, without limitation, the following information: 1. a brief summary of the facts of Respondent's alleged misconduct; 2. notice that SCCS has determined that it is more likely than not that Respondent violated the Standards of Conduct; 3. notice of the specific Standard(s) of Conduct that SCCS has determined the Respondent more likely than not violated; 4. the Respondent's option(s) to elect a Formal Hearing to contest SCCS's determination of responsibility for misconduct and/or the sanction(s); and 5. the names of witnesses likely to present information concerning the alleged misconduct if the Respondent elects to contest the allegations through a Formal Hearing. SCCS may provide the Respondent with a Notice of Allegations during the Educational Conference.
- (b) A Notice of Sanctions is a written notice that informs the Respondent of the disciplinary sanction(s) that SCCS proposes for the violation(s) of the Standards of Conduct. SCCS may provide the Respondent with a Notice of Sanctions during the Educational Conference.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.07 STUDENT CONDUCT PROCESS: RESOLUTIONS.

(1) Resolution by Agreement.

- (a) Purpose and Effects of a Resolution Agreement. At any time during the student conduct process, a Respondent may resolve allegations of misconduct (other than Title IX Allegations) by signing a Resolution Agreement proposed by SCCS. By signing a Resolution Agreement, the Respondent: 1. accepts responsibility for violating the Standards of Conduct; 2. agrees to the imposition of the sanction(s); and 3. waives all rights the Respondent may have to resolve the allegations through a Formal Hearing. A Resolution Agreement is not valid until it is signed by both the Respondent and SCCS.
- (b) Revocation or Appeal of a Resolution Agreement. The Respondent may not revoke or appeal a Resolution Agreement signed by the Respondent.
- ~~(c)~~ Resolution Agreement – Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sexual Exploitation, or Retaliation. In a case involving a Formal Complaint of sexual harassment, sexual assault, dating violence, domestic violence, stalking, sexual exploitation or retaliation that does not include Title IX Allegations, SCCS will notify the Complainant about the proposed Resolution Agreement in writing and provide the Complainant with the opportunity to object to the proposed Resolution Agreement. A Complainant must notify SCCS of his/her objection in writing within five (5) business days from the date that SCCS informs the Complainant about the proposed Resolution Agreement. If the Complainant timely informs SCCS of his/her objection, then SCCS may address the Complainant's objection by modifying the proposed Resolution Agreement that is agreeable to both the Respondent and the Complainant and having the Respondent sign the modified Resolution Agreement. Otherwise, SCCS will continue the student conduct process and resolve the allegations against the Respondent in

accordance with the Code. Formal Complaints of sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation that include Title IX Allegations may not be resolved through a Resolution Agreement but may be resolved through an Informal Resolution set forth in Section .07(4).

~~(d) —~~

~~(e)(c) Resolution Agreement—Academic Dishonesty. In order to resolve an allegation that the Respondent violated Section .04(1) (academic dishonesty) through a Resolution Agreement, the Respondent shall agree to the imposition of the instructor's academic penalty in addition to agreeing to the other requirements contained in Section .07(1)(a).~~

(2) Resolution by Formal Hearing.

- (a) Types of Formal Hearings. A Formal Hearing is a process through which a Respondent has a right to contest allegations of misconduct and/or the sanctions proposed by SCCS by presenting information (including, without limitation, witnesses) to a decision maker other than the University employee(s) who conducted the investigation and/or Educational Conference. The Code provides for four (4) types of Formal Hearings, depending on the gravity of the disciplinary sanctions that have been proposed by SCCS and the nature of the allegations:
1. A hearing before a Student Life Hearing Officer, which is described in Section .07(2)(d);
 2. A hearing before the SCB (“SCB Hearing”), which is described in Section .08;
 3. A hearing before a Title IX Hearing Officer (“Title IX Hearing”), which is described in Section .09, and which is the only Formal Hearing provided under the Code for determining responsibility for Title IX Allegations; and
 4. A contested case hearing under the Uniform Administrative Procedures Act (“UAPA Hearing”), which is conducted in accordance with the University’s procedures for conducting contested case proceedings under the UAPA, Chapter 1720-01-05.
- (b) Rights to a Formal Hearing. A Respondent has the right to a Formal Hearing in every case before a Respondent can be found responsible for the alleged violation of the Standards of Conduct. In every case other than those that include Title IX Allegations, the Respondent has the right to resolve allegations of misconduct and/or proposed sanctions through a hearing before a Student Life Hearing Officer. In every case other than those that include Title IX Allegations, a Respondent also has the right to resolve allegations of misconduct and/or the proposed sanctions through a SCB Hearing or a UAPA Hearing when SCCS proposes one (1) or more of the following sanctions: 1. deferred suspension; 2. suspension; 3. expulsion; 4. University housing removal; 5. withholding of degree; 6. revocation of degree; or 7. revocation or suspension of the student organization’s University registration. Both Complainants and Respondents have the right to a Title IX Hearing when a Formal Complaint includes Title IX Allegations.
- (c) How to Request a Formal Hearing. In every case other than those that include Title IX Allegations, a Formal Hearing may be requested by the Respondent only in writing using the form(s) approved by SCCS. Orally requesting a Formal Hearing shall not constitute a valid request for a Formal Hearing. If a Respondent timely requests a Formal Hearing and has a right to have either a UAPA Hearing or a SCB Hearing, then the University will conduct a UAPA Hearing unless the Respondent executes a written waiver of the right to a UAPA Hearing.
- (d) Hearing before a Student Life Hearing Officer. A Student Life Hearing Officer is a University employee designated and trained by SCCS to conduct a Formal Hearing consistently with the procedures outlined in the Code for SCB Hearings (e.g., Section

.08), except as provided in this Section .07(2)(d). In conducting a Formal Hearing, a Student Life Hearing Officer has the same authority of the Chairperson of the SCB except that, unlike the Chairperson of the SCB, but like the voting members of the SCB, the Student Life Hearing Officer is the decision maker concerning whether the Respondent violated the Standards of Conduct, and, if so, what sanction(s) to impose. The decision of a Student Life Hearing Officer may be appealed to the Appellate Board using procedures consistent with the procedures outlined in the Code for appeals of decisions of the SCB.

- (e) Consequences of Failing to Timely Elect a Formal Hearing. If the Respondent fails to elect a Formal Hearing within five (5) business days of SCCS transmitting a Notice of Sanctions in writing to the Respondent, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose sanction(s) deemed appropriate by SCCS (unless SCCS extends the time for the Respondent to request a Formal Hearing for good cause). If SCCS extends the time for the Respondent to request a Formal Hearing and the Respondent fails to elect a Formal Hearing within the additional time granted by SCCS, then the Respondent waives all rights to a Formal Hearing, and SCCS has the discretion to deem the Respondent to have accepted SCCS's determination of responsibility for misconduct and may impose sanction(s) deemed appropriate by SCCS. All cases that include Title IX Allegations will proceed to Title IX Hearing without either party having to elect the hearing, unless an Informal Resolution is reached as set forth in Section .07(4) or a hearing is otherwise not required or permitted by law.

(3) Alternative Resolution.

- (a) Proposal of Alternative Resolution. At any time during the student conduct process, allegations against the Respondent (except for Title IX Allegations which may be resolved through the Informal Resolution process set forth in Section .07(4)) may be resolved through an alternative resolution. An alternative resolution is a resolution that is reached through a process and/or by a sanction or restriction not described in the Code. Before proposing an alternative resolution SCCS shall determine whether an alternative resolution would be appropriate based on the facts and circumstances of the case, and, if so, what type of alternative resolution process should be used. In cases involving sexual harassment, sexual assault, dating violence, domestic violence, stalking, sexual exploitation, or retaliation that are not subject to the Informal Resolution process, SCCS will consult with the Title IX Coordinator in making that determination. Examples of alternative resolution processes that may be proposed by SCCS include but are not limited to mediation, facilitated dialogue, conflict coaching, and restorative justice. The process of trying to reach an alternative resolution is voluntary (i.e., neither the Respondent nor a Complainant is required to participate). If an Alternative Resolution Agreement is not reached, then the student conduct process will proceed, and the allegations against the Respondent will be resolved through one of the other resolution methods in the Code.
- (b) Alternative Resolution Agreement. An Alternative Resolution Agreement is a written agreement that confirms an agreement to resolve the allegations against the Respondent through an alternative resolution. To be valid, an Alternative Resolution Agreement shall in all cases be signed by SCCS and the Respondent, and shall include a waiver of the Respondent's right, if any, to have a Formal Hearing on the allegations. Prior to the execution of an Alternative Resolution Agreement, if a Complainant has not participated with SCCS in the discussion of an alternative resolution, then SCCS will provide the Complainant with an opportunity to provide a timely objection to the proposed alternative resolution. In appropriate cases, SCCS may request the Complainant to sign an Alternative Resolution Agreement and determine that the Alternative Resolution Agreement is not effective without the Complainant's signature. Neither the Respondent nor the Complainant may revoke or appeal an Alternative Resolution Agreement.

- (4) Informal Resolution. In cases that include Title IX Allegations, at any time prior to reaching a determination regarding responsibility, SCCS may facilitate an informal resolution process that does not involve a full investigation and adjudication. To facilitate an informal resolution, SCCS will (a) provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, and (b) obtain the parties' voluntary, written consent to the informal resolution process. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the student conduct process with respect to the Formal Complaint.
- (5) Conclusion of the Student Conduct Process. This Section .07(5) summarizes the different ways in which the student conduct process may be concluded. If more than one (1) of the following events occur, then the student conduct process concludes on the date of the last event to occur. SCCS generally will provide the Respondent with written notice about the conclusion of the student conduct process within a reasonable time after the conclusion of the process. If permitted or required by law, SCCS also will provide the Complainant with written notice about the conclusion of the student conduct process within a reasonable time after the conclusion of the process.
- (a) No Action Determination. The student conduct process concludes when SCCS makes a final determination at any point in the process that no action will be taken (e.g., SCCS determines the preponderance of the evidence does not support a finding that the Respondent violated the Standards of Conduct~~that it is not more likely than not that the Respondent violated the Standards of Conduct~~; a Complainant declines to participate in the student conduct process; ~~or~~ SCCS does not have sufficient information or witnesses to move forward with the student conduct process). SCCS may reinstate the student conduct process upon receipt of new information; however, after SCCS has determined to take no action, SCCS may reinstate the student conduct process after a student has graduated only in cases involving Section .04(1) (academic dishonesty) or a violation of the University's rules or policy on research misconduct. A Complainant who is informed by SCCS of a no action determination may appeal the decision to the SCCS, in writing, within five (5) business days of the date that SCCS transmitted notice of the no action determination to the Complainant. The decision of SCCS is final and may not be appealed.
- (b) Failure to Attend or Schedule an Educational Conference. In accordance with Section .06(5)(c), the student conduct process concludes when: SCCS has issued a Notice of Educational Conference; the Respondent either fails to attend an Educational Conference or fails to comply with SCCS's instruction to contact SCCS to schedule an Educational Conference within the time frame designated in the Notice of Educational Conference Inquiry; and SCCS does not exercise its discretion to excuse the Respondent's failure for good cause.
- (c) Failure to Request a Formal Hearing after Notice of Sanctions. In accordance with Section .07(2)(e), the student conduct process concludes when the Respondent fails to elect a Formal Hearing within five (5) business days of SCCS sending or delivering a Notice of Sanctions to the Respondent, and SCCS does not exercise its discretion to excuse the Respondent's failure for good cause.
- (d) Resolution Agreement. The student conduct process concludes when a Resolution Agreement is executed in accordance with Section .07(1).
- (e) Alternative Resolution Agreement. The student conduct process concludes when an Alternative Resolution Agreement is executed in accordance with Section .07(3).
- (f) Informal Resolution. The student conduct process concludes when an Informal Resolution is agreed upon in accordance with Section .07(4).

- (g) Notice of Decision of a Student Life Hearing Officer – No Valid Appeal. The student conduct process concludes when a Student Life Hearing Officer has issued and transmitted a Notice of Decision and neither the Respondent nor the Complainant has submitted a valid Notice of Appeal.
- (h) Notice of Decision of a Student Conduct Board – No Valid Appeal. The student conduct process concludes when a Student Conduct Board has issued and transmitted a Notice of Decision under Section .08(5) and neither the Respondent nor the Complainant has submitted a valid Notice of Appeal under Section .08(6).
- (i) Notice of Appellate Board Final Decision. The student conduct process concludes when the Appellate Board has issued a Notice of Final Decision.
- (j) Notice of Decision of Title IX Hearing Officer – No Valid Appeal. The student conduct process concludes when a Title IX Hearing Officer has issued a Notice of Decision or written determination regarding responsibility under Section .09(7) and neither the Respondent nor the Complaint has submitted a valid Notice of Appeal.
- (k) Notice of Title IX Appeal Final Decision. The student conduct process concludes when the Vice Chancellor for Student Life has issued a Notice of Title IX Final Decision under Section .09(9).
- (l) UAPA. The student conduct process concludes when ~~the UAPA Hearing process~~ ~~Formal Hearing~~ has concluded, either through a final order, settlement, or otherwise, under the University's rules for conducting contested case proceedings under the UAPA, Chapter 1720-01-05.
- (m) Expiration and Satisfaction of All Sanctions. ~~The student conduct process concludes~~ ~~A Respondent's SCCS case concludes and is considered closed~~ when SCCS determines that the time periods for all sanctions given to the Respondent have expired (except for the sanction of expulsion, which does not expire), and the Respondent has satisfied all other terms and conditions of all sanctions that the Respondent received.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.08 STUDENT CONDUCT BOARD: HEARINGS AND APPEALS.

- (1) Notice of SCB Hearing.
- (a) When a Notice of SCB Hearing is Sent. If the Respondent requests a SCB Hearing in accordance with Section .07(2), then SCCS will send the Respondent and the Complainant a Notice of SCB Hearing at least seven (7) business days in advance of the date of the hearing.
 - (b) Information in the Notice of SCB Hearing. The Notice of SCB Hearing generally will contain, or be accompanied by, the following information: 1. the date, time, and place of the SCB Hearing (SCCS may reschedule the SCB Hearing for good cause and issue a revised Notice of SCB Hearing that contains a new date, time, and place of the SCB Hearing); 2. a copy of the Notice of Allegations; 3. the sanction(s) that the Conduct Officer will request the SCB impose on the Respondent; 4. the names of all witnesses through whom the Conduct Officer is likely to present information during the SCB Hearing; 5. a notice of the right to the assistance and/or support of an Advisor during the SCB Hearing; and 6. a description of all tangible or electronic information that the Conduct Officer is likely to present to the SCB, such as an investigative report, police report, incident report, witness statements, video or audio recordings, photographs, text messages, or phone records; 7. notice of the right to request a copy of SCCS' investigative file, redacted in accordance with the Family Educational Rights and Privacy Act of 1974, (20 U.S.C. § 1232g), and the federal regulations implementing that statute, as amended; and 8. notice of the right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that the University has in its possession, custody, or control and may use to support claims or defenses, unless the use would be solely for impeachment.
 - (c) More than One Respondent. In cases involving more than one (1) Respondent, SCB Hearings concerning each Respondent's conduct may be conducted separately upon written request of a Respondent submitted at the time of the Respondent's request for a Formal Hearing. SCCS has the discretion to make the final determination of whether to grant such a request and will notify the Respondents of the decision.
 - (d) Consequences of Failing to Attend a SCB Hearing. If the Respondent fails to attend a SCB Hearing, then the Respondent waives all rights to an SCB Hearing. The SCB may: proceed with the SCB Hearing without the Respondent's participation; hold the Respondent accountable for all decisions made in the Respondent's absence, including, without limitation, decisions concerning responsibility for alleged violations of the Standards of Conduct; and may determine that the Respondent's failure to attend the hearing constitutes a separate violation of the Standards of Conduct. If the SCB determines, in the Respondent's absence, that it is more likely than not that the Respondent violated the Standards of Conduct, then SCCS may implement the sanctions imposed by the SCB and conclude the student conduct process.
- (2) Composition of the Student Conduct Board.
- (a) Eligible Pool. The University shall ~~annually~~ appoint a pool of persons who are eligible to serve on a SCB. The University may appoint University students, University faculty members, or University staff employees; however, an employee who works in SCCS is ineligible to serve on a SCB. Persons appointed by the University will be trained by SCCS to serve on a SCB.
 - (b) Appointment of the SCB.
 - 1. General. The SCB is appointed ad hoc for each hearing by the Director of SCCS from the pool described in Section .08(2)(a). SCCS shall appoint a SCB consisting of one (1) non-voting Chairperson and seven (7) voting members. SCCS shall not

appoint persons on the basis of how SCCS anticipates that they will vote. The Chairperson shall be a University faculty member or staff employee who has received training from SCCS on how to conduct a SCB Hearing. Five (5) voting members and one (1) non-voting Chairperson constitute a quorum of the SCB that was appointed by SCCS; however, SCCS will make reasonable efforts to seat a SCB consisting of seven (7) voting members. ~~In seating any SCB, except as provided in Section .08(2)(b)2. or Section .08(2)(b)3., the student composition of the voting members of the SCB must be equal to or greater than the sum of the faculty and staff voting members.~~ Regardless of the number of voting members present, all classifications of the University- community (students, faculty, and/or staff) must be represented by at least one (1) voting member, except as provided in Section .08(2)(b)2. or Section .08(2)(b)3.

2. Exception for Cases Involving Allegations of Sexual Misconduct. Notwithstanding anything to the contrary in Section .08(2)(b)1., SCCS shall not appoint students to serve on the SCB in a case involving an allegation of sexual misconduct unless both the Respondent and the Complainant consent to having students appointed to serve on the SCB hearing their case.
 3. Exception for Cases Involving Allegations of Research Misconduct. Notwithstanding anything to the contrary in Section .08(2)(b)1., SCCS shall not appoint students to serve on the SCB in a case involving an allegation of research misconduct.
- (c) Fairness and Impartiality of SCB Members. Any member of the SCB who determines that they cannot decide a case fairly and impartially for any reason (e.g., having a personal prejudice or bias) shall excuse themselves from serving on the SCB, in which case SCCS shall appoint a substitute member of the panel in accordance with the rules in Section .08(2)(b).
- (3) General Rules Governing SCB Hearings.
- (a) Required Pre-Hearing Information and Copies – Complainant and Respondent.
 1. At least five (5) business days prior to the SCB Hearing, the Complainant and the Respondent must provide the following to SCCS in writing:
 - (i) The name of their Advisor, if any, who will attend the SCB Hearing;
 - (ii) The names of all witnesses ~~through whom they plan to present information to the SCB~~ and a brief summary of the information that they reasonably anticipate that each witness will provide to the SCB; ~~and~~
 - ~~(iii) A copy of all tangible or electronic information that they plan to present to the SCB (e.g. including, but not limited to, witness statements, video or audio recordings, photographs, text messages, phone records, medical bills, diagrams). However, they are not required to provide copies of information that is not in a form that allows copying (e.g., weapon; piece of clothing), in which case they should describe the information in writing; and~~
 - ~~(iv) A copy of a statement, if any, that they want the SCB to consider in determining the appropriate sanction to impose on the Respondent if the SCB finds that the Respondent violated a Standard of Conduct. The Complainant's statement may include a description of the impact of the Respondent's alleged conduct on the Complainant. The Respondent's statement may include a description of any factors the Respondent believes mitigates the alleged misconduct.~~

2. During the SCB Hearing, the Complainant and the Respondent may present witnesses who were not identified in the Notice of Formal Hearing only if they comply with this Section .08(3)(a) (i.e., other witnesses not identified to SCCS in writing at least five (5) business days prior to the SCB Hearing will not be allowed). The Complainant and the Respondent are responsible for contacting witnesses who were not identified in the Notice of Formal Hearing, informing them about the date, time, and place of the SCB Hearing, and securing their attendance at the SCB Hearing.

2.3. During the sanctioning phase of the SCB hearing only, the parties may present statements that they want the SCB to consider in determining the appropriate sanction to impose on the Respondent if the SCB finds that the Respondent violated a Standard of Conduct. The Complainant's statement may include a description of the impact of the Respondent's conduct on the Complainant. The Respondent's statement may include a description of any factors the Respondent believes mitigates the conduct. The Respondent may also present character statements during the sanctioning phase of the hearing only.

- (b) Pre-Hearing Review of Information. Individuals involved with the hearing are responsible for contacting SCCS to arrange a time to review the information prior to the hearing if such review is desired and the information has not been made available electronically. No less than three (3) business days prior to the hearing, SCCS will make copies of information submitted by the Complainant, the Respondent, and the Conduct Officer available for review by the Complainant, Respondent, their respective Advisors, and members of the SCB. Those individuals will be notified by SCCS when materials are available for review. SCCS may make the information available electronically. In their sole discretion, SCCS may redact irrelevant information prior to making information available.
- (c) Recording of the SCB Hearing. The University shall be responsible for making a verbatim record (e.g., digital or other recording) of a SCB Hearing. Deliberations of the SCB shall not be recorded. The record of the SCB Hearing shall be the property of the University. The Complainant and the Respondent may take notes during a SCB Hearing, which shall be their own property, but neither the Complainant nor the Respondent may record the hearing using any other method of recording. However, the University will provide a copy of the verbatim record to the Complainant and the Respondent upon request.
- (d) Attendance and Participation. Attendance during an SCB Hearing generally is limited to members of the SCB, the Conduct Officer, the Complainant and the Complainant's Advisor, the Respondent and the Respondent's Advisor, and witnesses. The Conduct Officer, the Complainant, the Respondent, Advisors, and witnesses may not be present during the deliberations of the SCB. Witnesses may attend the SCB Hearing only while they are presenting information to the SCB, unless the witness is the Complainant or the Respondent. The Chairperson and SCCS have the discretion to allow other persons to attend the SCB Hearing, in accordance with state and federal law. The Complainant and the Complainant's Advisor may attend any part of the SCB Hearing (excluding the deliberations of the SCB), but the Complainant and the Complainant's Advisor shall be excused from the hearing room when the Respondent's Education Records or information obtained from the Respondent's Education Records are disclosed unless the information is also part of the Complainant's Education Records. However, the previous sentence shall not apply, and the Complainant and the Complainant's Advisor shall have the right to attend the entire SCB Hearing, in cases of sexual assault, dating violence, domestic violence, and stalking. The Chairperson may accommodate concerns for the personal safety, well-being, and/or fears of confrontations of the Complainant, the Respondent, and/or witnesses by permitting attendance or participation by closed circuit television, video conferencing, or other appropriate means, as determined in the discretion of the Chairperson. However, the identity of all persons who present information to the SCB must be made known to the Respondent and the Complainant.

The Respondent and the Complainant must be allowed to ~~simultaneously see, hear, otherwise access the communications of any party or witness view and hear a person~~ who is attending or participating by closed circuit television, video conferencing, or other similar means.

- (4) Procedural Rules for SCB Hearings.
- (a) Right to Challenge the Selection of a SCB Member. At the beginning of the SCB Hearing, the Chairperson shall allow the Complainant and the Respondent to request the removal of a member of the SCB on the grounds that the person cannot be fair and impartial in deciding the case. If the Chairperson determines that the person cannot be fair and impartial, then SCCS may appoint a substitute member of the SCB in accordance with Section .08(2)(b) or, if a quorum of the SCB still exists, remove the SCB member and allow the SCB Hearing to continue without appointing a substitute member.
 - (b) Authority of the Chairperson. The Chairperson has the authority to maintain order and make all decisions necessary for the fair, orderly, and expeditious conduct of the SCB Hearing. The Chairperson shall be the final decision maker concerning what, how, and in what order information and witnesses are presented to the SCB.
 - (c) Exclusion of Information. Upon the Chairperson's initiation or upon request by the Conduct Officer, the Complainant, the Respondent, or a member of the SCB, the Chairperson may exclude the following information from the SCB's consideration: 1. irrelevant information; 2. information that unreasonably repeats information already provided to the SCB; 3. information that was not provided in advance of the hearing in accordance with Section .08(3)(a), or information from witnesses who were not disclosed in advance of the hearing in accordance with Section .08(3)(a); 4. information that is protected from disclosure under federal or Tennessee law; and/or 5. information about a person's character or character trait, if the information is being presented to show that on a particular occasion the person acted in accordance with the character or character trait. Generally, in cases involving an allegation of sexual misconduct, neither the Complainant's nor the Respondent's prior sexual history is relevant to the issue of whether sexual misconduct occurred and will not be considered by the SCB. However, when the Respondent contends that the Complainant gave consent for a particular sexual act, the prior sexual history between the Complainant and the Respondent may be relevant to assess the manner and nature of communications between the parties, although the mere existence of a current or previous dating, romantic, intimate, or sexual relationship with the other person does not allow a Respondent to imply or infer consent. The Complainant's and the Respondent's prior sexual history may also be relevant in other limited circumstances, such as to show intent, motive, absence of mistake, or to explain an injury or physical finding.
 - (d) Persons Who May Present Information. The only persons who may present information and/or witnesses during a SCB Hearing are the Conduct Officer, the Complainant, and the Respondent. The Complainant and the Respondent are responsible for presenting their own information and/or witnesses, if any, to the SCB (an Advisor shall not present information and/or witnesses to the SCB).
 - (e) Formal Rules. Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in criminal or civil court, are not used in SCB Hearings. The Chairperson shall decide all procedural questions that arise during a SCB Hearing. The Chairperson may consult with SCCS for assistance in resolving procedural questions fairly and in accordance with the Code.
 - (f) Questioning of Witnesses. Witnesses will provide information to the SCB and answer questions from the Chairperson. The Chairperson may ask questions and/or submit a request for additional information to the Respondent, the Complainant, the Conduct Officer, and/or witnesses. The Conduct Officer, the Respondent and/or the Complainant

shall not directly ask questions to each other or other witnesses. The Conduct Officer, the Respondent, the Complainant, and/or members of the SCB may propose questions for the Chairperson to ask witnesses by submitting the proposed questions to the Chairperson in writing during the hearing. The Chairperson has the discretion whether to ask a witness a question proposed by the Conduct Officer, the Respondent, the Complainant, and/or members of the SCB. The method of questioning witnesses outlined in this Section .08(4)(f) is used to preserve the educational tone of the SCB Hearing and to avoid the creation of an adversarial environment.

- (g) Closing Statements. At the close of the SCB Hearing, the Chairperson may allow the Conduct Officer, the Complainant, and the Respondent equal opportunities to make statements to the SCB summarizing the information presented to the SCB and/or advocating the decision that the SCB should reach. ~~The Conduct Officer and the Complainant may advocate that the SCB impose a specific sanction(s), and the Respondent may respond; however, the Respondent's record of student conduct maintained by SCCS shall not be disclosed to the SCB by the Conduct Officer or the Complainant during the hearing except in accordance with Section .08(5)(c).~~
- (h) Burden of Presenting Information Demonstrating Misconduct. The Conduct Officer bears the burden of presenting information demonstrating that it is more likely than not that the Respondent violated a Standard of Conduct, as alleged in the Notice of Allegations. Neither the Complainant nor the Respondent is required to present information or witnesses concerning the Respondent's alleged misconduct. The SCB shall not draw an inference adverse to the Conduct Officer, the Complainant, or the Respondent if the Complainant or the Respondent chooses not to present information or witnesses to the SCB.
- (5) Notice of Decision of the Student Conduct Board.
- (a) Deliberation of the SCB. After the Chairperson determines that all relevant information has been received by the SCB, the SCB will deliberate in private and decide, for each Standard of Conduct alleged in the Notice of Allegations to have been violated, whether it is more likely than not that the Respondent violated the Standards of Conduct. The SCB will decide by majority vote whether the Respondent violated the Standards of Conduct. The Chairperson shall not vote on the decision of whether the Respondent is responsible for violating the Standards of Conduct or what sanctions should be imposed unless there is a tie vote of the SCB.
- (b) Basis of Decision. The SCB shall ~~not~~ base its decision solely on information ~~not~~ presented during the SCB Hearing. However, if the SCB requests that additional information be provided after the SCB Hearing, the SCB may consider and base its decision on the additional information, as long as the Conduct Officer, the Respondent, and the Complainant have had a chance to review and respond to the additional information either in a resumption of the SCB Hearing or in writing.
- (c) Determination of Sanction(s). If the SCB decides that the Respondent violated the Standards of Conduct, then the SCB will decide the appropriate sanction(s) by majority vote. The Conduct Officer and the Complainant may advocate that the SCB impose a specific sanction(s), and the Respondent may respond. In deciding the appropriate sanctions for a Respondent's misconduct, the SCB may consider any statements provided by the Complainant and/or the Respondent as described in Section .08(3)(a)3. :- (1) statements submitted by the Complainant and/or the Respondent to the SCB concerning the appropriate sanctions; and (2) During the sanctioning phase, the SCB may also consider a statement provided by the Conduct Officer about the Respondent's conduct history, which shall be provided to the Chairperson by SCCS in a sealed envelope prior to the SCB Hearing.
- ~~(d)~~ Issuance of Notice of Decision. Issuance of Notice of Decision. Within three (3) business

days of the conclusion of the SCB Hearing, the Chairperson shall issue a Notice of Decision and transmit a copy of the Notice of Decision to SCCS. SCCS shall notify the Respondent about the Notice of Decision and provide a copy of the Notice of Decision. If permitted or required under law, SCCS shall notify the Complainant about the Notice of Decision (simultaneously with the notification to the Respondent) and provide a copy of the Notice of Decision to the Complainant.

~~(d)~~

Information in Notice of Decision. The following information shall be included in the Notice of Decision: (1) for each Standard of Conduct identified in the Notice of Allegations, the SCB's decision concerning whether it is more likely than not that the Respondent violated the Standard of Conduct and the SCB's rationale for the decision concerning the alleged violation of the Standard of Conduct, including, without limitation, a brief summary of the information upon which the SCB relied in making its decision; (2) the sanction(s), if any, that the SCB has imposed on the Respondent; and ~~(f)~~(e) (3) information about the Respondent's and the Complainant's options, if any, to appeal the decision of the SCB.

(6) **Appealing Decisions of the Student Conduct Board.**

- (a) **Appealable Decisions.** The Conduct Officer, the Complainant and/or the Respondent may appeal the decisions of the SCB that are contained in the Notice of Decision, but the grounds for appeal are limited to those described in Section .08(6)(c).
- (b) **Notice of Appeal.** An appeal is procedurally valid only if all of the following requirements are met: ~~{1.}~~ an appeal shall be submitted in writing by fully completing a form approved by SCCS called a "Notice of Appeal;" ~~{2.}~~ the Notice of Appeal shall be received by SCCS within five (5) business days of the date that SCCS transmitted the Notice of Decision; and ~~{3.}~~ the Notice of Appeal shall not include information that is not included in the record of the SCB Hearing, except the Notice of Appeal may contain a summary of the new information described in Section .08(6)(c)(3).
- (c) **Grounds for Appeal.** The Notice of Appeal shall explain the grounds for the appeal, which shall be limited to one (1) or more of the following grounds:
1. **Clearly Unreasonable Sanction.** The sanction(s) imposed by the SCB is clearly unreasonable (i.e., has no sound basis or justification in reason).
 2. **Material Procedural Error.** A procedural error occurred prior to or during the SCB Hearing, and the procedural error reasonably could have had a material impact on the SCB in reaching its decision. Neither the failure of the Respondent or the Complainant to secure the attendance of an Advisor or witness nor the failure of an Advisor or witness to attend or otherwise participate in any phase of the student conduct process constitutes a material procedural error. The failure of the Respondent or the Complainant to attend the SCB Hearing does not constitute a material procedural error.
 3. **New Information.** New information has been discovered, the information reasonably could have had a substantial impact on the SCB in reaching its decision, and the person submitting the Notice of Appeal did not know and reasonably could not have known about the information at the time of the SCB Hearing.
 4. **Personal Prejudice or Bias of a SCB Member.** A SCB member had a personal prejudice or bias that precluded them from fairly and impartially hearing the case. The fact that a SCB member voted to find a Respondent responsible or not responsible for violating a Standard of Conduct does not, by itself, demonstrate that the SCB member had a personal prejudice or bias for or against the

Respondent, the Complainant, or the University.

- (d) Effective Date of Sanction. The sanction(s) imposed by the SCB shall not be effective during the period in which a Notice of Appeal may be submitted, or, if a procedurally valid Notice of Appeal has been submitted (as determined by Section .08(6)(b)), until a Notice of Final Decision is issued by the Appellate Board, whichever is later. In cases in which the sanction of degree revocation is imposed, the sanction shall be presented to the Chancellor for approval before the sanction is imposed.
- (e) Appellate Board. The Appellate Board is the University body that considers appeals of decisions of the SCB, after a procedurally valid Notice of Appeal has been submitted to SCCS. SCCS will appoint a pool of persons trained by SCCS who are eligible to serve on an Appellate Board. SCCS may appoint University students, University faculty members, or University staff employees to be members of that pool. SCCS shall not appoint persons on the basis of how SCCS anticipates that they will vote.
- (f) Determination of Procedural Validity of Notice of Appeal. Within five (5) business days after the receipt of a Notice of Appeal, SCCS will determine whether the Notice of Appeal is procedurally valid. A Notice of Appeal is procedurally valid only if it has been fully completed, timely submitted to SCCS, ~~does not contain information outside of the record of the SCB Hearing, and does not contain a valid ground for appeal not listed in Section .08(6)(c).~~ If a Notice of Appeal is procedurally invalid and the time for submitting a Notice of Appeal under this Section .08(6)(f) has expired, then SCCS shall send the Conduct Officer, the Respondent, and the Complainant (if permitted or required by law) a notice that the decision of the SCB has become final and any sanction(s) imposed will become effective immediately. ~~However, in a case in which the Notice of Appeal contains information outside of the record of the SCB Hearing or a ground for appeal not listed in Section .08(6)(c), SCCS may proceed with appointing an Appellate Board after removing from the Notice of Appeal information that was not included in the record of the SCB Hearing and/or the impermissible ground for appeal.~~
- (g) Appointment of Appellate Board. If the Notice of Appeal is procedurally valid, then SCCS shall appoint an Appellate Board to hear the appeal from the pool of persons who are eligible to serve on an Appellate Board. An Appellate Board shall be composed of one (1) non-voting Chairperson and three (3) voting members. At least one (1) voting member of the Appellate Board shall be a University student; except, however, SCCS shall not appoint students to serve on an Appellate Board in a case involving an allegation of research misconduct or involving an allegation of sexual misconduct unless both the Respondent and the Complainant consent to having students appointed to serve on the Appellate Board hearing their case. The Director of SCCS shall not appoint a person to serve as Chairperson or a voting member of the Appellate Board if the person served as a Chairperson or a voting member of the SCB whose decision is being appealed. In addition, an employee who works in SCCS or whose direct supervisor is the Conduct Officer who participated in the SCB Hearing shall be ineligible to serve as a member of the Appellate Board.
- (h) Transmittal of Notice of Appeal. After the appointment of the members of the Appellate Board, SCCS shall transmit a copy of the Notice of Appeal to persons who have a need to know about the Notice of Appeal, including, without limitation, the members of the Appellate Board and all non-appealing parties (e.g., if the Respondent appeals, the Conduct Officer and the Complainant would be the non-appealing parties). A non-appealing party may submit a written response to the Notice of Appeal to the Appellate Board within ~~five (5) business days of SCCS's transmittal of the Notice of Appeal.~~ The written response shall be limited to: 1. responding to issues raised in the Notice of Appeal and shall not contain information that is not included in the record of the SCB Hearing; and 2. request the removal of a member of the Appellate Board on the grounds that the person cannot be fair and impartial in deciding the case. If SCCS determines that the person cannot be fair and impartial, then SCCS may appoint a substitute member of the

SCB in accordance with Section .08(6)(g).

- (i) **Recusal.** Any member of the Appellate Board who determines that they cannot decide the appeal fairly and impartially for any reason shall recuse themselves from serving on the Appellate Board, in which case SCCS shall appoint a substitute member of the Appellate Board in accordance with this Section .08(6)(g).
- (j) **Review of the Record.** The Appellate Board's final decision shall be based on its review of the record of the hearing before the SCB, which shall be limited to: 1. the Notice of Allegations; 2. the Notice of Formal Hearing; 3. the Notice of Decision; 4. the recording and the transcript, if any, of the hearing, and all other information submitted to the SCB during the hearing; and 5. the Notice of Appeal and any written responses, in accordance with Section .08(6)(h).
- (k) **Potential Decisions of the Appellate Board.** The Appellate Board shall reach one (1) of the following decisions, by a majority vote, if the appeal is determined to be procedurally valid:
 1. Affirm both the SCB's finding that the Respondent violated the Standards of Conduct and the sanctions imposed by the SCB;
 2. In a case involving a clearly unreasonable sanction, the Appellate Board may modify the sanctions imposed by the SCB by imposing a greater or lesser sanction(s);
 3. In a case involving a material procedural error, the Appellate Board shall remand the case for a new hearing to be conducted by a new SCB or the same SCB. The Appellate Board should recommend to the Chairperson how to correct the procedural error. SCCS may appoint a substitute member for any member of the SCB who is unavailable to participate in the new hearing; ~~or~~
 4. In a case of new information that fits the criteria described in Section .08(6)(c)3., remand the case to the same SCB for the limited purpose of hearing the new information and reconsidering its decision based on the new information. SCCS may appoint a substitute member for any member of the SCB who is unavailable to participate in hearing the new information or the reconsideration of the decision; ~~or~~
 5. In a case in which a SCB member had a personal prejudice or bias, remand the case for a new hearing to be conducted by a new SCB.
- (l) **Notice of Final Decision.** The Appellate Board shall communicate its decision through a written notice called a Notice of Final Decision. The Notice of Final Decision should be issued within ten (10) business days of the submission of the Notice of Appeal. The Notice of Final Decision shall be sent to SCCS, who will notify the Conduct Officer, the Respondent, the Chairperson of the SCB, and, if permitted or required by law, the Complainant about the Notice of Decision and provide them with a copy of the Notice of Decision. The decision of the Appellate Board is final and is not subject to appeal.
- (7) **Other Issues Heard by the SCB.** In addition to hearing disputes concerning violations of the Standards of Conduct, the Student Conduct Board shall also be the University body that hears disputes concerning the interpretation of the Student Government Constitution and disputes concerning the results of Student Government elections.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.09 TITLE IX HEARINGS: HEARINGS AND APPEALS.

- (1) The Title IX Hearing. Any case that includes Title IX Allegations that reaches the Formal Hearing stage will be resolved through a Title IX Hearing. The Title IX Hearing must be conducted in accordance with 34 C.F.R. 106.45.
- (2) The Title IX Hearing Officer. The Vice Chancellor for Student Life (or a designee) will appoint a qualified Title IX Hearing Officer to conduct the Title IX Hearing and will notify the parties and their Advisors, if any, of the appointment. The Title IX Hearing Officer may be a University employee, a team of University employees, an external person engaged to conduct the Title IX Hearing, or a team of external people engaged to conduct the Title IX Hearing. A party may object to the appointment of any Title IX Hearing Officer, in writing to the Vice Chancellor for Student Life. Any objection must be received within three (3) business days of the notice of appointment, and it must state the party's grounds for objecting. The Vice Chancellor for Student Life will decide whether an objection is justified, and that decision is final. If a Title IX Hearing Officer is removed based on an objection, the Vice Chancellor for Student Affairs will appoint a new qualified Title IX Hearing Officer to conduct the Title IX Hearing.
- (3) Notice of Title IX Hearing.
 - (a) When a Notice of Title IX Hearing is Sent. The Title IX Hearing Officer will send the Respondent and the Complainant a Notice of Title IX Hearing at least ten (10) business days in advance of the date of the hearing.
 - (b) Information in the Notice of Title IX Hearing. The Notice of Title IX Hearing will contain, or be accompanied by, the following information: 1. the date, time, and place of the Title IX Hearing; 2. notice of the right to have an Advisor of the party's choice, who may be, but is not required to be, an attorney, and that, if the party does not have an Advisor present at the hearing, the University must provide an Advisor of the University's choice, without fee or charge, to ask the other party and any witnesses all relevant questions and follow-up questions on behalf of that party; 3. notice that any cross-examination of any other party or witness must be conducted by the Advisor, and never by a party personally; and 4. notice that all of the evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint will be available to the parties at the hearing. Other pre-hearing information may also be included in the Notice of Title IX Hearing. Any Title IX Hearing may be rescheduled by the Title IX Hearing Officer or upon request of any party and for good cause shown.
 - (c) More than One Respondent. In cases involving more than one (1) Respondent, Title IX Hearings concerning each Respondent's conduct may be conducted separately upon written request of a party submitted at least seven (7) business days in advance of the hearing. SCCS has the discretion to make the final determination of whether to grant such a request and will notify the parties of the decision.
 - (d) Consequences of Failing to Attend a Title IX Hearing. If a party fails to attend a Title IX Hearing, the Title IX Hearing Officer may proceed with the Title IX Hearing without that party's participation.
- (4) General Rules Governing Title IX Hearings.
 - (a) The Title IX Hearing will take place no sooner than ten (10) business days after the parties' receipt of the written investigative report.
 - (b) The Title IX Hearing Officer may conduct pre-hearing meetings or conferences with the parties and their Advisors, if any, to discuss any pre-hearing issues, including but not limited to, the date of the hearing, the location of the hearing, any technology to be used at the hearing, the general rules governing the hearing, including any rules of decorum, the identification of witnesses, and the availability of evidence at the hearing.

- (c) Each party must notify the Title IX Hearing Officer at least five (5) business days before the hearing of the identity of the party's Advisor, if any, or that the party does not have an Advisor so that the University can provide an Advisor.
- ~~(d)~~ At the request of either party, the University will provide for the hearing to occur with the parties located in separate rooms with technology enabling the Title IX Hearing Officer and parties to simultaneously see and hear the party or the witness answering questions.
- ~~(d)~~(e) Upon request of a party, and for good cause shown, the Title IX Hearing Officer may permit the participation of witnesses who were not identified by the party to the investigator, or the inclusion of evidence at the Title IX Hearing that was not provided by the party to the investigator.
- (5) Procedural Rules for Title IX Hearings.
- (a) Authority of the Title IX Hearing Officer. The Title IX Hearing Officer has the authority to maintain order and make all decisions necessary for the fair, orderly, and expeditious conduct of the Title IX Hearing. The Title IX Hearing Officer shall be the final decision maker concerning what, how, and in what order witnesses are questioned and evidence is examined.
- (b) Exclusion of Information.
1. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
 2. The University cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the University obtains that party's voluntary, written consent to do so.
 3. The University cannot require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- (c) Preliminary Matters. The Title IX Hearing Officer shall begin the hearing by explaining the substance of the allegations and the specific University rule or policy allegedly violated.
- (d) Attendance and Participation. Attendance during a Title IX Hearing generally is limited to the Title IX Hearing Officer, a representative from SCCS, the Complainant and the Complainant's Advisor, the Respondent and the Respondent's Advisor, and witnesses. Witnesses may attend the Title IX Hearing only while they are presenting information to the Title IX Hearing Officer, unless the witness is the Complainant or the Respondent. The Title IX Hearing Officer and SCCS have the discretion to allow other persons to attend the Title IX Hearing, in accordance with state and federal law.
- (e) Opening Statements. The Complainant and then the Respondent may each make an opening statement to the Title IX Hearing Officer, and they may provide a written

copy of their opening statements to the Title IX Hearing Officer at the hearing. The Title IX Hearing Officer will provide a copy of any written opening statement received to the other party.

- (f) **Questioning the Witnesses.** Following any opening statements, the Title IX Hearing Officer will question the Complainant, the Respondent, and any witnesses requested by the parties or deemed to have relevant information by the Title IX Hearing Officer. The Title IX Hearing Officer will permit each party's Advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination must be conducted directly, orally, and in real time by the party's Advisor of choice and never by a party personally. Only relevant cross-examination and other questions may be asked of a party or witness. Before the Complainant, the Respondent, or any witness answers a cross-examination or other question, the Title IX Hearing Officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party or witness does not submit to cross-examination at the hearing, the Title IX Hearing Officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the Title IX Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions. Notwithstanding any provisions in this Section .09(5)(f) to the contrary, alleged verbal conduct by a Respondent that constitutes any part of the Title IX Allegations at issue in the case may be considered by the Title IX Officer in reaching a determination regarding responsibility even if the Respondent does not submit to cross-examination during the Title IX Hearing.
- (g) **Closing Statements.** At the close of the Title IX Hearing, the Title IX Hearing Officer may allow the Complainant and the Respondent equal opportunities to make closing statements summarizing the information presented to the Title IX Hearing Officer and/or advocating the decision that the Title IX Hearing Officer should reach.
- (6) **Recording of the Title IX Hearing.** The University will create an audio or audiovisual recording or transcript of the hearing and make it available to the parties for inspection and review.
- (7) **Notice of Decision of Title IX Hearing Officer.** Within ten (10) business days of the hearing, the Title IX Hearing Officer must issue a written determination regarding responsibility ("Notice of Decision of Title IX Hearing Officer"). The written determination must include (a) identification of the allegations potentially constituting Sexual Harassment; (b) a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (c) findings of fact supporting the determination; (d) conclusions regarding the application of the Code to the facts; (e) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant; and (f) the procedures and permissible bases for the Complainant and Respondent to appeal. If the Respondent is determined responsible, the Title IX Hearing Officer may consider relevant information provided at the hearing by the Complainant, the Respondent, or any other witness in deciding the appropriate sanction for the Respondent's misconduct.
- (8) **Notice of Decision of Title IX Hearing Officer to SCCS.** The Title IX Hearing Officer shall transmit a copy of the Notice of Decision of Title IX Hearing Officer to SCCS. SCCS shall notify the Respondent, the Complainant, and their Advisors about the written determination and provide a copy of it simultaneously to the parties and their Advisors.

- (9) **Appealing Decisions of the Title IX Hearing Officer.**
- (a) **Appealable Decisions.** The Complainant and the Respondent may appeal the decisions of the Title IX Hearing Officer that are contained in the Notice of Decision of Title IX Hearing Officer (as well as a decision by the University to dismiss a Formal Complaint that includes Title IX Allegations), but the grounds for appeal are limited to those described in Section .09(8)(c).
- (b) **Notice of Appeal.** An appeal is procedurally valid only if all of the following requirements are met: 1. an appeal shall be submitted in writing by fully completing a form approved by SCCS called a "Notice of Appeal;" 2. the Notice of Appeal shall be received by the Vice Chancellor for Student Life, or their designee, within five (5) business days of the date that SCCS transmitted the Notice of Decision; and 3. the Notice of Appeal shall not include information that is not included in the record of the Title IX Hearing, except the Notice of Appeal may contain a summary of the new information described in Section .09(8)(c)3.. SCCS will notify the other party in writing when an appeal is received.
- (c) **Grounds for Appeal.** The Notice of Appeal shall explain the grounds for the appeal, which shall be limited to one (1) or more of the following grounds:
1. **Clearly Unreasonable Sanction.** The sanction(s) imposed by the Title IX Hearing Officer is clearly unreasonable (i.e., has no sound basis or justification in reason).
 2. **Procedural Error.** A procedural irregularity affected the outcome of the matter.
 3. **New Evidence.** New evidence that was not reasonably available at the time the determination regarding responsibility was made that could affect the outcome of the matter.
 4. **Conflict of Interest or Bias.** The Title IX Coordinator, the investigator(s), or the Title IX Hearing Officer had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- (d) **Effective Date of Sanction.** The sanction(s) imposed by the Title IX Hearing Officer shall not be effective during the period in which a Notice of Appeal may be submitted, or, if a procedurally valid Notice of Appeal has been submitted (as determined by Section .09(8)(c)), until a Notice of Title IX Final Decision is issued by the Vice Chancellor for Student Life, whichever is later.
- (e) **Appeal Process.** Each party may submit a written statement in support of or challenging the outcome of the Title IX Hearing. The written statement must be received by the Vice Chancellor for Student Life within five (5) business days of the date on which the Notice of Appeal was filed, or within five (5) business days on which the non-appealing party received notice that the other party filed a Notice of Appeal. Within five (5) business days of the receipt of the last timely submitted appeal, the Vice Chancellor for Student Life will issue a written decision (Notice of Title IX Final Decision) describing the result of the appeal and the rationale for the result, which will be provided simultaneously to both parties. The decision of the Vice Chancellor for Student Life is final and not subject to further appeal.

Authority: *T.C.A. § 49-9-209(e).*

1720-04-03-.10 SANCTIONS.

(1) General Rules.

- (a) Purposes of Sanctions. The purposes of sanctions include, without limitation: (1) to educate the Respondent about appropriate conduct; (2) to promote the personal and professional development of the Respondent; (3) to discourage the Respondent and other students from violating the Standards of Conduct; and (4) to protect other members of the University community. The sanctions imposed on a Respondent should be proportional to the Respondent's misconduct and appropriate for the particular case based on the gravity of the offense (including, without limitation, how the violation affected or reasonably could have affected other members of the University community). Consideration may also be given to the Respondent's conduct record; whether the Respondent acted in self-defense, and, if so, whether the amount of force used was reasonable under the circumstances; the Respondent's academic classification (e.g., undergraduate, graduate, freshman, sophomore, junior, senior); and other aggravating or mitigating factors.
- (b) Administrative and Developmental Sanctions. A student who accepts responsibility or is found responsible for violating the Standards of Conduct generally will be given one (1) or more administrative sanctions. A student may also be given one (1) or more developmental sanctions.

(2) Administrative Sanctions.

- (a) Warning. A warning is a written notice to a student that informs ~~them that they have the student that the student has~~ violated the Standards of Conduct, that the misconduct must cease and/or not reoccur, and that further misconduct will likely result in the imposition of more serious sanctions.
- (b) Disciplinary Probation. Disciplinary probation is imposed for a ~~specified-designated~~ period of time during which the student may continue to be enrolled but must demonstrate conduct that conforms to the Standards of Conduct. Conditions may be placed on the student's continued enrollment. A student may be placed on disciplinary probation for moderate misconduct or in the case of repeated minor misconduct. Also, a student allowed to re-enroll following a suspension will be placed on disciplinary probation. Subsequent violations of the Standards of Conduct during a period of disciplinary probation may result in more serious sanctions such as suspension or expulsion from the University.
- (c) Deferred Suspension. A deferred suspension is a designated period of time during which a student, while continuing to be enrolled, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student is found responsible for any additional violation(s) of the Standards of Conduct while the student is on deferred suspension, then the sanction of suspension will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Students who are placed on deferred suspension are also generally given developmental sanctions.
- (d) Suspension. A suspension is an official separation of a student from the University for a ~~specific-designated~~ period of time and/or until certain conditions are met. A suspension may be imposed for serious misconduct and/or for a violation of deferred suspension. Suspension may include conditions that must be satisfied prior to a student being allowed to re-enroll and/or conditions that will be in place if the student is allowed to re-enroll. The effective date of a suspension may be imposed retroactively to the date that the misconduct occurred. While suspended, the student loses all University rights and privileges (e.g., enrollment privileges), shall not represent the University in any official manner, and shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life. The student may be required to meet

with an assigned Student Life staff member periodically while suspended to ensure the student is making satisfactory progress regarding the developmental sanctions issued. The Vice Chancellor for Student Life will determine whether the student is eligible for consideration for re-enrollment by the University's admissions office(s). Prior to re-enrollment, the student must satisfy the terms and conditions of all sanction(s) that are required to be completed prior to re-enrollment. Students who are permitted to return to the University following a period of suspension will automatically be placed on disciplinary probation by SCCS for a designated period of time, which is designed to facilitate a smooth transition back to the University community. A student on post-suspension disciplinary probation must abide by the Standards of Conduct and all terms and conditions placed on the student's re-enrollment.

- (e) **Expulsion.** Expulsion is a sanction that permanently bars a person from re-enrolling as a student at the University. This sanction generally is imposed when the student's misconduct is deemed so serious as to warrant total and permanent disassociation from the University community without the possibility of re-enrollment; and/or when, by the student's repeated misconduct, a student has exhibited a blatant disregard for the health, safety, or welfare of other members of the University community or the University's right to establish rules of conduct. A person who has been expelled shall not be present on University-controlled property without the prior approval of the Vice Chancellor for Student Life.
- (f) **Withholding of Degree.** The University may withhold a degree as a disciplinary sanction for a ~~specified~~ designated period of time or until the student's completion of all other sanctions imposed, whichever occurs later.
- (g) **Revocation of Degree.** The sanction of the revocation of a degree may be imposed if a student has obtained a degree at least in part through cheating, plagiarism, other academic dishonesty, or through research misconduct. Revocation of a degree shall be approved by the Chancellor before the revocation is effective. If approved by the Chancellor, this sanction will be noted on the student's academic transcript on a permanent basis.
- (h) **Disciplinary Probation for Student Organizations.** A student organization given the sanction of disciplinary probation is permitted to retain University student organization registration on a probationary status. As a condition of the disciplinary probation, the student organization also may be given developmental sanctions.
- (i) **Social Probation for Student Organizations.** Social probation prohibits a student organization from sponsoring or participating in specified social activities. While on social probation, a student organization may not host social events or participate in University-affiliated activities. Any exceptions to social probation must be approved, in advance, by the Vice Chancellor for Student Life.
- (j) **Deferred Suspension for Student Organizations.** A deferred suspension is a designated period of time during which a student organization, while continuing to be active, is given an opportunity to demonstrate the ability to abide by the Standards of Conduct. A student organization may be placed on deferred suspension for serious misconduct or in the case of repeated misconduct. If the student organization is found responsible for any additional violation(s) of the Standards of Conduct while the student organization is on deferred suspension, then the sanction of revocation or suspension of University registration will be the minimum sanction that will be imposed in a Formal Hearing on the subsequent misconduct. Student organizations who are placed on deferred suspension generally also receive disciplinary probation and developmental sanctions.
- (k) **Revocation or Suspension of University Registration.** In cases of serious or repeated misconduct, a student organization's University registration may be suspended or revoked.

- (3) Developmental Sanctions. In addition to an administrative sanction(s), one (1) or more of the following developmental sanctions may be imposed in an effort to foster student learning and development.
- (a) Educational Activities. Educational activities are designed to educate the student about why certain conduct was inappropriate. Examples of such activities include, without limitation, offering a formal apology (in writing and/or in person); attending an educational class, training, or workshop; giving or attending a presentation; preparing and submitting a research project or paper on a designated topic; or offering a written reflection responding to a prompt given by SCCS. The student may be held responsible for the payment of reasonable expenses relating to the educational activity.
 - (b) Restitution. Restitution is compensation for loss, damage, and/or injury incurred as a result of the student's conduct. Compensation may take the form of money, service, and/or material replacement. Restitution may be required to be made to the University, a specific individual, or a specific organization. Normally, all restitution must be paid or made within two (2) weeks of the imposition of the sanction.
 - (c) Supervised Work/Service. A student may be assigned unpaid work or service that is both beneficial to the University community and/or likely to assist the student in understanding the effects of the student's conduct.
 - (d) Loss or Restriction of Privileges. Specified student privileges are lost or restricted. Such privileges include, without limitation, representing the University in any official manner, the use of or access to University-controlled property, University parking privileges, or participation in University-affiliated activities (e.g., extracurricular activities).
 - ~~(d) —~~ (e) University Housing Reassignment or Removal. A student may be assigned to a different residence hall or residence hall room. A student's residence hall contract also may be terminated, and the student may be prohibited from residing in University housing for a definite or indefinite period of time.
 - ~~(d) —~~ Mandatory Education. A student may be required to participate in one (1) or more educational programs, classes, or workshops relating to the student's misconduct, including, without limitation, education concerning alcohol or drugs. The student may be held responsible for the payment of expenses relating to the educational program/class/workshop(s).
 - (4) Parental Notifications. If a student accepts responsibility or is found responsible for violating a Standard of Conduct involving drugs or alcohol, and that student is under twenty-one (21) years of age, SCCS shall inform the parent or legal guardian of that student of the violation, as required by state law. Typically, SCCS fulfills the parental notification requirement by mailing written notification to the parent or legal guardian's address listed with the Office of the University Registrar. SCCS may also notify parents or legal guardians through other means when necessary or appropriate. Parental notification is not considered a disciplinary sanction.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.11 HONOR STATEMENT.

- (1) Honor Statement. An essential feature of the University is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As such the University utilizes an Honor Statement that reads, "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."
- (2) Informing Students and Faculty. The following methods will generally be used to inform students and faculty members about the Honor Statement: (1) the Honor Statement appears

on undergraduate and graduate applications for admission, and applicants will be required to acknowledge his/her affirmation of the Honor Statement in writing; (2) information regarding the Honor Statement is included in the undergraduate and graduate catalogs, Hilltopics; (3) the Honor Statement is discussed during student orientation programs; (4) faculty members are encouraged to discuss the Honor Statement with students in ~~entry-level English~~ their courses; (a) faculty members are encouraged to include the Honor Statement in their course syllabus; (b) implementation methods and alternatives are discussed during faculty orientation programs; and (7) the enforcement of the Honor Statement is through the Standards of Conduct (Section .04(1)) and the student conduct process.

- (3) Academic Dishonesty. The Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty.
- (4) Plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism include, but are not limited to: ~~{1.}~~ using without proper documentation (quotation marks and citation) written or spoken words, phrases, or sentences from any source; ~~{2.}~~ summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge); ~~{3.}~~ borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge); ~~{4.}~~ collaborating on a graded assignment without the instructor's approval; and ~~{5.}~~ submitting work, either in whole or partially created by a professional service or used without attribution (e.g., paper, speech, bibliography, or photograph).
- (5) Examples of Other Types of Academic Dishonesty. Specific examples of other types of academic dishonesty include, but are not limited to: ~~{1.}~~ providing or receiving unauthorized information during an examination or academic assignment, or the possession and/or use of unauthorized materials during an examination or academic assignment; ~~{2.}~~ providing or receiving unauthorized assistance in connection with laboratory work, field work, scholarship, or another academic assignment; ~~{3.}~~ falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with an academic assignment; ~~{4.}~~ serving as, or enlisting the assistance of, a substitute for a student in the taking of an examination or the performance of an academic assignment; ~~{5.}~~ altering grades, answers, or marks in an effort to change the earned grade or credit; ~~{6.}~~ submitting without authorization the same assignment for credit in more than one (1) course; ~~{7.}~~ forging the signature of another or allowing forgery by another on any class or University-related document such as a class roll or drop/add sheet; ~~{8.}~~ gaining an objectively unfair academic advantage by failing to observe the expressed procedures or instructions relating to an exam or academic assignment; and ~~{9.}~~ engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.
- (6) Responsibilities Associated with the Honor Statement. All members of the University community have responsibilities associated with the Honor Statement. These responsibilities are unique to each sector of the University community. Each student is responsible for his/her own personal integrity in academic life. Each student is responsible for knowing and adhering to the terms and conditions of the Honor Statement and may acknowledge his/her adherence to the Honor Statement by writing, "Pledged," and signing on a graded class assignment or examination. Although there is no affirmative duty to report the academic dishonesty of another, each student, given the dictates of his/her own conscience, may choose to report any violation of the Honor Statement to a faculty member or to SCCS. The ~~prevention-discouragement~~ of academic dishonesty, and the response to academic dishonesty, is the immediate responsibility of the instructor. However, students are not excused from complying with the Honor Statement because of an instructor's failure to ~~prevent-address~~ or discourage academic dishonesty.

~~Academic Dishonesty — Resolution by the Academic Department.~~

~~Notice of Academic Dishonesty and Informal Opportunity to Respond to Allegations. When an act of alleged academic dishonesty is discovered by, or brought to the attention of an instructor, the instructor shall notify the student about the alleged academic dishonesty, describe the information supporting the allegation, and give the student an informal opportunity to respond to the allegation(s) and information. The instructor may proceed with imposing an academic penalty for academic dishonesty if the student has not responded to the instructor's notice to the student concerning the alleged academic dishonesty within five (5) business days of the notice. The instructor does not have the authority under the Code to impose a sanction identified in Section .09(2) or Section .09(3). An academic penalty shall not take effect until after the deadline for an appeal has passed under Section .10(7)(c), or, if the student appeals the penalty, the student conduct process has concluded and the penalty has been upheld, whichever is later.~~

~~Decision Whether to Impose an Academic Penalty. After giving the student notice and an informal opportunity to respond, if the instructor concludes that the student engaged in academic dishonesty, then the instructor may impose an academic penalty of a failing or reduced grade in the academic exercise, assignment, examination, and/or course; loss of credit for the work involved; an assignment to repeat the work, to be graded on its merits; and/or an oral or written reprimand. An instructor may impose more than one (1) academic penalty. If the instructor decides to impose an academic penalty, then the instructor shall transmit a notice to the student of the allegations, information, findings, academic penalty imposed, and information on the student's options to appeal the findings and/or penalties under Section .10(7)(c). The notice should be countersigned by the department head. Copies of the notice to the student shall be submitted to SCCS, the dean or other chief administrative head of the instructor's academic unit, and, where different, the dean or other chief administrative head of the academic unit in which the student is enrolled. The instructor is not required to notify a student that a complaint has been made to SCCS.~~

~~Appeals of Academic Penalties. Within five (5) business days of the transmittal of the notice to the student described in Section .10(7)(b)2., the student may appeal the academic penalty imposed by the instructor by submitting a written Notice of Appeal of Academic Penalty to SCCS, using a form approved by SCCS. The SCB hears appeals of academic penalties. If SCCS does not issue a Notice of Allegations, then the instructor shall serve as the Conduct Officer in the SCB Hearing. The decision of the SCB, or the Appellate Board if the decision is appealed, shall be the final decision of the University concerning the academic penalty. For example, if the SCB's decision, if not appealed to the Appellate Board, is to reverse a grade of "F" for the course, then SCCS will inform the University's Registrar of the SCB's decision and request the Registrar to enter the grade for the course that the student would have received if the student had not been accused of academic dishonesty. If there is a question about what grade the student would have received if the student had not been accused of academic dishonesty, the question will be referred to the Provost for resolution.~~

~~(7) Academic Dishonesty.~~

- ~~(a) Notice of Academic Dishonesty and Informal Opportunity to Respond. When an act of alleged academic dishonesty, in violation of Section .04(1) is discovered by, or brought to the attention of, an instructor, the instructor shall notify the student about the alleged academic dishonesty, describe the information supporting the allegation, and give the student an informal opportunity to respond to the allegation(s) and information.~~
- ~~(b) Referral By Academic Department to SCCS. After the instructor provides the student with an informal opportunity to respond, and if the instructor still believes that an act of academic dishonesty has occurred, the instructor shall refer the incident to SCCS. In referring the incident to SCCS, the instructor shall include the academic penalty that the instructor plans~~

to impose, if any. The referring instructor will not assign an academic penalty or a final grade for the course pending resolution of the allegation by SCCS. If a grade must be submitted at the end of the grading period, the student will receive a temporary grade of "Incomplete" (I) until the case is resolved. The instructor does not have the authority under the Code to impose a sanction identified in Section .10(2) or Section .10(3).

~~(b)~~(c) Academic Penalties and Appeals of Academic Penalties. If, at the conclusion of the student conduct process, SCCS determines that a student is not responsible for violating Section .04(1), the instructor shall not impose any academic penalty. If SCCS determines that a student is responsible for violating Section .04(1), the instructor may impose an academic penalty, in addition to any sanctions imposed by SCCS under Section .10(2) or .10(3). Academic penalties may include, without limitation, dismissal from a program of study; a failing or reduced grade in the academic exercise, assignment, examination, and/or course; loss of credit for the work involved; an assignment to repeat the work, to be graded on its merits; and/or a warning. An instructor may impose more than one (1) academic penalty. A student may appeal an academic penalty, as distinct from a student disciplinary sanction, through the appropriate institutional academic misconduct or grade appeal procedures, including the Undergraduate Council Appeal Procedure or Graduate Council Appeal Procedure.

~~(7)~~(8) Academic Dishonesty – Resolution through the Student Conduct Process. After receiving any conduct referral for academic dishonesty, SCCS will proceed with the student conduct process. SCCS may issue a Notice of Allegations for violating Section .04(1) regardless of the response of the instructor to the alleged academic dishonesty. If SCCS issues a finding of responsibility and Notice of Sanctions for a violation of Section .04(1), then the allegations shall be resolved through a Resolution Agreement, a Formal Hearing, or an Alternative Resolution Process, pursuant to Section .07 of the Code. After receiving notice from the instructor under Section .10(7)(b), SCCS may proceed with the student conduct process and determine of whether to issue a Notice of Allegations for violating Section .04(1). A decision by SCCS not to issue a Notice of Allegations shall not be used by the student to support an appeal of an academic penalty imposed by the student's instructor. In addition, SCCS may issue a Notice of Allegations for violating Section .04(1) regardless of the response of the instructor to the alleged academic dishonesty. If an instructor alleges that a student engaged in academic dishonesty and the student wants to appeal the academic penalty and/or SCCS issues a Notice of Allegations containing an allegation of a violation of Section .04(1), then the allegations against the student and the issue of the appropriate academic penalty shall be resolved through a Resolution Agreement, a Formal Hearing, or an Alternative Resolution Process.

~~(8)~~(9) College of Law. The University of Tennessee College of Law has adopted and promulgated its own Code of Academic Conduct, Chapter 1720-04-09. Chapter 1720-04-09 shall control in the event of a conflict between this ~~Chapter Code~~ and Chapter 1720-04-09.

~~(9)~~(10) Research Misconduct. Notwithstanding anything in this Code to the contrary, allegations of research misconduct shall be reported, assessed, inquired into, investigated, and resolved consistently with the University's Policy on Misconduct in Research and Service.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.12 POLICY ON AMNESTY FOR INDIVIDUAL GOOD SAMARITANS AND STUDENTS IN NEED OF EMERGENCY MEDICAL ATTENTION.

- (1) Background. The University of Tennessee holds paramount the health, safety, and welfare of students. Accordingly, all University students are expected to alert appropriate officials in the event of a health, safety, or welfare emergency, including, without limitation, a situation involving the abuse of alcohol or other drugs.
- (2) Expectations. When individual students know or reasonably should have known that other individual students are in need of emergency medical attention, the individual students are

expected to: (1) contact appropriate people to report the incident and request assistance (e.g., University staff members, law enforcement), and provide those people with the names and contact information for the individual students reporting the incident and the impaired individual students; and (2) demonstrate cooperation and care by remaining with the impaired individual students and providing reasonable assistance during and after the incident. Individual students who take all of the steps described in this Section .12(2) will be referred to as a “Good Samaritan” under the Code. The individual students in need of emergency medical attention will be referred to as an “individual impaired ~~individual~~-student” under the Code.

- (3) **Amnesty for Individual Good Samaritans.** Unless individual Good Samaritans have engaged in a repeated or serious violation of the Standards of Conduct (e.g., physical or sexual assault, property destruction, disorderly behavior, theft, second incident of misconduct involving alcohol or drugs), individual Good Samaritans will not be subject to formal University disciplinary action for misconduct discovered by the University as a result of the Good Samaritan’s report. While no formal University disciplinary action may be taken, the individual students who acted as a Good Samaritan may be required to meet with a University staff member to discuss the individual Good Samaritan’s misconduct and adhere to appropriate remedial and/or educational recommendations.
- (4) **Amnesty for Individual Impaired Students.** Unless individual impaired students have engaged in a repeated or serious violation of the Standards of Conduct (e.g., physical or sexual assault, property destruction, disorderly behavior, theft, second incident of misconduct involving alcohol or drugs), individual impaired students will not be subject to formal University disciplinary action for misconduct discovered by the University as a result of the Good Samaritan’s report. While no formal University disciplinary action may be taken, the individual impaired students may be required to meet with a University staff member, participate in educational activities, and/or establish that the individual students have addressed issues that contributed to the misconduct.
- (5) **Application of ~~the~~ Amnesty ~~Policy~~ to Student Organizations.** Student organizations, through their officers and members, are also expected to take responsible action in emergency situations. While ~~the Policy on Amnesty for Individual Good Samaritans and Students in Need of Emergency Medical Attention~~ this Section .012 may not fully apply to a student organization, adherence to steps described in Section .12(2) by a student organization’s officers and/or members will be considered a mitigating factor when determining the outcome ~~of~~ or sanction ~~for misconduct~~. Additionally, the University will consider a failure of officers and/or members to adhere to steps described in Section .12(2) to be an aggravating factor when determining the outcome ~~of~~ or sanction ~~for misconduct~~.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.13 EMERGENCY POWERS. When, in the judgment of the University’s Chancellor, conditions are such that it is impractical for the Student Conduct Board to function, the Vice Chancellor for Student Life may suspend these procedural regulations and appoint an ad hoc committee to hear a conduct matter. Any such ad hoc committee shall follow procedures that will insure that the Respondent is provided with due process. The final decision of the ad hoc committee may be appealed to the Vice Chancellor for Student Life, but the grounds for appeal are limited to those outlined in Section .08(6)(c).

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.14 MAINTENANCE, DISCLOSURE, AND EXPUNGEMENT OF STUDENT DISCIPLINARY RECORDS.

- (1) **Maintenance of Student Disciplinary Records.** The University maintains student disciplinary records separately from student academic records.
- (2) **Disclosure of Student Disciplinary Records while a Student is Enrolled.**
 - (a) While a student is enrolled in the University, SCCS may disclose disciplinary records to

University officials who have a legitimate educational interest in the disciplinary records, subject to Section .14(2)(b), or to students who request to inspect their disciplinary records. SCCS may disclose disciplinary records to other persons only in accordance with state or federal law or with the student's consent and in some circumstances will be required by state or federal law to disclose disciplinary records (e.g., subpoena, judicial order).

- (b) While a student is still enrolled in the University but applying for post-graduation employment or graduate school, SCCS will disclose a student's disciplinary records to persons outside of SCCS only with the student's consent and if one of the following sanctions was imposed on the student while the student was enrolled in the University: suspension; expulsion; withholding of degree; or revocation of degree. Notwithstanding the previous sentence, SCCS will disclose disciplinary records as required by state or federal law (e.g., subpoena, judicial order).
- (3) Disclosure of Student Disciplinary Records after a Student is no Longer Enrolled. After a student is no longer enrolled in the University, SCCS will disclose a student's disciplinary records to persons outside of SCCS only with the student's consent and if one (1) of the following sanctions was imposed on the student while the student was enrolled in the University: suspension; expulsion; withholding of degree; or revocation of degree. Notwithstanding the previous sentence, SCCS will disclose disciplinary records as required by state or federal law (e.g., subpoena, judicial order).
- (4) Expungement of Student Disciplinary Records. SCCS permanently maintains student disciplinary records for students who have received the following sanctions (or their equivalents under previous versions of the Code): suspension; expulsion; withholding of degree; or revocation of degree. SCCS expunges student disciplinary records for other students seven (7) years after graduation or the last date of enrollment, except as prohibited by law or a University litigation hold.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.15 DEFINITIONS OF TERMS USED IN THE CODE.

The following words, terms, or phrases, when used in the Code, shall have the following meanings:

- (1) Attend: To participate in a meeting or hearing electronically or in person.
- (2) Business Day: Any weekday not designated by the University as a holiday or administrative closure day. When calculating a time period of business days specified in the Code, the business day of the event that triggers a time period is excluded.
- (3) Chairperson: A faculty or staff member appointed by SCCS to preside over and facilitate a SCB Hearing.
- (4) Code, Code of Conduct, or Student Code of Conduct: The University of Tennessee, Knoxville's Student Code of Conduct, Chapter 1720-04-03.
- (5) Complainant: An individual who may have been subjected to student conduct that violates the Standards of Conduct, regardless of whether that individual makes a complaint or report to SCCS. This term does not imply pre-judgment concerning whether the Respondent violated the Standards of Conduct. SCCS is the final decision maker with respect to whether an individual is a Complainant for purposes of the Code.
- (6) Conduct Officer: A University employee designated by SCCS to present information on behalf of SCCS to the Student Conduct Board. ~~The Conduct Officer shall be employed in the Division of Student Life but is not required to be employed by SCCS. However, in a case involving alleged academic dishonesty in which SCCS has not issued a Notice of Allegations, the~~

~~instructor generally will be designated as the Conduct Officer.~~

- (7) Disciplinary Hold: The University hold described in Section .06(3)(c).
- (8) Disciplinary Records: A written record that personally identifies a Respondent and is maintained by SCCS.
- (9) Faculty Member or Instructor: A person hired by the University to conduct teaching, research, or supervised clinical placements.
- (10) Formal Complaint. A document filed by a Complainant (or signed by the Title IX Coordinator) alleging that a Respondent engaged in sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation, and requesting that the University investigate the allegation. There are two (2) types of Formal Complaints: (a) Formal Complaints that include Title IX Allegations (as defined under Section .15(~~2930~~)); and (b) Formal Complaints that do not include Title IX Allegations, but do otherwise include allegations of sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sexual exploitation.
- (11) Formal Hearing: A SCB Hearing, a hearing before a Student Life Hearing Officer, a Title IX Hearing, and/or a UAPA Hearing.
- (12) Good Faith: Having a belief in the truth of information that a reasonable person in the same position could have, based on the information known to the person communicating the information at the time the information was communicated by that person. Information is not communicated in good faith if it is communicated with knowing or reckless disregard for information that would negate the former information.
- ~~(13) Knoxville Area: The geographical area that consists of the following counties in the state of Tennessee: Knox, Anderson, Union, Grainger, Jefferson, Sevier, Blount, Loudon, and Roane.~~
- ~~(15)~~(13) Member of the University Community: A person who is a student, University employee, University volunteer, invited visitor to University-controlled property, or participant in a University-affiliated activity.
- ~~(16)~~(14) Notice or Notify (given to students): Written notice transmitted by United States mail, courier service, or hand delivery to the address the University's Registrar has on file for the student; and/or by e-mail to a student's University-provided e-mail account. When a notice is transmitted by United States mail or courier service, the notice is effective on the date that it is mailed or delivered to the courier service. When a notice is transmitted by hand delivery, the notice is effective on the date that it is delivered to the person to whom the notice is addressed. When a notice is transmitted by e-mail, the notice is effective on the date that the e-mail is sent. A student's University-issued email address is the official method of communication used by SCCS.
- ~~(17)~~(15) Possession: Direct control of a substance or property, actual knowledge of a substance or property, and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property.
- ~~(18)~~(16) Protected Activity: A person's good faith: ~~(1a)~~ opposition to conduct prohibited under the Standards of Conduct; ~~(2b)~~ report to the University about conduct prohibited under the Standards of Conduct to the University; ~~(3c)~~ participation (or reasonable expectation of participation) in any manner in an investigation, meeting, hearing, or interim measure; or ~~(4d)~~ exercise of rights or responsibilities under any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
- ~~(19)~~(17) Reasonable Person: A sober, objectively reasonable person in the same situation, and with the same sex, gender identity, and sexual orientation as the person whose words and/or

conduct are being evaluated.

~~(20)~~(18) Relevant Information: Information having any tendency to make the existence of any fact that is of consequence to determining whether the Respondent violated the Standards of Conduct more probable or less probable than it would be without the information. This definition does not apply to Title IX Hearings.

~~(21)~~(19) Respondent: A student or student organization who has been accused of violating the Standards of Conduct and/or whose conduct is being investigated by SCCS.

~~(22)~~(20) Sanction: An administrative sanction and/or a developmental sanction.

~~(23)~~(21) SCB: Student Conduct Board.

~~(24)~~(22) SCCS: The Office of Student Conduct and Community Standards, which acts through University employees designated by the Director of SCCS to act on behalf of the University in the student conduct process, including, without limitation University employees who work in SCCS and University employees who work in University Housing.

~~(25)~~(23) Sexual Harassment. Conduct on the basis of sex that satisfies one (1) or more of the following: (a) an employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or (c) sexual assault, dating violence, domestic violence, or stalking.

~~(24)~~ Staff Member: A person employed by the University on a part- or full-time basis, primarily involved in planning, organizing, staffing, directing and controlling efforts to achieve the goals and objectives of the University.

~~(26)~~(25) Standards of Conduct: Chapter 1720-04-03-.04.

~~(27)~~(26) Student: For purposes of the Code, the term "student" means:

- (a) A person enrolled or registered for study at the University, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree and non-credit programs and courses;
- (b) A student organization;
- (c) A person who has completed the immediately preceding academic term and is eligible for re-enrollment;
- (d) A person who is not officially enrolled but who has a continuing relationship with the University (e.g., on educational leave or other approved leave status);
- (e) A person who attended the University during a previous academic term and who engaged in misconduct during the time of enrollment; and/or
- (f) A person who has been admitted to the University and later matriculates at the University, with respect to misconduct:
 1. That occurs as part of the application process; or
 2. That occurs post-admission and pre-matriculation and falls within the jurisdiction of the Code (e.g., occurs on University-controlled property).

- ~~(28)~~(27) Student Life Hearing Officer. As more fully described in Section .07(2)(d), a University employee designated by the Director of SCCS to conduct a Formal Hearing.
- ~~(29)~~(28) Student Organization: An organization ~~that is~~ composed ~~_solely_~~ of University students that has submitted a pending application or has completed the process for registration according to University rules.
- ~~(30)~~(29) Title IX Allegations. Allegations within a Formal Complaint that a Respondent's conduct constitutes Sexual Harassment (as defined under Section .15(~~23~~4)) in the University's education program or activity and occurred within the United States.
- ~~(31)~~(30) Title IX Hearing Officer. As more fully described in Section .09(2), a person or persons appointed to conduct a Title IX Hearing.
- ~~(32)~~(31) UAPA: Uniform Administrative Procedures Act, Tennessee Code Annotated, §§ 4-5-301 et seq.
- ~~(33)~~(32) UAPA Hearing: A formal hearing conducted by an University administrative judge or hearing officer in accordance with the University's procedures for conducting a contested case hearing pursuant to the UAPA, Chapter 1720-01-05.
- ~~(34)~~(33) University: The University of Tennessee, Knoxville; which includes the University of Tennessee Institute of Agriculture and; the University of Tennessee Space Institute; and their campuses, centers, ~~institutes,~~ and constituent parts including, without limitation, their academic, administrative, or auxiliary departments or divisions.
- ~~(35)~~(34) University-Affiliated Activity: ~~means a~~ An activity on or off University-controlled property that is initiated, aided, authorized, sponsored, or supervised by the University.
- ~~(36)~~(35) University-Controlled Property: All land, grounds, structures, or any other property owned, controlled, or operated by the University. For purposes of this rule, University-controlled property includes, without limitation, all streets, alleys, sidewalks, and public ways abutting such property. University-controlled property also includes computers and network systems owned, controlled, or operated by the University or funded by the University.
- ~~(37)~~(36) University Official: An employee of the University, including, without limitation, faculty members and staff members, or, for purposes of this Code, a University-recognized volunteer, when acting in the performance of their duties. Student employees may be considered University officials when acting in the performance of their duties (e.g., event staff, resident assistants, and teaching assistants).
- ~~(38)~~(37) Vice Chancellor for Student Life: The University's chief student affairs officer, to whom the Chancellor has delegated responsibility for the administration of the Code. For the purposes of the Code, the term also includes any University employee whom the Vice Chancellor for Student Life designates to act in place of the Vice Chancellor for Student Life.
- ~~(39)~~(38) Weapon: Any device, instrument, or substance that is designed to, or reasonably could be expected to, inflict a wound, incapacitate, or cause serious bodily injury or death, including, without limitation, firearms (loaded and unloaded, real firearms and devices that would reasonably appear to a law enforcement officer to be real firearms), ammunition, electronic control devices (such as tasers and stun guns), devices designed to discharge an object (such as bb guns, air guns, pellet guns, potato guns, and slingshots, but not water guns), explosives, dangerous chemicals (such as mace, tear gas, and oleoresin capsicum), martial arts weapons, bows and arrows, artificial knuckles, nightsticks, blackjacks, dirks, daggers, swords, and knives with fixed blades longer than four (4) inches. The term "weapon" does not include pocket knives that fold (but not excluding switchblades); chemical repellents available over-the-counter for self-defense; instruments used solely for personal hygiene, preparation of food, maintenance, University-related instruction, or University employment-related duties.

~~(40)~~(39) Written: To communicate words ~~either~~ on paper ~~and~~/or electronically. ~~For example, a~~ A notice delivered via e-mail constitutes a written notice under the Code.

Authority: T.C.A. § 49-9-209(e).

1720-04-03-.16 REPEALED.

Authority: T.C.A. § 49-9-209(e); *Public Acts of Tennessee, 1839-1840, Chapter 98, Section 5; and Public Acts of Tennessee, 1807, Chapter 64. Administrative History:* Original rule filed May 27, 1986; effective August 12, 1986. Amendment filed March 22, 1990; effective June 26, 1990. Repeal filed October 31, 1990; effective January 29, 1991. Amendment filed August 31, 1995; effective December 30, 1995. Amendment to Renumber rule from 1720-04-03-.15 filed January 13, 1999; effective May 31, 1999. Amendment filed November 17, 2000; effective March 30, 2001. Repeal and new rule filed April 12, 2012; effective September 28, 2012. Repeal filed May 24, 2017; effective August 22, 2017.

1720-04-03-.17 REPEALED.

Authority: T.C.A. § 49-9-209(e); *Public Acts of Tennessee, 1839-1840, Chapter 98, Section 5; and Public Acts of Tennessee, 1807, Chapter 64. Administrative History:* Original rule filed May 27, 1986; effective August 12, 1986. Amendment filed August 31, 1995; effective December 30, 1995. Amendment to Renumber rule from 1720-04-03-.16 filed January 13, 1999; effective May 31, 1999. Amendment filed November 17, 2000; effective March 30, 2001. Repeal and new rule filed April 12, 2012; effective September 28, 2012. Repeal filed May 24, 2017; effective August 22, 2017.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4

AGENDA ITEM SUMMARY

Meeting Date: February 25, 2021

Committee: Education, Research, and Service

Item: **New Academic Program, Bachelor of Science degree in Geographic Information Science and Technology, UTK**

Type: Action

Presenter: John Zomchick, Provost, University of Tennessee, Knoxville

Background

UTK's new Geographic Information Science and Technology (GIS&T) major expands upon and enhances the existing curriculum by adding science, technology, engineering, and mathematics (STEM) and advanced GIS&T coursework to create a new Bachelor of Science program. The program will teach students to bridge the gap between advanced geographic information technology and real-world problems/applications using spatial mapping, modeling, and analytics to make informed decisions. Additionally, GIS&T students will acquire foundational training in the principles of spatial, statistical, and mathematical analyses, as well as knowledge of computer science, spatial data structures, algorithms, and information visualization.

This interdisciplinary field encompasses a wide range of application areas, including transportation logistics, network analysis, emergency management, urban planning, public health, resource and environmental management, location intelligence, and energy analytics. Demand for well-trained GIS&T professionals currently exceeds the supply of graduates in the state and region. Because of its unique location and land grant mission, UTK has a responsibility to provide this kind of quality education and training to residents of the State of Tennessee. This program, which is ready for Fall 2021 implementation, has undergone all necessary levels of review and has the full support of Chancellor Plowman.

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 new academic program at UT Knoxville leading to a Bachelor of Science degree in Geographic Information Science and Technology and authorizes the administration to submit the proposal to the Tennessee Higher Education Commission for approval.



MIKE KRAUSE
Executive Director

BILL LEE
Governor

4

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

November 30, 2020

Mr. Randy Boyd
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 Geographic Information Science & Technology, Bachelor of Science 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. Dr. Yongmei Lu Professor and Chair, Department of Geography at Texas State University 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 Geographic Information Science & Technology, Bachelor of Science program be placed on the Commission's agenda for approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Krause".

Mike Krause
Executive Director

cc: Chancellor Donde Plowman
Dr. Linda Martin
Dr. Karen Etzkorn
Dr. Liem Tran
Betty Dandridge Johnson

Bachelor of Science in Geographic Information Science & Technology (GIS&T)

College of Arts & Sciences



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Academic Program

4

- Meet demand of the GIS&T industry, one of the fastest-growing fields in terms of job availability, desired skillset, and high pay
- Teach students to apply advanced GIS&T analytics to real-world problems and to make informed decisions
- Attract both traditional and adult learners

Alignment

State Master Plan

Drive to 55:

- focuses on one of the largest economic growth industries in Tennessee and neighboring regions: GIS&T

Workforce opportunities:

- prepares Tennesseans for careers in the growing GIS&T industry

UT Mission

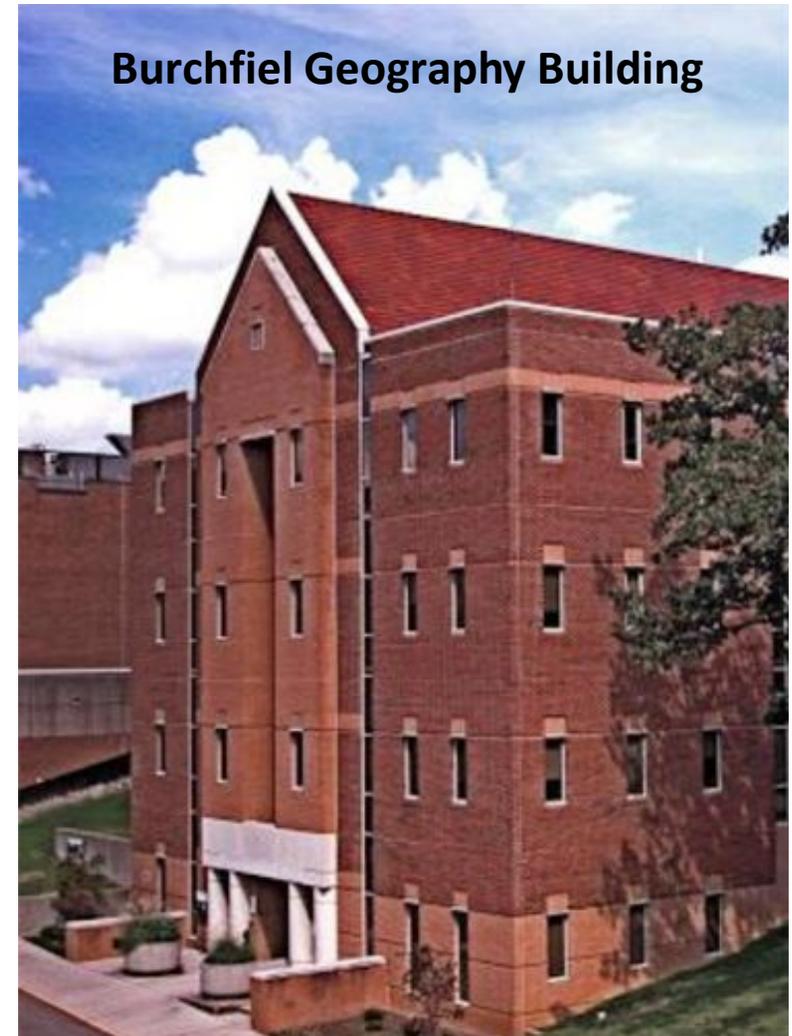
Serves the State and people of TN:

- creates value through economic, social, and environmental development
- fosters outreach and engagement

Supporting Evidence & Demand

4

- Strong support from surveyed students and from potential local, regional, and national employers (e.g., county and state agencies, ORNL, ESRI)
- Forbes highlighted the “limitless future” of GIS&T





**“... this new BS in
GIS will be very
valuable to
developing a
relevant workforce
for us ...”**

Budhendra Bhaduri, Ph.D.
Director, National Security
Emerging Technologies Division
ORNL



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Financial & Enrollment Projections

Expenditures:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
\$54,200	\$55,796	\$57,440	\$59,133	\$60,877

Revenues:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
\$96,240	\$235,596	\$410,525	\$612,784	\$854,221

Enrollment (Graduates):

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
10(0)	24(0)	41(0)	60(6)	82(16)





The University of Tennessee

Academic Affairs & Student Success Update

ERS Committee
February 25, 2021



Academic Affairs & Student Success:

1. Enrollment Update
2. 2020 Student Experience Survey
3. Discussion



UT Enrollment Update



UT THE UNIVERSITY OF TENNESSEE SYSTEM



THE UNIVERSITY OF
TENNESSEE
SYSTEM

TENNESSEE HIGH SCHOOL GRADUATE TRENDS

Education, Research, and Service Committee

Board of Trustees

February 2021

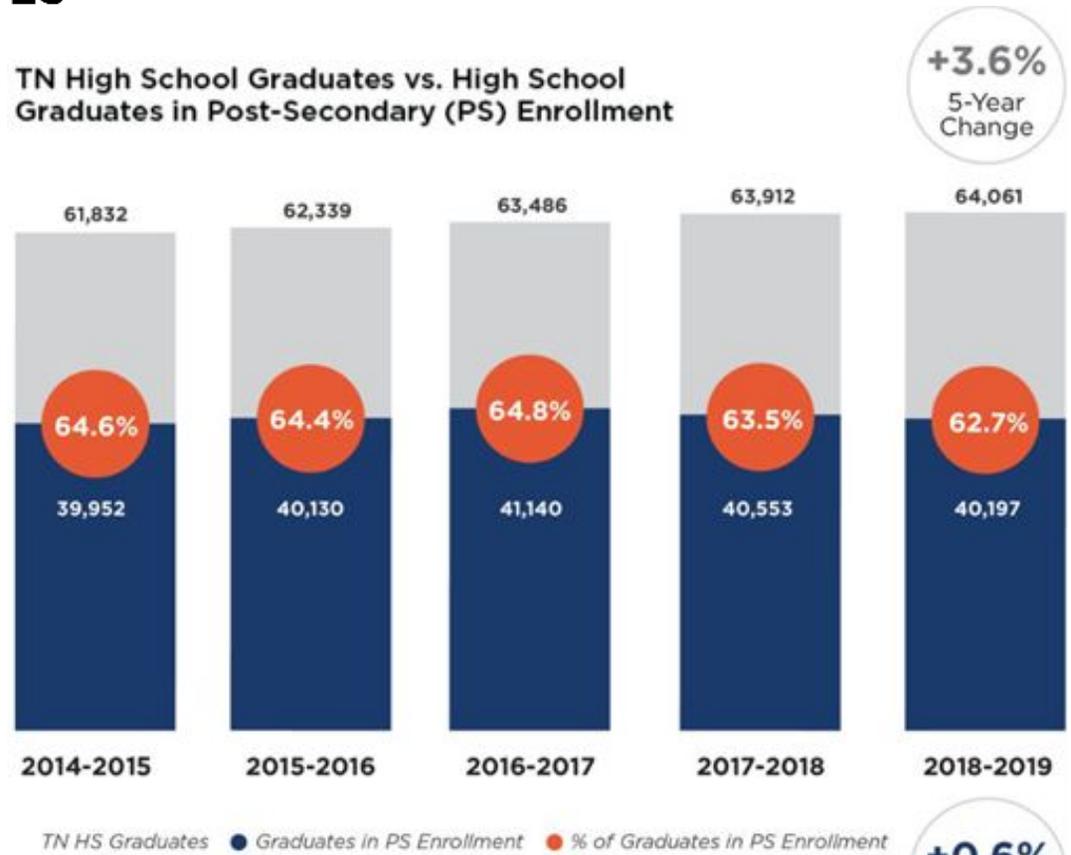


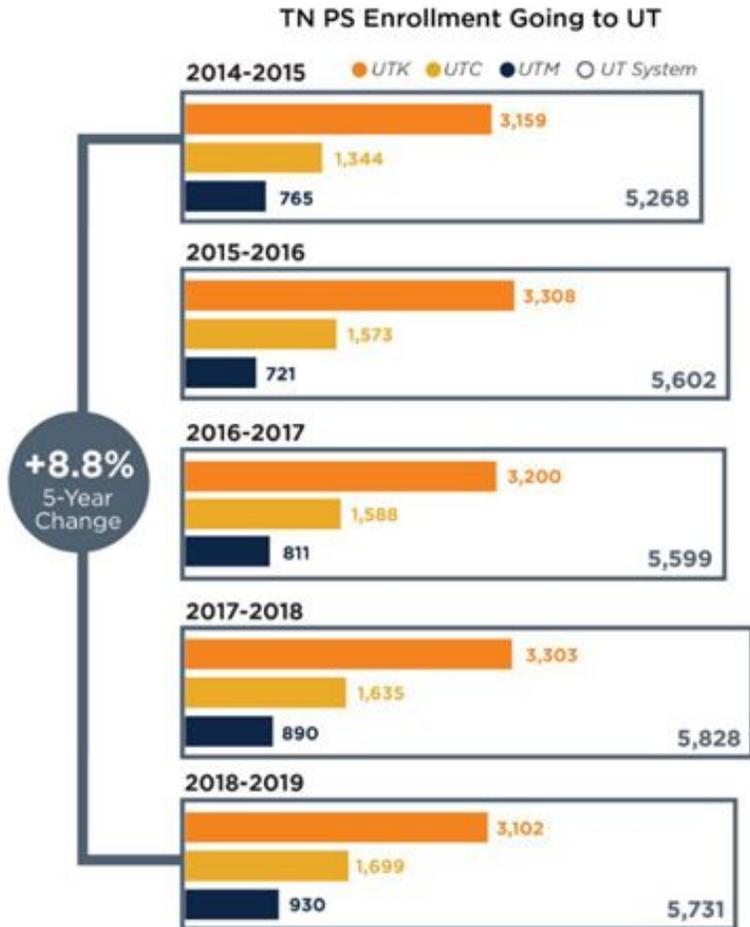
5-YEAR TRENDS FOR TENNESSEE HIGH SCHOOL GRADUATES

5-YEAR TREND OF COLLEGE GOING PUBLIC HIGH SCHOOL GRADUATES

5.1

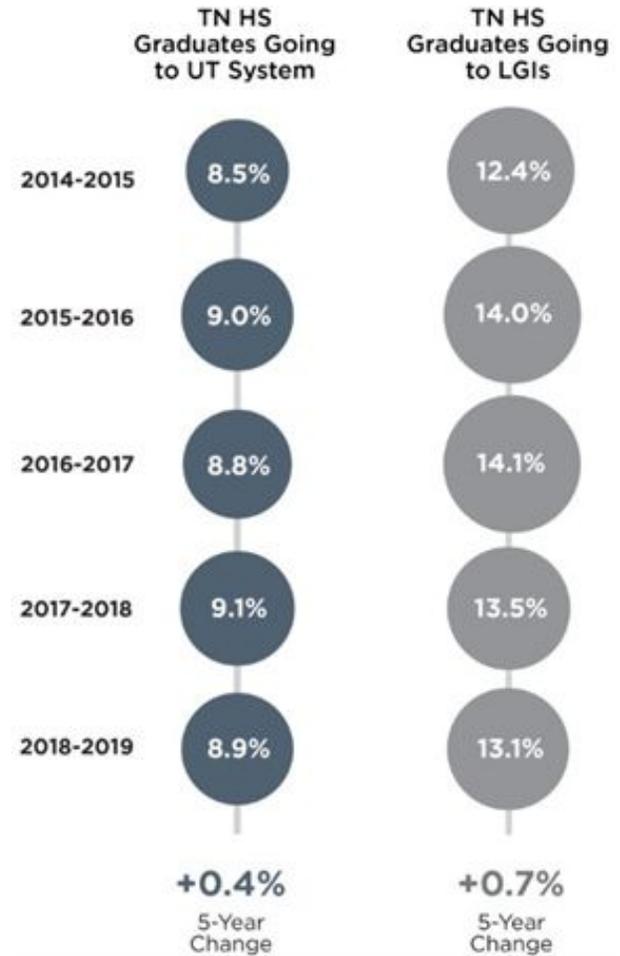
TN High School Graduates vs. High School Graduates in Post-Secondary (PS) Enrollment



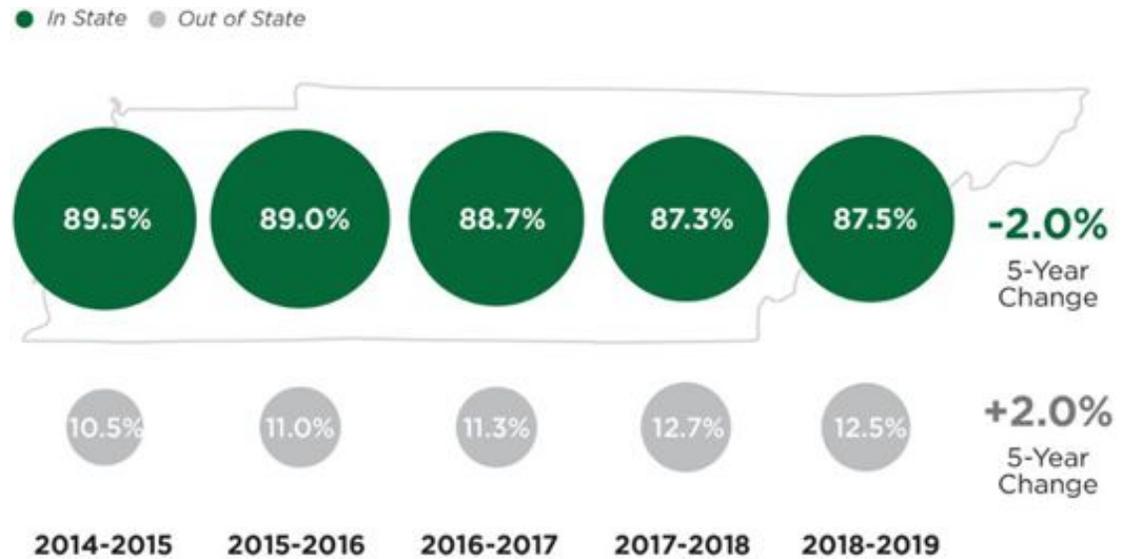


5-YEAR TREND OF COLLEGE GOING PUBLIC HIGH SCHOOL GRADUATES

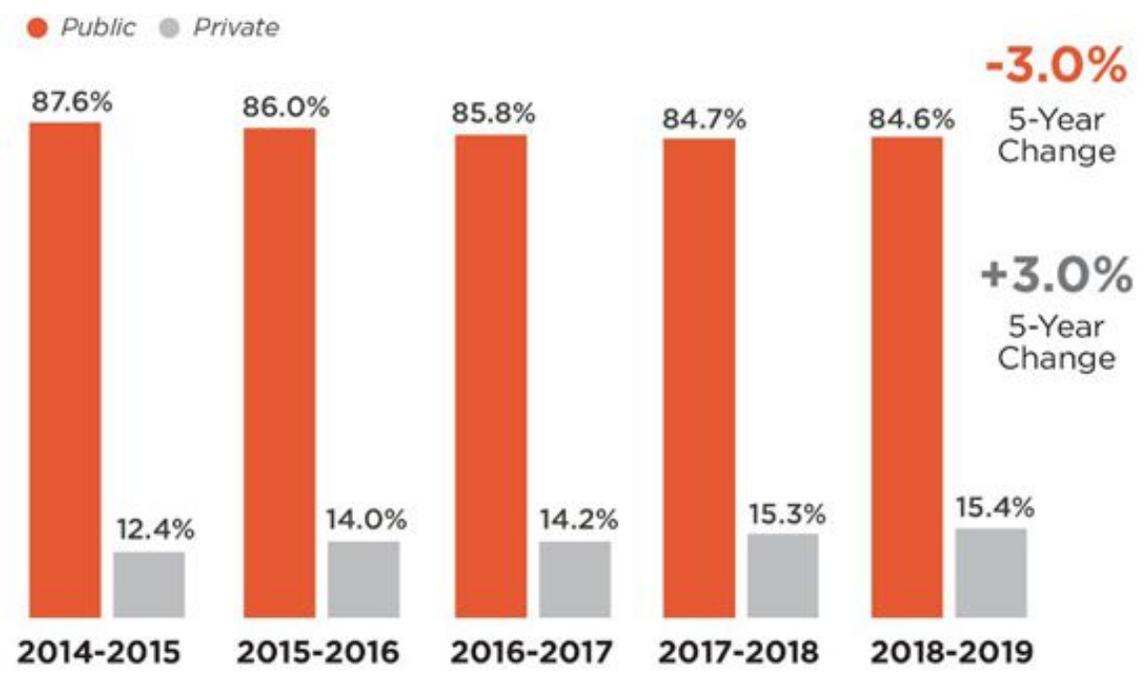
UT VS. LGI SHARE OF TENNESSEE HIGH SCHOOL GRADUATES



5-YEAR TREND OF IN-STATE VS. OUT-OF-STATE COLLEGES



5-YEAR TREND OF PUBLIC VS. PRIVATE COLLEGE ENROLLMENT



2-YEAR VS. 4-YEAR COLLEGE TRENDS

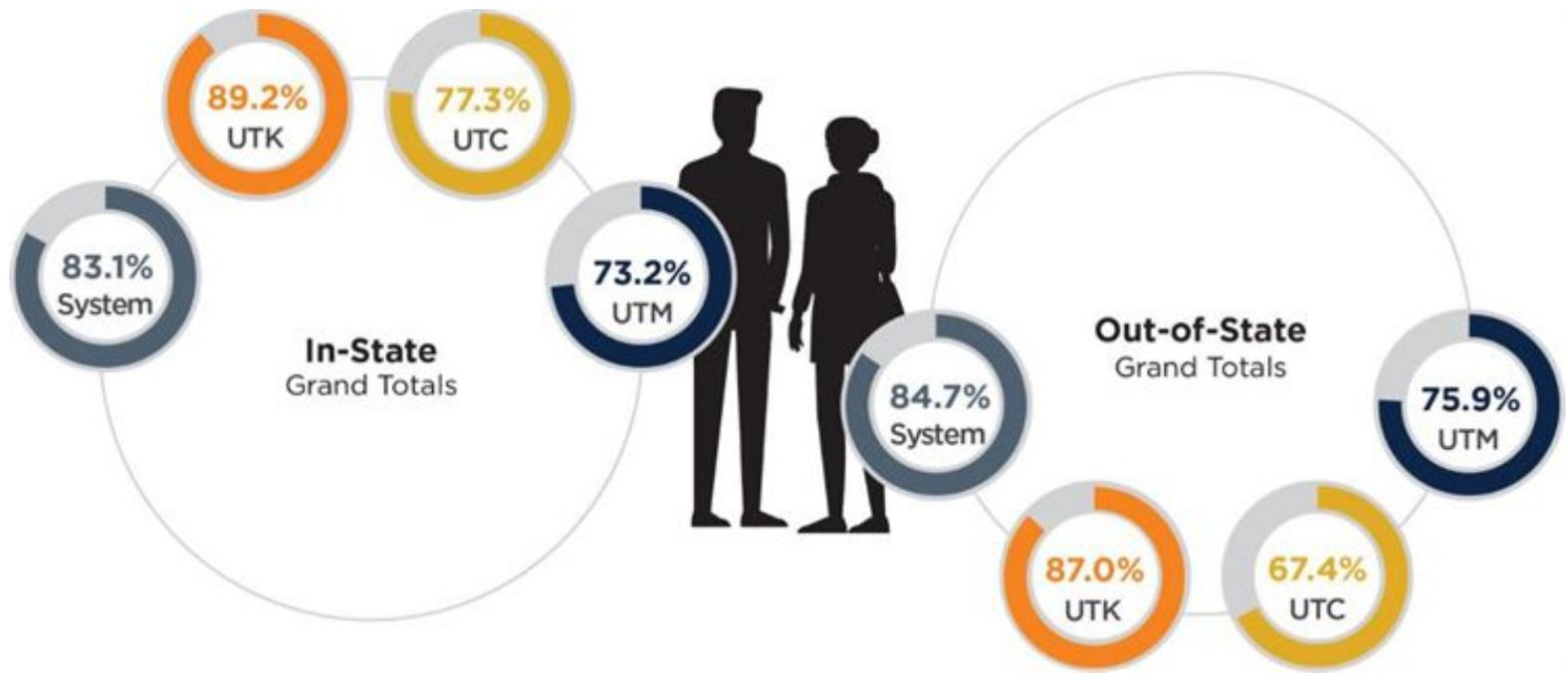


UT SYSTEM FIRST-TIME FRESHMAN 1-YEAR RETENTION RATE



5.1

UT RETENTION RATES BY RESIDENCY (IN-STATE VS. OUT-OF-STATE/FOREIGN) FOR FIRST-TIME FRESHMAN



QUESTIONS?



THE UNIVERSITY OF
TENNESSEE
SYSTEM

2020 Student Experience Survey



UT THE UNIVERSITY OF TENNESSEE SYSTEM

Survey Objectives

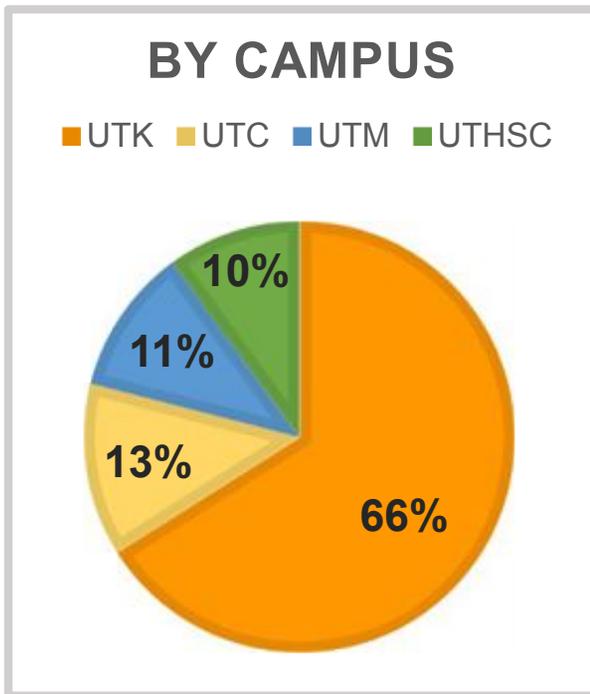
- Assess student experience and satisfaction at UT
- Identify greatest challenges faced during 2020
- Understand how UT can best respond to students



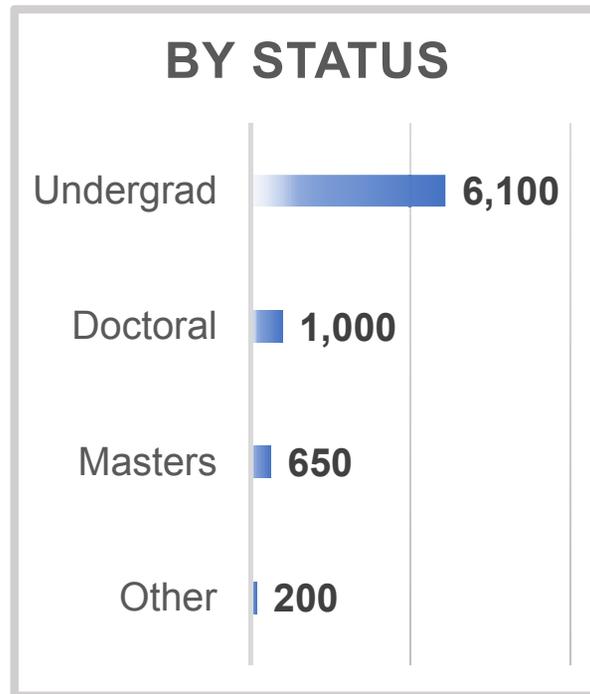
Design & Data Collection

- Extensive information gathering
- Broad systemwide development and campus distribution in October/November 2020
- Four-part survey:
 - I. Demographics
 - II. Experience at UT
 - III. Current concerns
 - IV. Write-in items

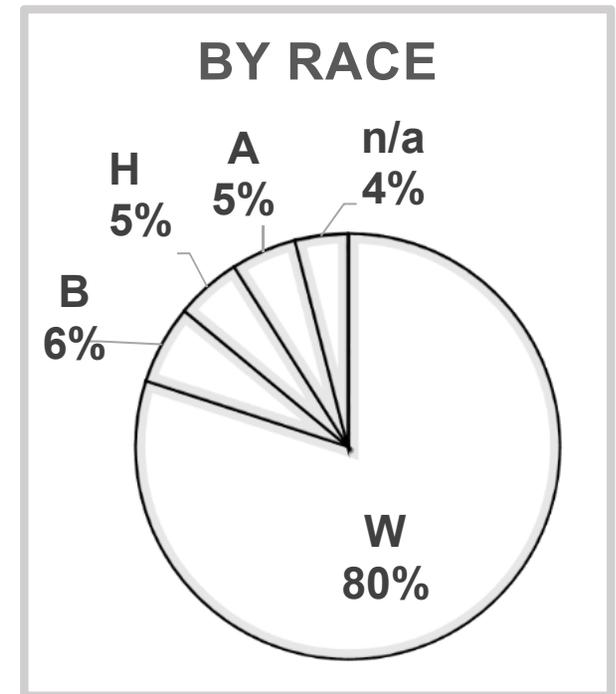
I. Survey Respondents (*n*=8,007)



UTK=55%; UTC=22%; UTM=13%; HSC=6%



Other=Non-degree seeking or No Answer



W=White; B=Black; H=Hispanic; A=Asian

II. Experience at UT

Item	Mean	A+SA	D+SD
I would recommend UT as a great place to study.	3.62	59%	16%
I believe that I matter and belong at UT.	3.46	52%	19%
UT offers the resources I need to succeed.	3.33	48%	21%
I am accessing the resources or support I need.	3.28	43%	21%
I have adjusted well to hybrid/online learning.	2.82	34%	43%

Note: All items used a 5-point scale of 1=Strongly Disagree to 5=Strongly Agree

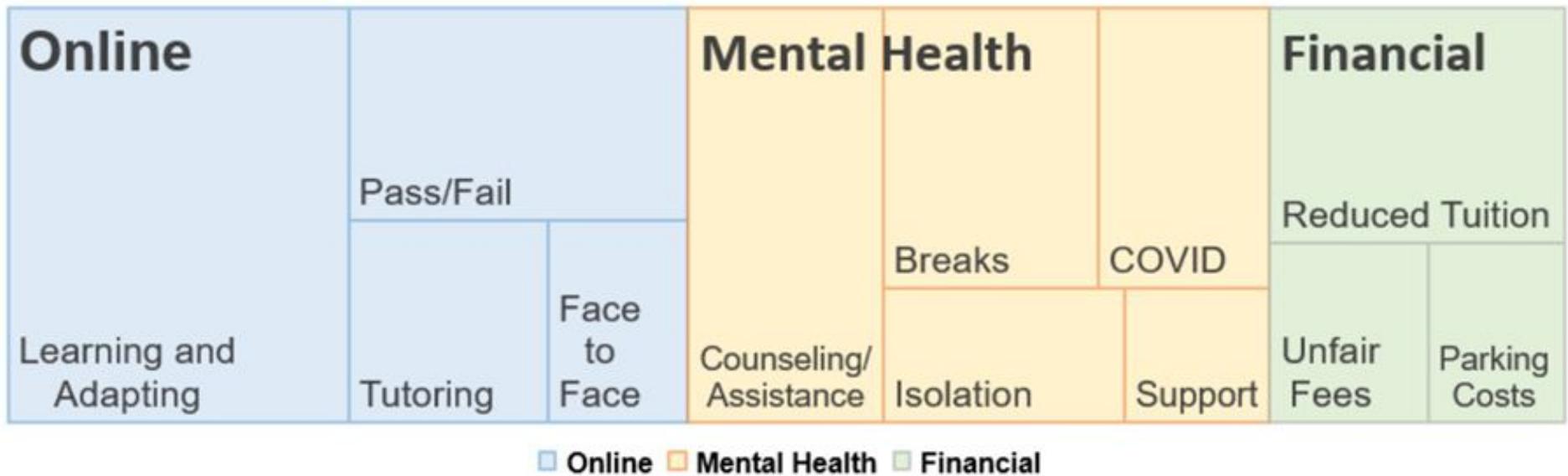
III. Student Concerns

- 1) Academic Success (48%)
- 2) Mental Health (34%)
- 3) Pandemic/Public Health (32%)
- 4) General Uncertainty (21%)
- 5) Finances/Economy (19%)



IV. Written Comments

What resources can UT provide to students?



[UT has] done an excellent job thus far...but forget[s] to listen to students when they're crying out for help."

"My lower grades do not accurately represent my understanding because I did not have as much of a chance [to learn] with this crazy setup. Make pass/fail an option.

"I just wish professors and faculty understood how difficult this really is for us."

"A break... Canceling fall break had detrimental effects on our mental health as students, and we are all feeling burnt out."

"Reduced Tuition & Fees."

"Financial Support."

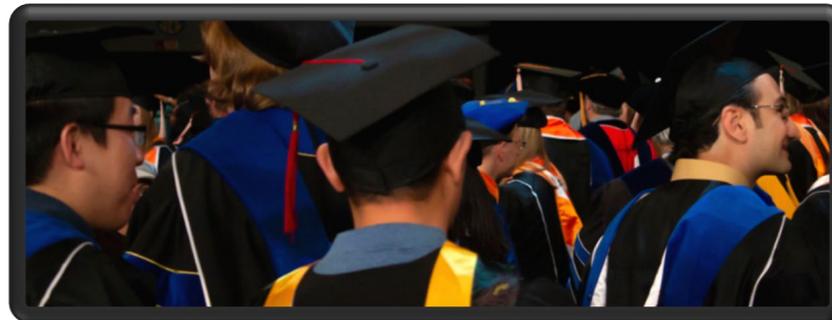
Actions & Recommendations

- Individualized campus reports
- Survey alignment and consistency
- Ongoing-feedback
- Continued flexibility and understanding

Questions?



Graduate and Professional Education at UT



Purpose of Presentation

- Highlight successes (*Campus Snapshots*)
- Meet campus representatives
- Review initiatives, programs, and planning
- Share research and community outreach
- Showcase star students and faculty

MS Data Analytics



- This multidisciplinary degree provides both business and technical expertise in the field
- Launched Fall 2019
- Fall 2020: 35 students enrolled



NSF Graduate Research Fellowship



5.2



- Chyanne Smith: \$46,000 for master's research in Chile with Dr. Loren Hayes
- Second awardee from UTC
- 42 past fellows have become Nobel Laureates and 450+ have become National Academy of Science members

College of Graduate Health Sciences



5.2

- 60% of CGHS doctoral grads have NO student debt
- 99% on-time completion rate for PhD graduates since 2017
- 93% on-time completion rate for MS graduates since 2017



College of Graduate Health Sciences

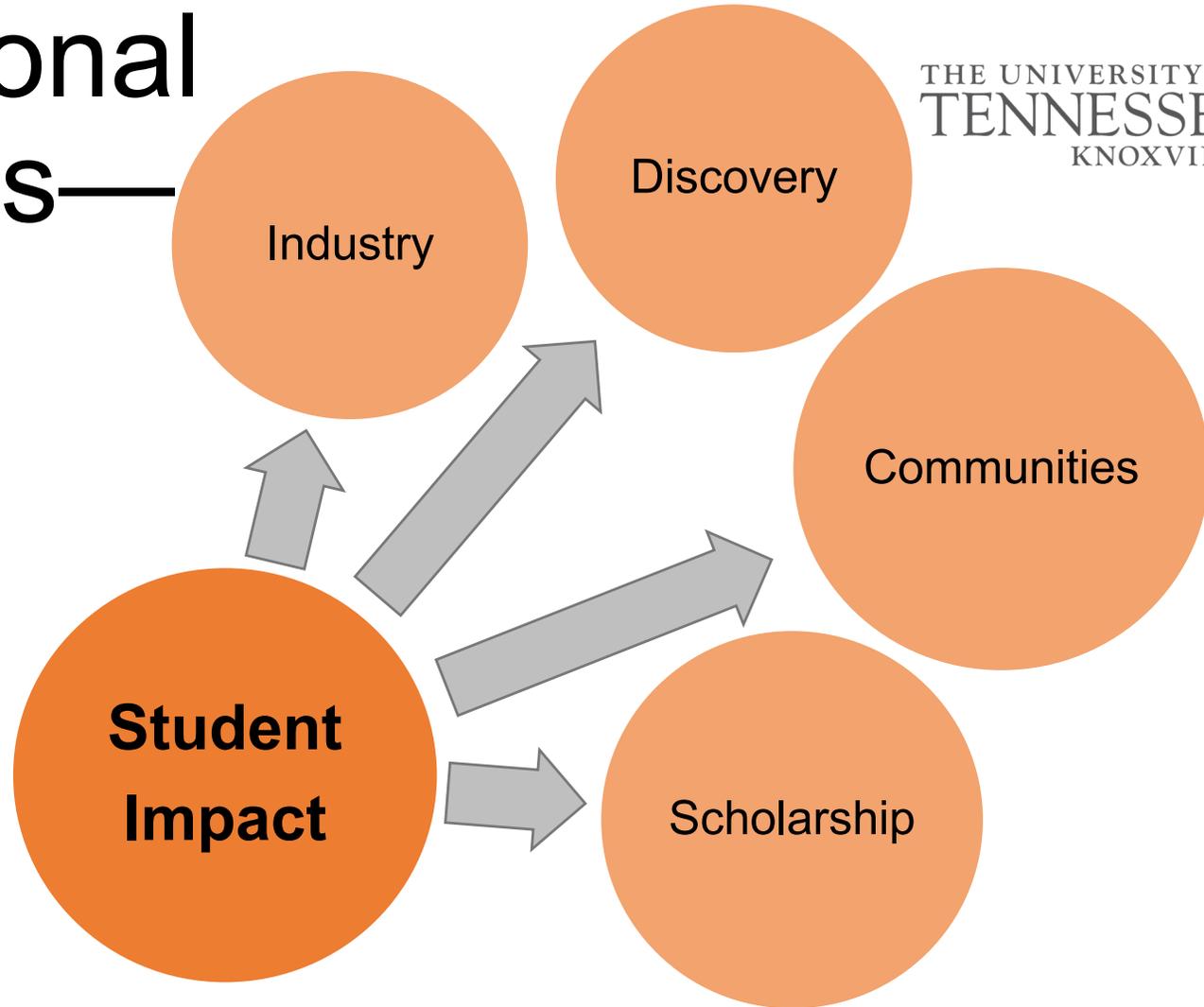


5.2

- Student diversity: 65% Female, 61% White, 11% Black, 28% Asian, Native American, and Hispanic
- Considered a model by the National Postdoctoral Association
- 100,000+ theses and dissertations downloaded since 2017 by 5,277 institutions in 184 countries



Exceptional Students — Lasting Impact



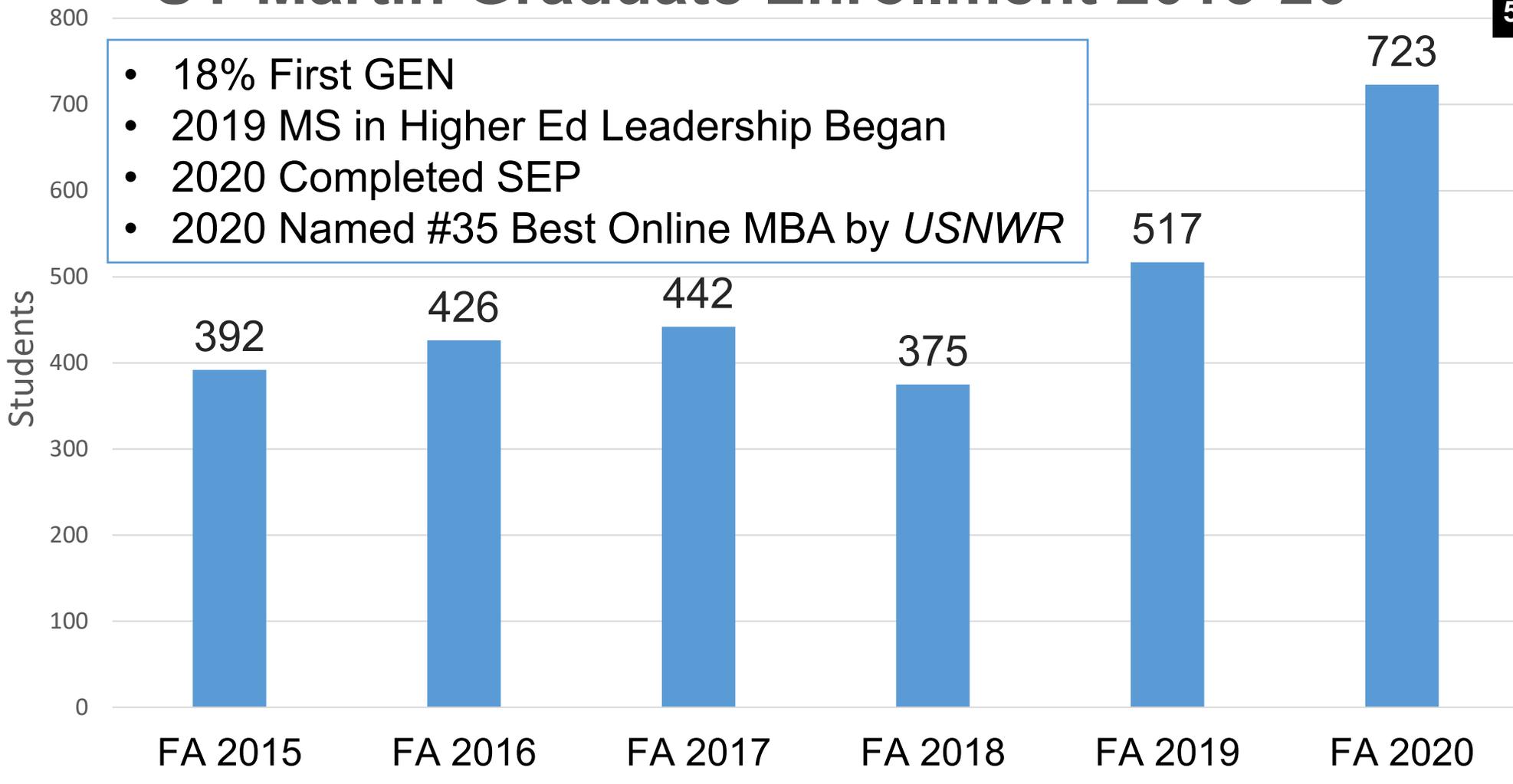
Meeting Needs



UT Martin Graduate Enrollment 2015-20

5.2

- 18% First GEN
- 2019 MS in Higher Ed Leadership Began
- 2020 Completed SEP
- 2020 Named #35 Best Online MBA by *USNWR*



Future Look



- CACREP Accreditation
- Graduate Culture Shift
 - 90% Undergraduate
 - 10% Graduate
- Expand Marketing
- Expansion to Centers

New Programs

- Sport Coaching & Performance
- Criminal Justice
- Music Education
- MBA – HR
- Computer Science

Conclusion

- Tennessee Conference of Graduate Schools
- UT Day on the Hill
- Bi-annual Report to BOT



MESSAGE FROM THE DEAN



Dr. Joanne Romagni
 Vice Chancellor of
 Research and Dean,
 the Graduate School



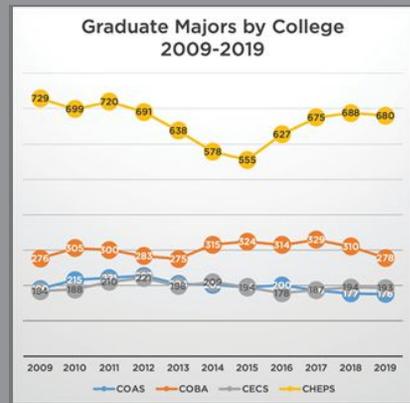
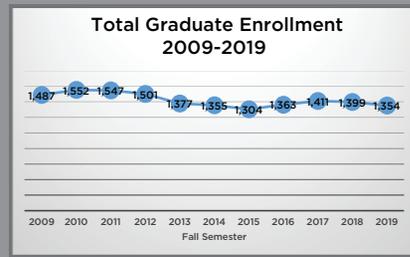
The Graduate School is committed to our students, faculty and staff. The Graduate School works in association with faculty, program coordinators, department heads, and deans on individual program development and administration. We also work with graduate students (particularly through the Graduate Student Association) to support and advocate for their needs.

The University of Tennessee at Chattanooga Graduate School offers a number of accredited graduate programs. The programs are housed in our four colleges: Arts and Sciences; Business; Engineering and Computer Science; and Health, Education, and Professional Studies. Our newest Master's degree is an MS in Data Analytics. UTC also offers the following doctoral degree programs: clinical doctorates in Physical Therapy (D.P.T.), Occupational Therapy (O.P.T.), Occupational Therapy (O.T.D) and Nursing Practice (D.N.P.), an applied or research doctorate in Learning and Leadership (Ed.D. or Ph.D.), and a research doctorate in Computational Science (Ph.D.).

Together, these programs offer students a wide variety of intellectual pursuits. Surrounded by supportive UTC faculty, our graduate students are educated and trained while addressing increasingly complex problems and issues inherent today and in the future. Our students interact with faculty to advance knowledge and understanding to gain a high level of competence in their fields of interest. As a result, students completing graduate degrees at UTC are prepared to handle workplace challenges,

be problem solvers, and provide leadership in the communities where they reside.

<https://new.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/institutional-dashboards/enrollment>



NEW.UTC.EDU/RESEARCH/GRADUATE-SCHOOL

Graduate programs at UT Chattanooga



5.2

FEATURED GRADUATE STUDENT

Oluwakorede Ajumobi

Master of Science in Mathematics: Applied Statistics and graduate student in the UT Chattanooga Gary W. Rollins College of Business



Oluwakorede Ajumobi is originally from Nigeria. He came to the University of Tennessee after completing an undergraduate degree in Mathematics with a minor in Computer Science from Southern Adventist University. In 2017, Mr. Ajumobi enrolled at UT Chattanooga, to pursue a Master of Science degree in Mathematics: Applied Statistics.

During this time at UTC, he worked as a graduate assistant with the Office for Undergraduate Research. He also served as president of the Graduate Student Association, and held a leadership role in Chattanooga Mayor Andy Berke's Council Against Hate. Mr. Ajumobi also represented UTC as one of the first UTC students to participate in a Council of Graduate Schools advocacy day in Washington, D.C. In May 2019, Mr. Ajumobi graduated with his M.S. degree after completing research in classical, Bayesian, and generalized estimation of a stress-strength reliability parameter.

At UTC's Graduate School graduation ceremony, he represented the Graduate Student Association and was also invited to give the commencement speech. In Fall 2019, Mr. Ajumobi began work on his second master's degree within the Rollins College of Business.

UNIQUE FEATURES OF GRADUATE EDUCATION AT UTC

UTC DPT: Doctorate of Physical Therapy

- Class of 2020 obtained a 100% first-time pass rate on the National Physical Therapy Exam
- 100% employment rate among graduates within six months of passing the licensure exam

UTC OTD: Occupational Therapy Doctorate

- Had their first cohort of Graduates who obtained a 100% first-time pass rate on the National Board for Certification in Occupational Therapy

FEATURED FACULTY



Mina Sartipi, Ph.D.

*Director of the Center for Urban Informatics and Progress (CUIP)
 Query Professor - Computer Science and Engineering
 Member of the Bredesen Center for Interdisciplinary Research
 and Graduate Education*

As director of CUIP, I oversee all research projects within the center, lead grant writing and fundraising initiatives, and network with other smart city and data science professionals via speaking engagements and other industry events. I represent CUIP on the Chattanooga Smart Community Collaborative, which meets regularly to foster and grow Chattanooga's smart community research and initiatives.

As a graduate school faculty member, I guide students in their research and instruction. Within CUIP, students work on research that betters the community right outside our doors. We focus and care deeply on real-world research that seeks to inform ways of making a safer and smarter future for all. We hope to make generations of scholars that do high-quality and highly beneficial work in the future.



Mina Sartipi, CUIP and Reinhold Mann moderate the CSCC panel (Chattanooga Smart Collaborative Community)

ReSEARCH Dialogues is a campus-wide celebration of Scholarship, Engagement, the Arts, Research, Creativity and the Humanities



5.2

UTC ReSEARCH DIALOGUES CONFERENCE

The annual ReSEARCH Dialogues conference demonstrates UTC's commitment to actively engaging students, celebrating diversity, and enriching our community. An established UTC signature event, ReSEARCH Dialogues is a campus-wide celebration of Scholarship, Engagement, the Arts, Research, Creativity and the Humanities. The conference is organized and led by the Office for Undergraduate Research and Creative Endeavor (URaCE), (Lisa M. Piazza, Ph.D. Director). It brings together a diverse community of scholars representing nearly all UTC disciplines, centers, and programs, which feature the research and creative activities of UTC faculty and staff, graduate and undergraduate students, and members of the Chattanooga community. UTC graduate students play a key role in the event through participation in poster, oral, and performance presentations, and pitch competitions.

Graduate students also serve as event volunteer organizers, and actively promote the event on campus. Each year, nearly 150 graduate students participate in the event. The ReSEARCH Dialogues conference represents a powerful recruitment tool for prospective graduate students by showcasing the vibrant and robust research culture at UTC.

This event also supports the Graduate School's strategic goal of preparing students to thrive and be successful in the rapidly evolving global world of work. Most importantly, it demonstrates UTC's dedication to expanding the research profile of the institution, and creating transformational academic experiences that add value to a student's degree.



Teresa Fraley works on research in Grote Hall.

Michael Danquah, Associate Dean, College of Engineering and Computer Science, Professor and Director of Chemical Engineering



MESSAGE FROM THE DEAN



Donald B. Thomason, PhD
Dean, College of Graduate Health Sciences

The College of Graduate Health Sciences at the University of Tennessee Health Science Center (UTHSC) is the research training arm of UTHSC. We provide degree programs leading to Ph.D. or Master's degrees, as well as the Postdoctoral Scholars program for further research training for those holding a doctoral degree. I am proud that the research being done by the trainees in the College of Graduate Health Sciences reaches around the globe.

As we train the next generation of investigators, we are also changing the world. Under the direction and mentorship of our dedicated faculty, our outstanding trainees are researching aging, transplant complications, fungal infections, autism, cancer, auditory processing, and many additional topics that impact human health. The work by faculty and trainees is being published in prestigious national and international journals such as *Neuron*, *Nature*, *Brain Research*, and *Journal of Biological Chemistry*.

In this way, we are strategically growing the reach and the reputation of our College. In doing so, we are bringing attention and economic value to our University, College, and our State. More importantly, we are bringing attention to the high quality of trainees whom we have had the privilege to mentor.

In addition to current programs for training eager scientists, we continually explore opportunities to extend programs into needed areas. For example, we have recently added a new track to the Integrated Program in Biomedical Sciences: Rehabilitation Science. This track truly incorporates the integrated vision of the Program by combining research areas of physiology, physical therapy, biomedical engineering, and regenerative medicine. This is just one example of how we are growing through new and re-envisioned programs of research training.



Combating cancer and autoimmune diseases



5.2

FEATURED GRADUATE STUDENT

Chidi Zacheaus

Ph.D. student in the Pharmaceutical Sciences program.

Mr. Zacheaus' research has examined the mechanisms of cancer development, and potential therapeutic targets for combating cancer, and he is currently working on the mechanisms for autoimmune diseases and arthritis. In addition to his research, Mr. Zacheaus is a very active participant in student government, and currently serves as the President of the Graduate Student Executive Council (GSEC); the GSEC advises College leadership on student matters, and organizes scientific, career development, and social events for the students.

Mr. Zacheaus has also been very active in the community, serving as the Executive Director of the Memphis Scipreneur Challenge. This organization helps grow and improve life science technology in Memphis and Tennessee, providing a mechanism for individuals and teams to develop and promote their ideas. He has also taken on the role of an ambassador for social change, leading a weekly discussion on social justice and ways that we can make a difference in inequalities. This activism fits in very well with the UTHSC Quality Enhancement initiative to focus on the social determinants of health.

In his spare time, Mr. Zacheaus and his colleagues have formed a company, TL Biomedics, to specialize in providing long-term solutions for chronic disease, beginning with diabetes. The technology currently in the patent process is a biodegradable polymer depot system that allows a slow release of a basal level of insulin for up to 14 days.



- *Zacheaus' research examined the mechanisms of cancer development*
- *Currently working on the mechanisms for autoimmune diseases and arthritis*
- *Currently serves as the President of the Graduate Student Executive Council (GSEC)*
- *Serves as the Executive Director of the Memphis Scipreneur Challenge*
- *Formed TL Biomedics, a company specializing in providing long-term solutions for chronic disease, beginning with diabetes*

FEATURED ALUMNUS



Lisa K. Jennings, Ph.D.

Founder of CirQuest Labs Chief Scientific Officer,
CirQuest Labs and MLM Medical Labs GmbH

Dr. Jennings attended graduate school at UTHSC, completing her doctoral research projects at St. Jude Children's Research Hospital and the Gladstone Foundation Laboratories in San Francisco, CA. During her training she was instrumental in the isolation and characterization of a key protein on platelets that mediates coagulation. She completed a postdoctoral fellowship at St. Jude Children's Research Hospital, where she was a Leon Journey Fellow, and was appointed to the faculty of UTHSC in 1985.

Dr. Jennings rose through the faculty ranks at UTHSC, becoming the Director of the UTHSC Vascular Biology Center of Excellence and Professor of Medicine. She had secondary appointments as Professor in the Departments of Molecular Sciences and Surgery as well as in the Joint Program of Biomedical Engineering at UTHSC and the University of Memphis. She was also the Director of the Tennessee-Arkansas-Mississippi (TAM) Clinical Research Consortium.

CirQuest Labs was founded by Dr. Jennings in 2008, an extension her successful basic and translational research program as a faculty member at the UTHSC. An internationally recognized leader in anti-platelet and anticoagulant therapies, she has been instrumental in assisting industry in the design and implementation of mechanistic studies and clinical trials in the vascular biology field, including arterial diseases, stroke, inflammatory and metabolic diseases, hematology, and medical device fields.

In July 2020, Dr. Jennings' company, CirQuest Labs, became a subsidiary of MLM Medical Labs

GmbH, expanding MLM's ability to provide the types of specialized lab services for which CirQuest Labs is known. It also expands the market reach for CirQuest Labs. Dr. Jennings was tapped to serve as the Chief Scientific Officer for both companies.

FACULTY RECOGNIZED FOR TEACHING EXCELLENCE

JOHN COX, PH.D., associate dean of Academic Affairs, Professor and Chair of the department of Graduate Education, and an associate professor in the Department of Microbiology, Immunology and Biochemistry, and **KRISTIN HAMRE, PH.D.**, associate professor in the Department of Anatomy and Neurobiology, were recognized by the Student Government Association Executive Council for their excellence in teaching. They were among twelve faculty from UTHSC recognized for their dedication to student learning and their outstanding skills in conveying complex concepts.

Dr. Cox's research studies the trafficking of cell membrane proteins and the signals responsible for determining the protein location in the membrane. Dr. Hamre's research is focused on the interaction between genetics and the nervous system and how specific genes impact the development of neurons.

The awards are given following a student nomination process, and the awardees are vetted by the representatives to the Student Government Association Executive Council (SGAEC). This is one of the top honors that can be given to faculty on campus. Honored faculty receive a plaque of recognition and a monetary award at the annual SGAEC Banquet.

New programs in the College of Graduate Health Sciences



5.2

The College has recently added exciting tracks to our existing degree programs, and developed a new certificate program:

REHABILITATION SCIENCE TRACK IN THE BIOMEDICAL SCIENCES PH.D. PROGRAM

This track provides research training that advances the fields of rehabilitation and repair/regeneration of tissue after acute or chronic injuries. Patient health is central to all rehabilitation, so this track provides comprehensive training to explore how the ability to recover from either injury or disability can be impacted by underlying pathophysiology such as cancer, diabetes, obesity, cardiovascular disease and aging. This track is closely aligned with clinical degrees in physical and occupational therapy and emphasizes clinical environment research skills.

FORENSIC DENTISTRY TRACK IN THE DENTAL SCIENCES M.S. PROGRAM

This is the first degree program in the United States to support this emerging discipline! Forensic dentistry is an integral part of forensic science in answering medico-legal questions involving the dentition and maxillofacial structures. The curriculum is consistent with the expanding scope of knowledge in forensic dentistry in accordance with the American Board of Forensic Odontology's standards and guidelines. It has been designed to provide didactic education, hands-on training, practical experience, and report writing skills in all disciplines within the field required to pursue

forensic dental careers nationally as well as internationally.

CERTIFICATE IN HEALTHCARE QUALITY IMPROVEMENT

Designed to address needed research into procedures and practice, this certificate is targeted for the practitioner, administrator, and staff who must implement or evaluate care plans. Participants learn to use the techniques of statistical process control, selected tools from operations research and quality improvement, information management technology, and qualitative decision-making applications to ultimately improve clinical health outcomes for patients and communities.

Unique features of Graduate Education in the College of Graduate Health Sciences

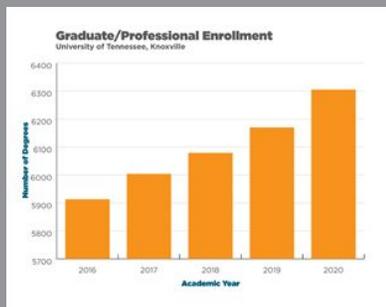
- *With strong stipend and tuition support of our students, 60% of our doctoral students graduate with no undergraduate or graduate education debt.*
- *67% of our graduates continue in academia, compared to 47% of biomedical doctorates nationally.*
- *The College has the greatest faculty-to-student ratio on the UTHSC campus at nearly 2:1.*
- *The student body is culturally, ethnically, and gender diverse. We attract students from all over the US and the world.*

MESSAGE FROM THE DEAN



Dixie L.
Thompson, PhD
*Vice Provost and Dean of the
Graduate School*

The graduate and professional programs at the University of Tennessee, Knoxville, continue a growth trajectory. In fall 2020, we enrolled over 6300 graduate and professional students. This growth is particularly evident in our fully online programs such as the recently launched MS in supply chain management and MS in strategic and digital communications. As a land grant campus, it is important that we offer programs that meet the needs of our citizens, and the growth in our fully online programs are key to our mission.



Strong graduate programs are critical for UT's status as an R1 research institution. Our doctoral students gain exceptional training through mentoring from world-renowned faculty working in world-class research settings. The Graduate School plays a critical role in providing tuition support to students who receive prestigious national fellowships

such as those from the National Science Foundation and the National Institutes of Health. As we partner with Oak Ridge National Laboratory to launch the Oak Ridge Institute at the University of Tennessee, we will see even more opportunities for exceptional doctoral students.

Diversity and inclusion are essential to our mission in graduate and professional education. Each year, the Graduate School awards over \$150,000 in Access and Diversity fellowships to incoming students. Additionally, we partner with the Tennessee Higher Education Commission to support the TN Doctoral Scholars program. This program provides tuition, fellowships, assistantships, professional development and mentoring to doctoral students from historically under-represented minority groups.



Understanding the motion and interactions of subatomic particles



5.2

FEATURED GRADUATE STUDENT

Maria Virginia White

*PhD student in the UT Knoxville
Department of Chemistry*



For Maria Virginia White, the Department of Chemistry at UT is not just a place where she can pursue her passion for particles, but a place that has become like a second home. The department even nominated her to be a Tennessee Doctoral Fellow, an award jointly sponsored by the Graduate School at UT and the Tennessee Higher Education Commission.

White was born in Argentina and started her college career at Vol State Community College in Tennessee. In 2015, she transferred to Austin Peay State University, where she researched chalcogenide glass materials under the supervision of Andriy Kovalskiy, a professor in the Department of Physics, Engineering and Astronomy. However, it was not until she took a course in quantum mechanics taught by Professor Alex King that she realized her true love in science: understanding the motion and interactions of subatomic particles.

In the summer of 2018, before she began her graduate studies, White started working in a research group led by Konstantinos Vogiatzis, assistant professor in the Department of Chemistry at UT. Now, as a PhD student in chemistry, her research combines computational chemistry and quantum

computing, focusing on the electronic structure of molecular complexes for the elucidation of nitrogen conversion to useful chemicals.

White has received a lot of support along the way. As a TN Doctoral Fellow, she regularly meets with other fellows under the guidance of the dean and associate dean of the Graduate School. These meetings allow the fellows to support and guide one another. Outside of the university, her mother has been her number one source of support for her college career, and she hopes that her son also finds love for a subject one day so she can support him as her mother did for her. She also hopes that he finds professors that are passionate and help him strive for his dreams, just as hers did.

FEATURED ALUMNUS



Jerreme Jackson,
PhD

Jerreme Jackson graduated from the University of Tennessee, Knoxville, with a PhD in life

sciences through the Genome Science & Technology (GST) interdisciplinary program in 2015. Under the guidance of Juan Luis Jurat-Fuentes in the Department of Entomology and Plant Pathology at the University of Tennessee Institute of Agriculture, Jackson studied homeostasis in the midgut epithelium of Lepidopteran larvae (caterpillars).

During his second year of graduate study, Jackson became one of five individuals selected to receive a fellowship from the Program for Excellence and Equity in Research (PEER) in its inaugural year. PEER targeted exceptionally talented and underrepresented students pursuing degrees in STEM disciplines and prioritized professional development training (workshops, mentoring, academic support) in parallel with scientific advancement.

For his postdoctoral training in the Department of Microbiology and Molecular Genetics at Oklahoma State University, Jackson shifted his focus to *Escherichia coli* physiology and transcriptional regulation of metabolic pathways during colonization of the mammalian intestine. As a postdoctoral fellow, Jackson successfully recruited and mentored numerous undergraduate research students, many of whom are now in graduate or professional programs across the United States.

Jackson is now an assistant professor in the Department of Biology at the University of Northern Iowa. Research in his laboratory focuses on the animal intestinal microbiome. Specifically, they are characterizing the molecular basis of host-microbe interactions in the arthropod gastrointestinal tract and explaining the role of resident microorganisms in conferring resistance to colonization by potential pathogens.

Undoubtedly, the GST program at UT provided Jackson with a wide range of knowledge and innovative skills that he says he still uses daily. The interdisciplinary training allowed him to take courses in biochemistry, microbiology, statistics, and entomology. This versatility has proven invaluable in forging unique research

collaborations and identifying ways to answer complex scientific questions.

FEATURED FACULTY



In a time of a global pandemic, public health research is a critical part of our decision-making. A successful public health strategy depends on many different fields working together towards common goals, and TERRY C. HAZEN is well-suited to play a role in that success. Hazen is

currently the UT/ORNL Governor's Chair Professor in the Departments of Civil and Environmental Engineering, Microbiology, and Earth and Planetary Sciences at UT and in the Biosciences Division at Oak Ridge National Laboratory. And the Hazen Lab is a vital part of UT's COVID-19 response, applying its research to monitoring wastewater from campus buildings for the SARS-CoV-2 virus.

The Hazen Lab is a diverse group of post-doctoral fellows, research associates, graduate students, undergraduates and visiting professors in microbial ecology and environmental engineering. The primary research emphasis of the lab is basic and applied field microbial ecology, especially as it relates to bioremediation, biofuels, enhanced oil recovery, and water quality. Hazen describes their latest studies as a type of farming, where they observe the growth of microbial communities and their interactions with their environment to use them as a way to predict water quality. When their methods detect the SARS-CoV-2 virus in UT's wastewater, they notify the Student Health Center and the pooled sampling surveillance team, which can efficiently test large numbers of people. This work contributes to UT's efforts to stay aware of student, faculty and staff health.

Graduate students are a vital part of the Hazen Lab. One of Hazen's primary motivations for being in academia is not only to be a part of shaping the next generation of researchers, but to learn from them. Those who work with Hazen get opportunities to do research that impacts the lives of people, not only at UT or in the state of Tennessee, but around the world.

New programs launched at the Graduate School



5.2

UT launched its new online concentration in strategic and digital communication in fall 2020.

Today's communication is more dependent upon digital technologies than ever. This makes it quite timely that the College of Communication and Information at UT launched its new asynchronous online concentration in strategic and digital communication in fall 2020. This program has an interdisciplinary focus that is intended for career starters and career changers who want a flexible degree that is professionally oriented and that cuts across the College's disciplinary areas.

It is one of the only graduate online concentrations in the country that includes content from all College of Communication and Information disciplinary areas. Courses build upon what all four schools—Advertising & Public Relations, Communication Studies, Information Sciences, and Journalism & Electronic Media—bring to the competitive job market.

The strategic and digital communication concentration is practitioner-focused and provides stand-alone courses that are asynchronous and fully online. For career starters, the classes in Strategic Communications Management to Social Influence, Persuasion, and Compliance-Gaining and Digital Content Creation Basics will provide valuable skills to launch your career in almost any field.

Those who complete this master's program will be able to look for career opportunities with titles such as: Creative Services Director, Digital Strategy Director, Director of Digital Marketing, Marketing

Communications Manager, Public Relations Director, and many others.

Unique features of the Graduate School at UT Knoxville

- *The Graduate School at the University of Tennessee, Knoxville, assists in the success of over 6000 graduate and professional students. Graduate education at UT provides students with access to world-class research facilities, training by top-notch faculty, and opportunities in professional development.*
- *UT has received the Doctoral Universities: Very High Research Activity classification by the Carnegie Classification of Institutions of Higher Education.*
- *UT graduate programs have developed partnerships with institutions such as the Oak Ridge National Laboratory (ORNL).*
- *UT graduates not only pursue careers in academia, but also in industry, business, and many other non-academic areas.*
- *The Graduate School is part of a cross-campus initiative called Graduate and Professional Student Professional Development (GPSPD). This initiative, drawing from a dedicated group of student-centered units, has created a framework of modules to provide a structure through which students can access opportunities to develop professional skills. This approach creates a bridge to a variety of career opportunities.*

MESSAGE FROM THE DEAN



Dr. Joey Mehlhorn

Interim Dean of Graduate Studies

UT Martin's exceptional faculty deliver high-quality programs designed to meet professional needs and accommodate busy schedules. We have a program that can help you reach your professional goals. For more detailed information, please check us out at utm.edu/gradstudies



"In today's fast-paced and global business environment, professionals need analytical and technical skills to make the difference. The MSANR program is where academics meets the real world."

- Dr. Joey Mehlhorn,
Gilbert Parker Chair of Excellence



[UTM.EDU/DEPARTMENTS/GRADSTUDIES](http://utm.edu/departments/gradstudies)

Graduate programs at UT Martin



5.2



and consumer sciences. The general FCS option is based on a selected range of comprehensive courses and is available entirely online. Students may choose an emphasis in child and family studies, food science and nutrition, or remain generalist, with thesis and non-thesis routes available. The dietetics option incorporates a Dietetic Internship (DI), which offers graduates of didactic programs in dietetics a post-baccalaureate, clinically based practicum.

MASTER OF SCIENCE IN AGRICULTURE AND NATURAL RESOURCES (MSANR)

The MSANR program enables agriculture and natural resource professionals to integrate technological innovations and apply management skills in their working environment. The MSANR has been ranked as a 2019 Most Affordable Online Master's in Environmental Science by SR Education Group and a 2020 Best Master's Program for Natural Resource Management by Business-Management-Degree.net. Students can choose from three available concentrations: Agribusiness & Risk Management, Natural Resources Systems Management, and System Science in Agriculture.

MASTER OF SCIENCE IN FAMILY AND CONSUMER SCIENCE (MSFCS)

UT Martin offers a Master of Science degree in Family and Consumer Sciences (FCS) with options in dietetics, as well as general family



"Through thick and thin, the professors and staff at UT Martin's Family and Consumer Sciences department have a special place in my heart. They are caring, resourceful and absolute masters of empowerment! They helped shape me, and I'll be forever grateful."

- Treva Maitland, Student

MASTER OF BUSINESS ADMINISTRATION (MBA)

The UT Martin MBA program prepares leaders who know how to put new ideas to work. The curriculum is anchored in the fundamentals of general management, from finance and marketing to strategy and organizational behavior, with hybrid and fully online delivery options available. Currently the highest-ranked online MBA program in Tennessee by U.S. News and World Report, DiscoverBusiness.us, Intelligent.com, and CollegeConsensus.com, the UT Martin MBA is also nationally ranked 35th by US News and World Report and accredited by AACSB-International, the internationally recognized accreditor of the best business schools in the world.

“In deciding on a university to obtain my MBA, I was looking for a rigorous program, a solid reputation, and an exciting curriculum. UT Martin met all three criteria. It provides a well-tested program, is highly ranked within the state of Tennessee and nationally and provides course work that applies to a real-world environment. The professors and administration are very engaged and available, despite the online format. Further, several of the courses focus on managing and leadership, two distinct concepts often missing in many organizations. A graduate of UT Martin’s MBA program will learn how to be better at both.”

- Will Oldford, UT Martin MBA

“Choosing UT Martin to pursue my graduate degree was an easy decision. UT Martin has been my home since I began as an undergraduate, and the faculty and staff have become like family. Throughout all my years here I haven’t met one staff member who didn’t genuinely want me to succeed. Looking back, I don’t think I’d be where I am today without all their support and encouragement.”

- Lauren Colvin,
UT Martin MSED



MASTER OF SCIENCE IN EDUCATION (MSED)

UT Martin’s Initial Licensure Program is designed for students holding a non-teaching bachelor’s degree who are passionate about helping students achieve their fullest potential. Completion of the desired course

of study and state-mandated testing will result in licensure, as well as a solid foundation of knowledge and teaching skills needed for development, design, and evaluation of curriculum in the chosen concentration (Elementary, Secondary, or Special Education).

UT Martin’s teaching major offers concentrations in Literacy, Special Education, Curriculum and Instruction, and Interdisciplinary that are designed to assist current

educators with enhanced teaching skills and effectiveness and career advancement. Two leadership concentrations are also available. Instructional Leadership for those interested in administrator roles in public and private preK-12 schools, as well as post-secondary institutions and Higher Education Leadership for those seeking a leadership position and an administrative career in higher education.

UT Martin’s counseling programs prepare students to earn licensure as either a Clinical Mental Health Counselor or a School Counselor in as little as 24 months. In addition to being the highest-ranked Tennessee program for the 2020 OnlinePsychologyDegrees.com Top-30 list and the Best Online Master’s in School Counseling for Intelligent.com, the counseling program has also been ranked as a Best Online College for Value and Most Affordable Online College by the SR Education Group.



MASTER OF ARTS IN STRATEGIC COMMUNICATIONS (MASC)

The Master of Arts in Strategic Communication is a professionally oriented, executive-style degree program that prepares students to plan, create, and manage communication to achieve organizational goals. The MASC program is unique because of its integrated curriculum that reflects a strong demand in the workplace for professionals who understand how to plan and manage many types of communication initiatives.

“It’s not unusual to simultaneously have students live in a classroom and in a video conference all working together. ... It’s what builds a sense of community between and with our graduate students. It’s also what sets us apart from our competitors.”

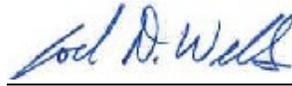
- Dr. Tracy Rutledge,
MASC Coordinator



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 12, 2020* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells
Name

University Registrar
Title

1/8/2021
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 12 , 2020* 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's Office

Title

1/8/2021

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *September 30, 2020* through *October 16, 2020* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor - Enrollment Mgmt

Title

1/25/2021

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *September 30, 2020* through *October 16, 2020* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T Porter

Signature

Byron T. Porter

Name

Bursar

Title

01/26/2021

Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *December 11, 2020* through *December 12, 2020* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor - Enrollment Mgmt

Title

1/25/2021

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *December 11, 2020* through *December 12, 2020* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T Porter

Signature

Byron T. Porter

Name

Bursar

Title

01/26/2021

Date



Office of the University Registrar
209 Student Services Building
Knoxville, TN 37996-0230
Phone: (865) 974-2101
Fax: (865) 974-2606

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 12, 2020 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:

A handwritten signature in cursive script that reads "Roslyn Perry".

University Registrar

Signature

Roslyn Perry
Name

University Registrar
Title

1/18/2021
Date



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

6

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 12, 2020 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

Susan Forman

Name

Bursar

Title

January 15, 2021

Date

Bursar's Office

211 Student Services Building Knoxville, TN 37996-0225
office 865-946-3100 fax 865-974-1945

THE UNIVERSITY OF TENNESSEE

Flagship Campus of the University of Tennessee System



Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *December 12, 2020* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett
Signature

Martha M Barnett
Name

Registrar
Title

01/08/2021
Date



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

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *December 12, 2020* 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
1/8/2021
Date

6