



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Thursday, February 29, 2024	Warren Wilson Hall Room, Martin Hall UT Southern
2:00 p.m. (CST)/3:00 p.m. (EST)	433 W. Madison Street, Pulaski, TN 38478

AGENDA

- I. Call to Order and Roll Call
- II. Opening Remarks of the Committee Chair
- III. Requests to Address the Board (if appropriate for this Committee)
- IV. Presentations – Information/Discussion
 - A. [Tennessee Public High School Graduate Trends](#) Tab 1.1
 - B. [Campus Admit, Yield, and Retention Rates](#) Tab 1.2
 - C. [UT System Enrollment Analysis and Planning: Update and Next Steps](#) Tab 1.3
 - D. [Tennessee Grow Your Own Center Update](#) Tab 1.4
 - E. [Fall 2023 Student Experience Survey Results](#) Tab 1.5
- V. [Proposed Changes to the UTK Faculty Handbook – Action](#)..... Tab 2
- VI. Proposed New Academic Programs – Action
 - A. [Bachelor of Science in Data Science, UTK](#) Tab 3.1
 - B. [Bachelor of Science in Applied Artificial Intelligence, UTK](#)..... Tab 3.2
 - C. [Bachelor of Science in Innovative Transdisciplinary Studies, UTK](#) Tab 3.3
 - D. [Bachelor of Science in Environmental Engineering, UTK](#)..... Tab 3.4
- VII. [Consent Agenda – Action](#)..... Tab 4
 - A. [Minutes of the Last Meetings](#) Tab 4.1
 - B. [Proposed Academic Program Modification, Doctor of Engineering in Industrial Engineering, UTK](#)..... Tab 4.2
 - C. Proposed New Academic Units
 - 1. [Dept. of Applied Leadership and Learning, UTC](#)..... Tab 4.3.1
 - 2. [Dept. of Biomedical Engineering, UTK](#) Tab 4.3.2
 - 3. [Dept. of Applied Engineering and Technology, UTK](#) Tab 4.3.3



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

- D. Proposed New Off-campus Centers
 - 1. [Springfield Center, UTM](#) Tab 4.4.1
 - 2. [Off-Campus Centers for College of Pharmacy: Knoxville and Nashville Centers](#) Tab 4.4.2
- E. [Grant of Tenure upon Initial Appointment](#) Tab 4.5

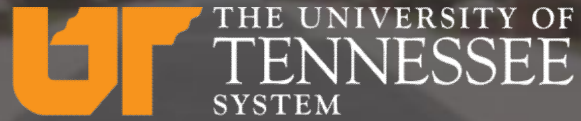
VIII. Other Business

[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.]

IX. Closing Remarks and Adjournment

Information Item(s)

- [Certification of Degrees Conferred](#) Tab 5



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

Tennessee Public High School Graduate Trends

Board of Trustees — February 29 – March 1, 2024

Institutional Effectiveness



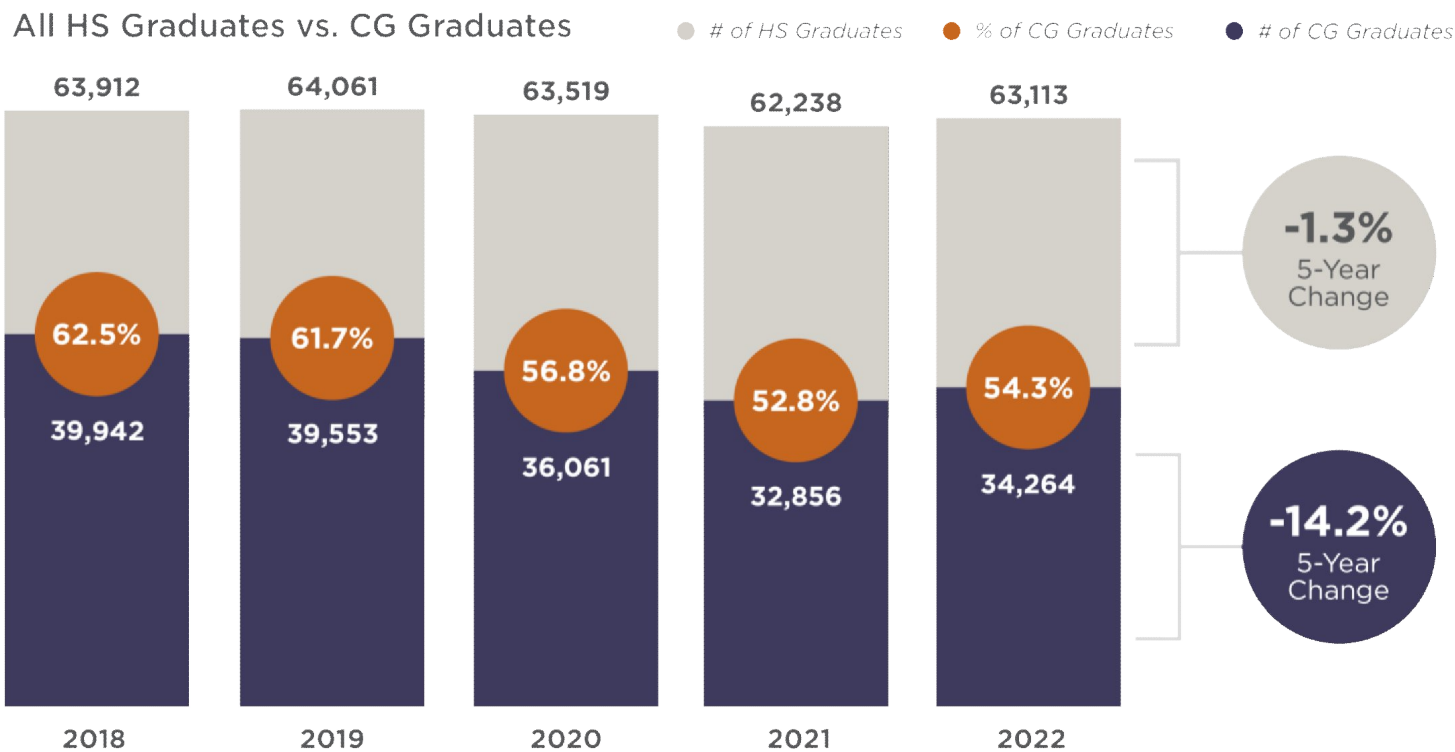
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Institutional Effectiveness



College-Going (CG) High School (HS) Graduates

2018-2022



Institutional Effectiveness



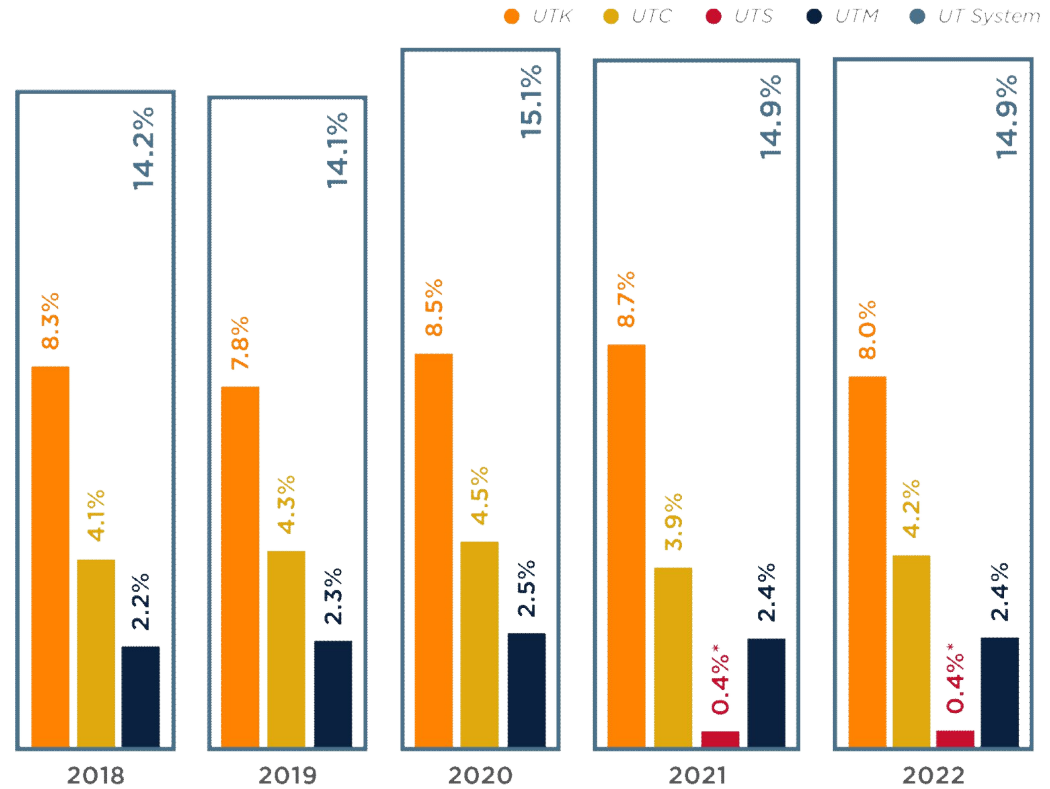
UT Share of CG HS Graduates

2018-2022



+0.7%
5-Year
Change

UT Share of CG
HS Graduates



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

Note: UT System percentages do not equal the sum of campus percentages each year because some students are enrolled at multiple UT campuses.

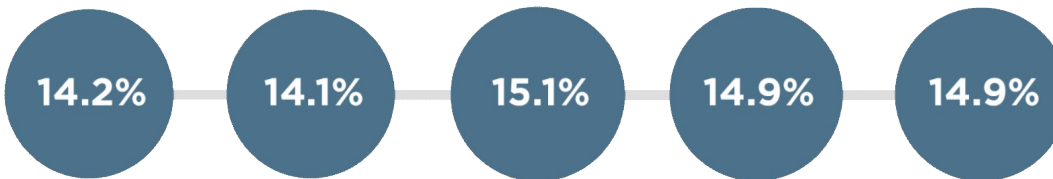
Institutional Effectiveness



UT vs. LGI Share of CG HS Graduates

2018-2022

HS Graduates Going to UT System



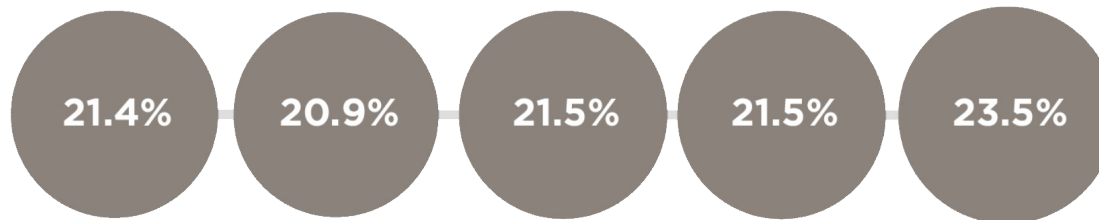
0.0%
UT 1-Year Change

+0.7%
UT 5-Year Change

+2.0%
LGI 1-Year Change

+2.1%
LGI 5-Year Change

HS Graduates Going to LGIs



2018

2019

2020

2021

2022



Where are they going?

Public

+0.5%

Total 5-Year Change

In-State

-2.0%

Total 5-Year Change

4-Year

+4.5%

Total 5-Year Change

84.3%
2018

84.8%
2022

87.0%
2018

85.0%
2022

46.3%
2018

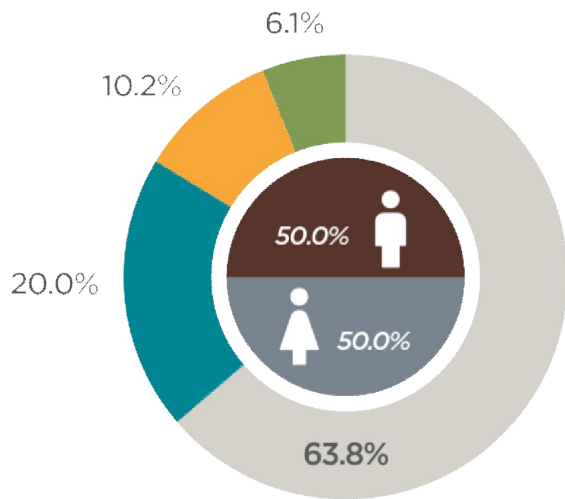
50.8%
2022



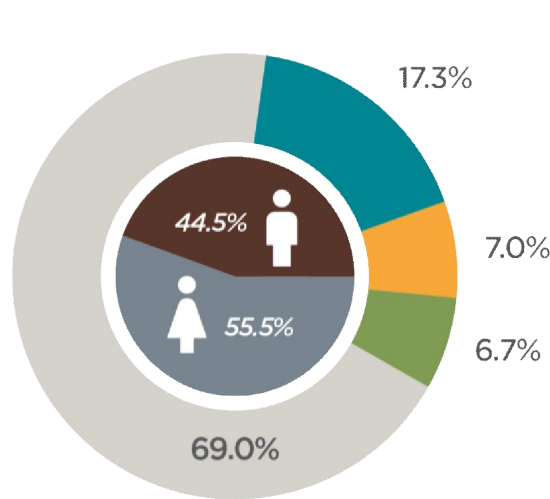
Demographics

2022

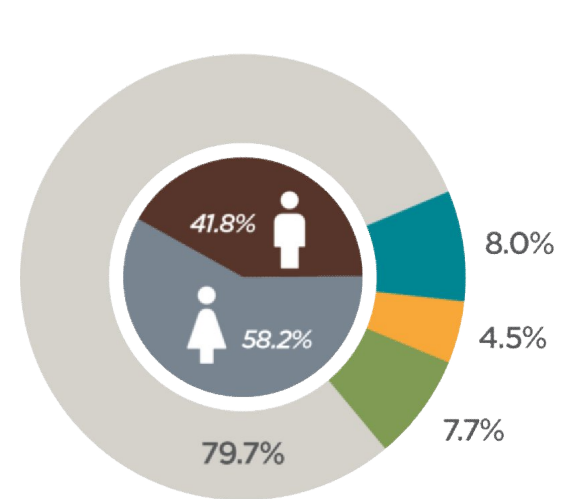
HS Graduates



CG Graduates

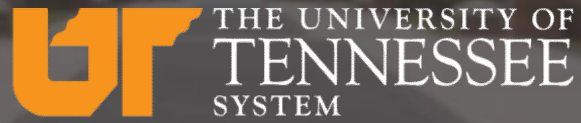


Attending UT System



- Black/African American
- Hispanic/Latino
- Other*
- White
- Male
- Female

*Other includes American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander Race/Ethnicity, and Two or More Races.



ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness



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ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

Tennessee Public High School Graduate Trends

Board of Trustees — February 29 - March 1, 2024

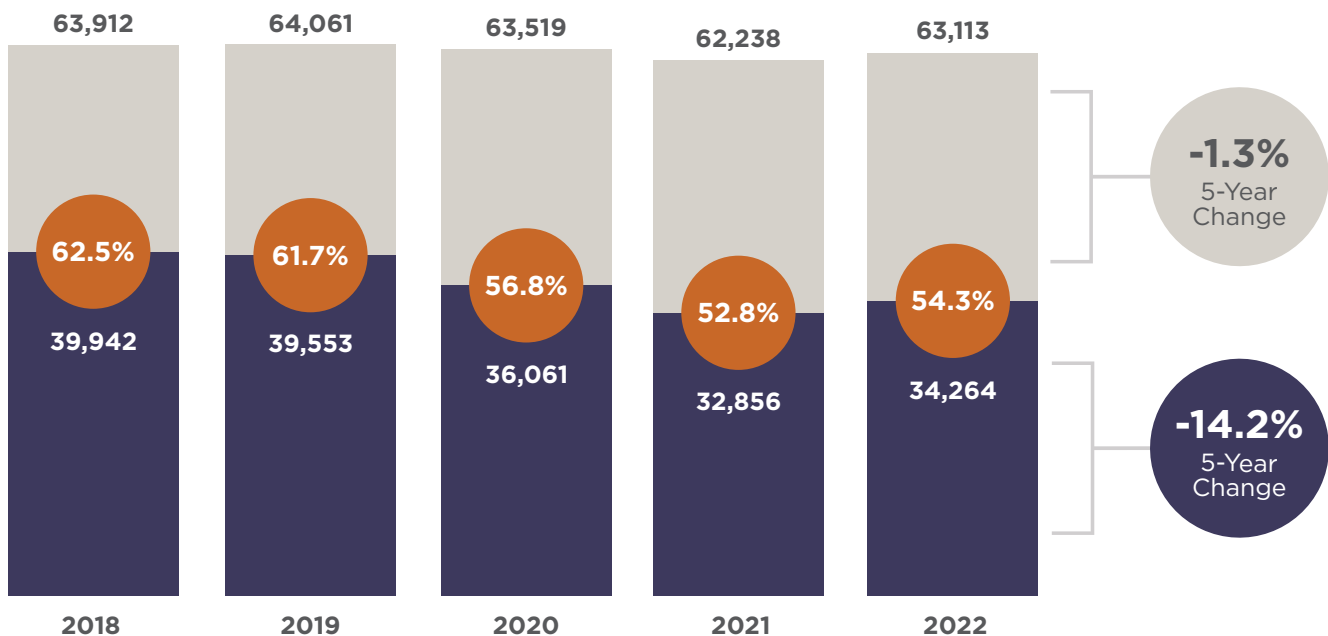


Tennessee Public High School Graduate Trends

COLLEGE-GOING (CG) HIGH SCHOOL (HS) GRADUATES 2018-2022

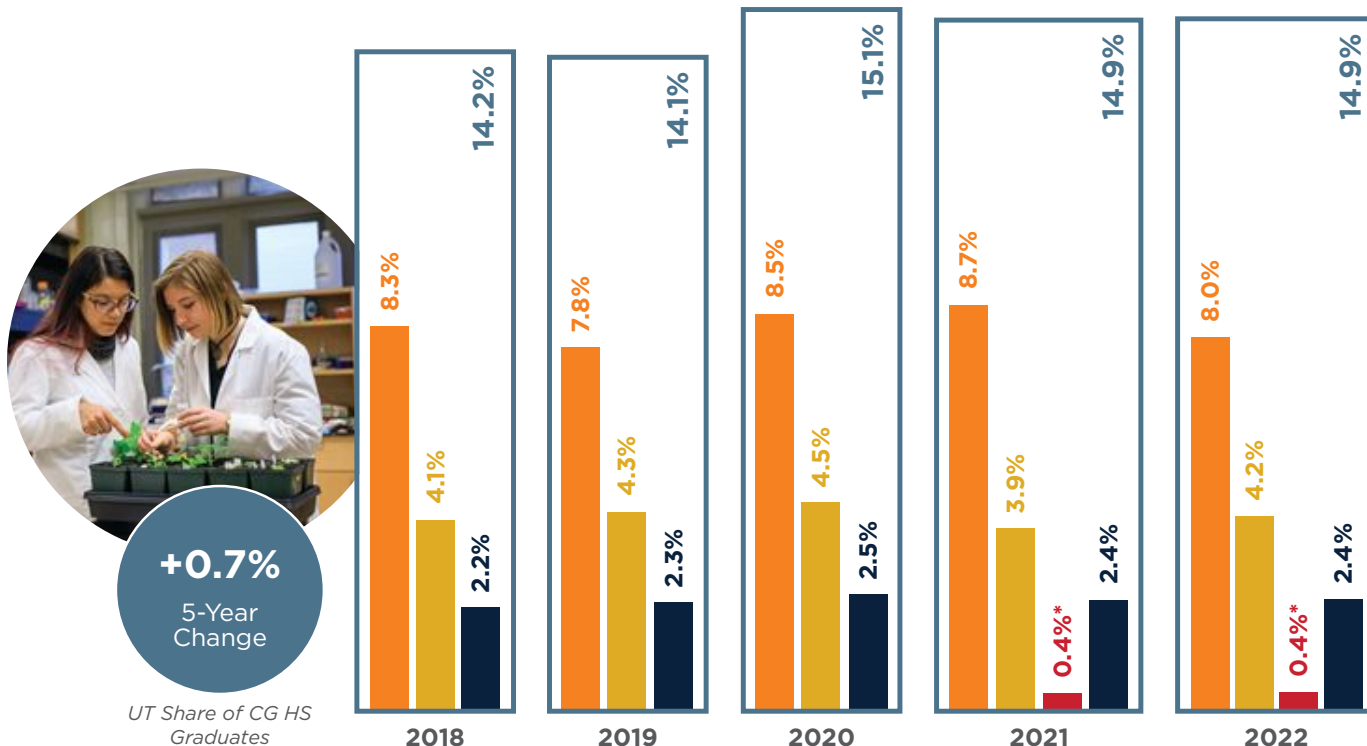
All HS Graduates vs. CG Graduates

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



UT Share of CG HS Graduates

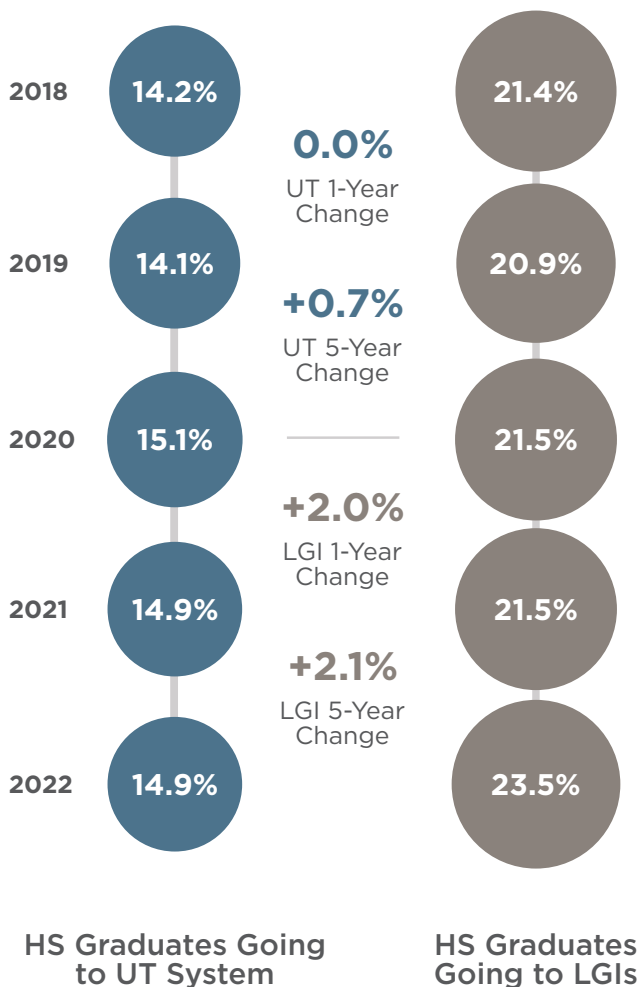
● UTK ● UTC ● UTS ● UTM ● UT System



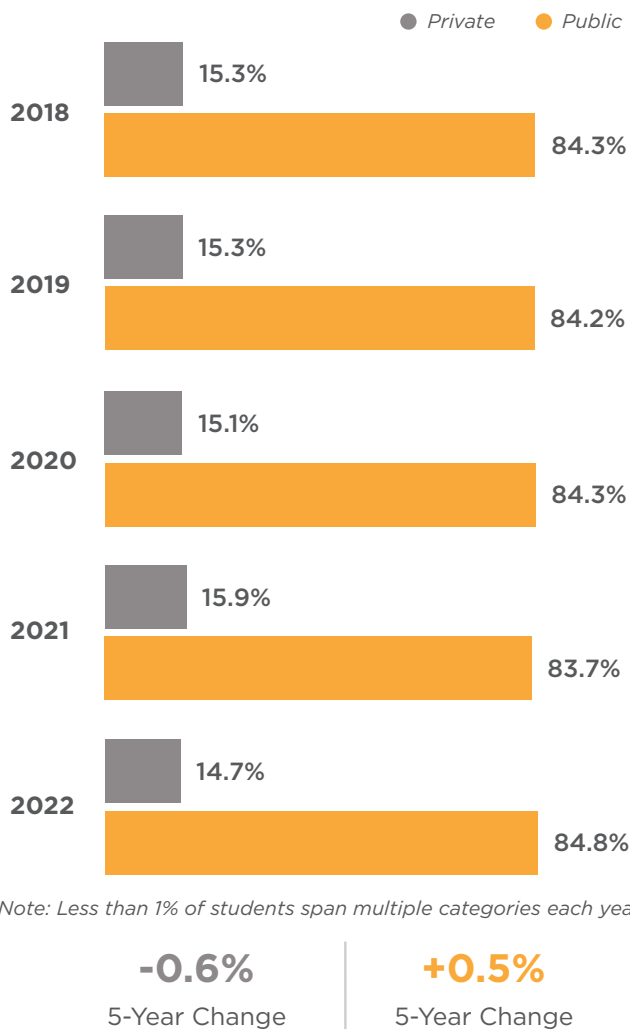
*Martin Methodist College joined the UT System as UT Southern in 2021.

Note: UT System percentages do not equal the sum of campus percentages each year because some students are enrolled at multiple UT campuses.

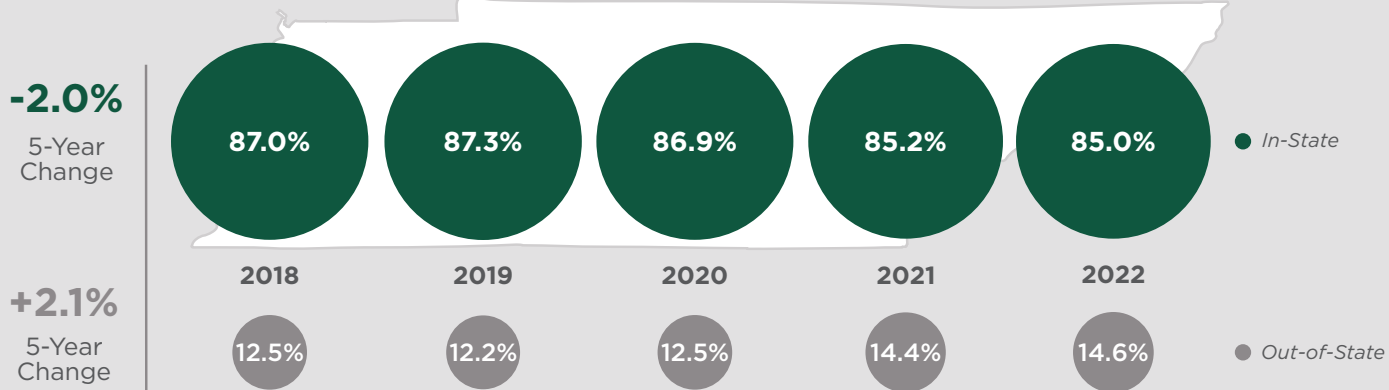
UT VS. LGI SHARE OF CG HS GRADUATES 2018-2022



ATTENDING PRIVATE VS. PUBLIC COLLEGES 2018-2022

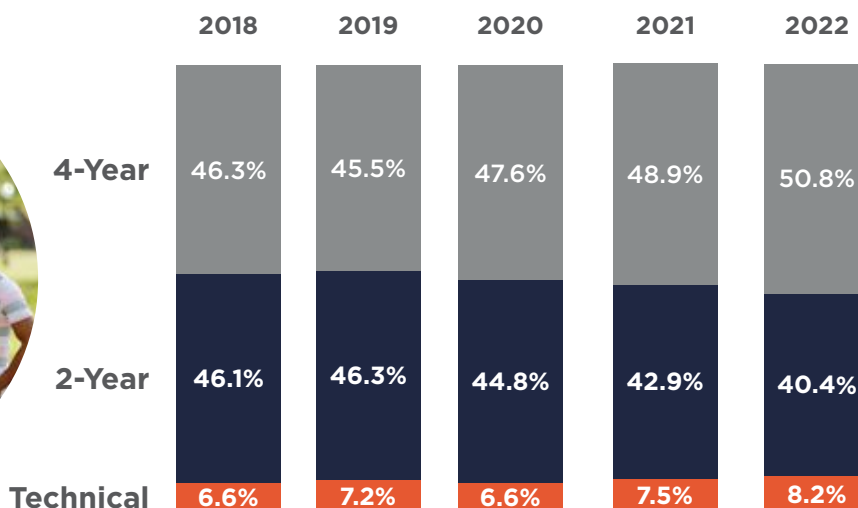
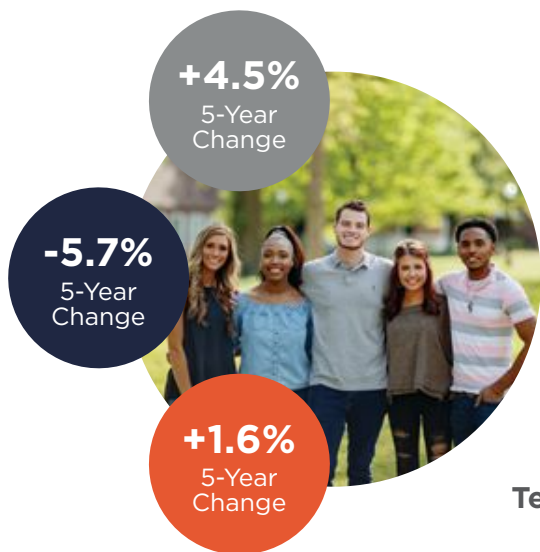


ATTENDING IN-STATE VS. OUT-OF-STATE COLLEGES 2018-2022



SECTOR ATTENDING

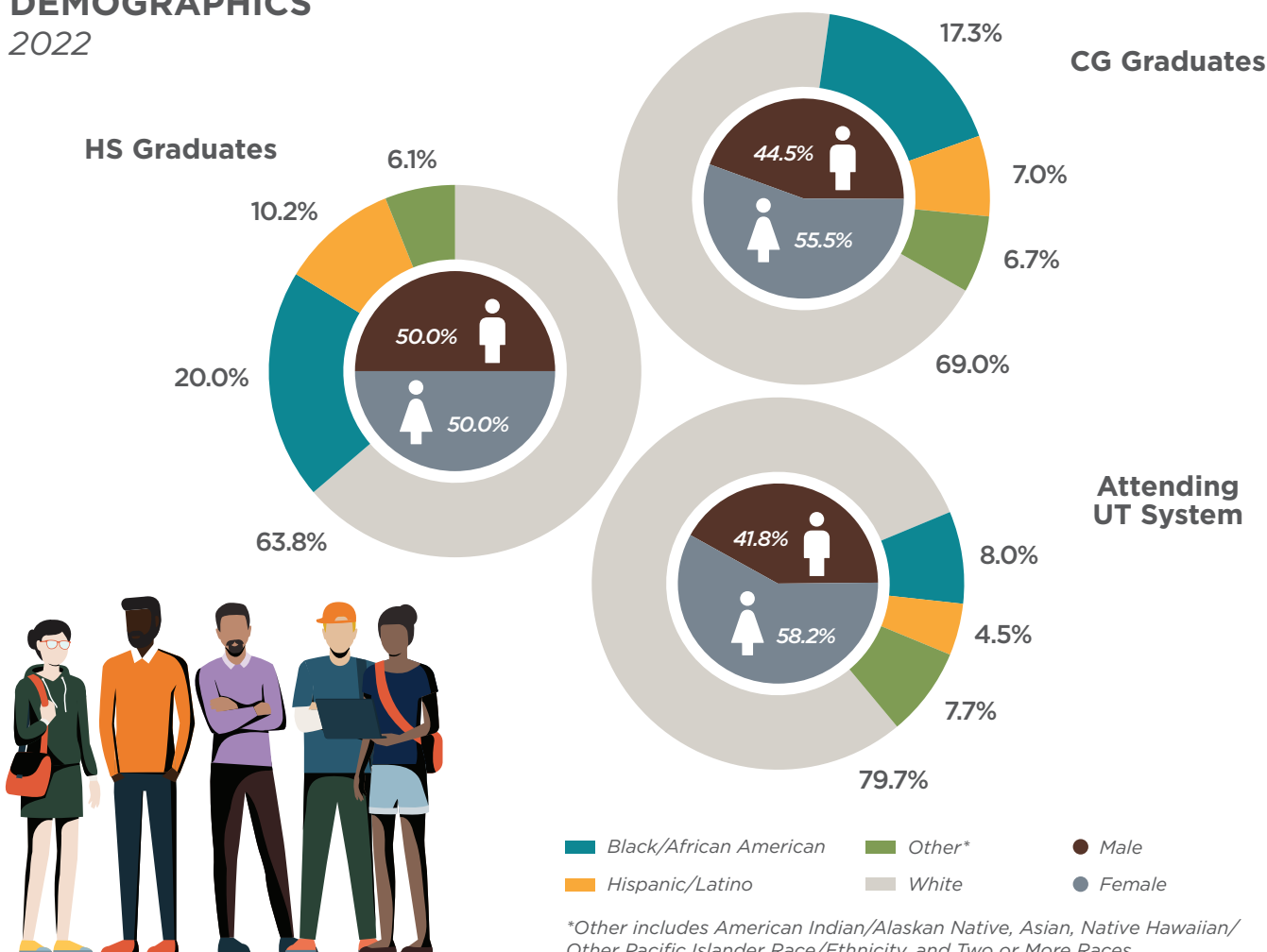
2018-2022

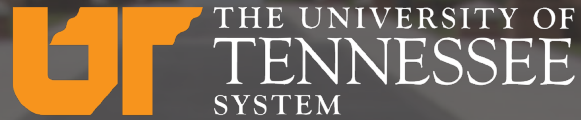


Note: Less than 1% of students span multiple categories each year.

DEMOGRAPHICS

2022





ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

UT System Admit Rates, Yield Rates & Retention Rates

Board of Trustees — February 29 – March 1, 2024

Institutional Effectiveness



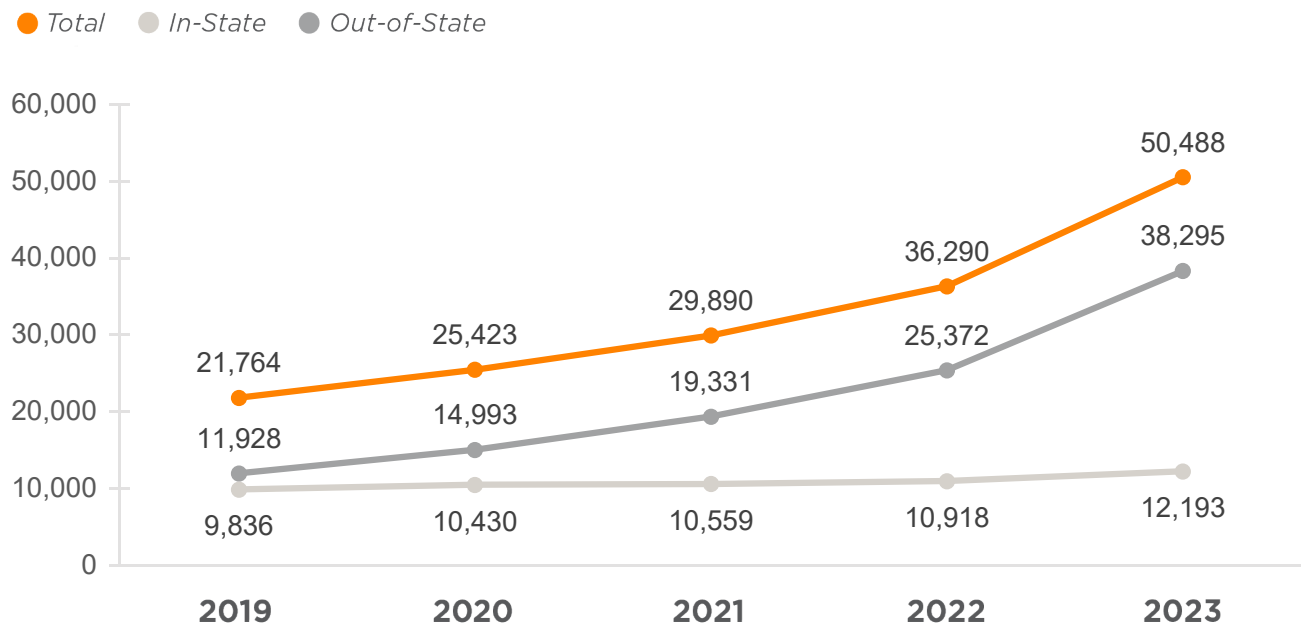
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Definitions

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

University of Tennessee, Knoxville

Total Freshman Applications

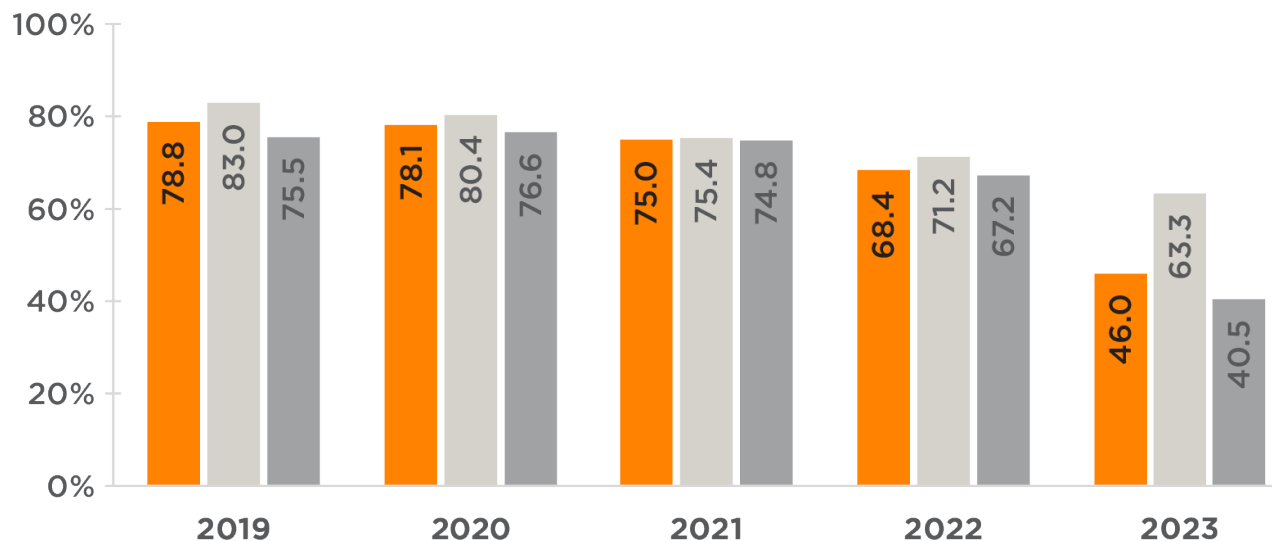


University of Tennessee, Knoxville

Admit Rates

● Total ● In-State ● Out-of-State

Total 5-Year Change **-32.8%**



2023 Admitted

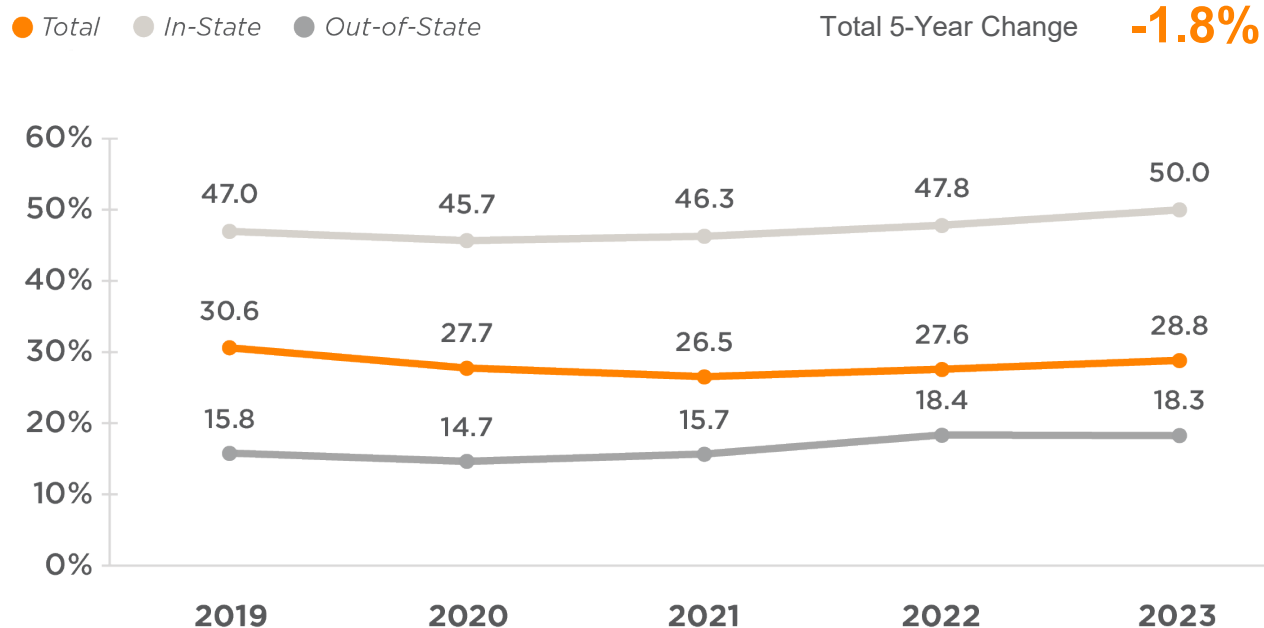
Total
23,221

In-State
7,721

Out-of-State
15,500

University of Tennessee, Knoxville

Yield Rates



2023 Enrolled

Total
6,694

In-State
3,859

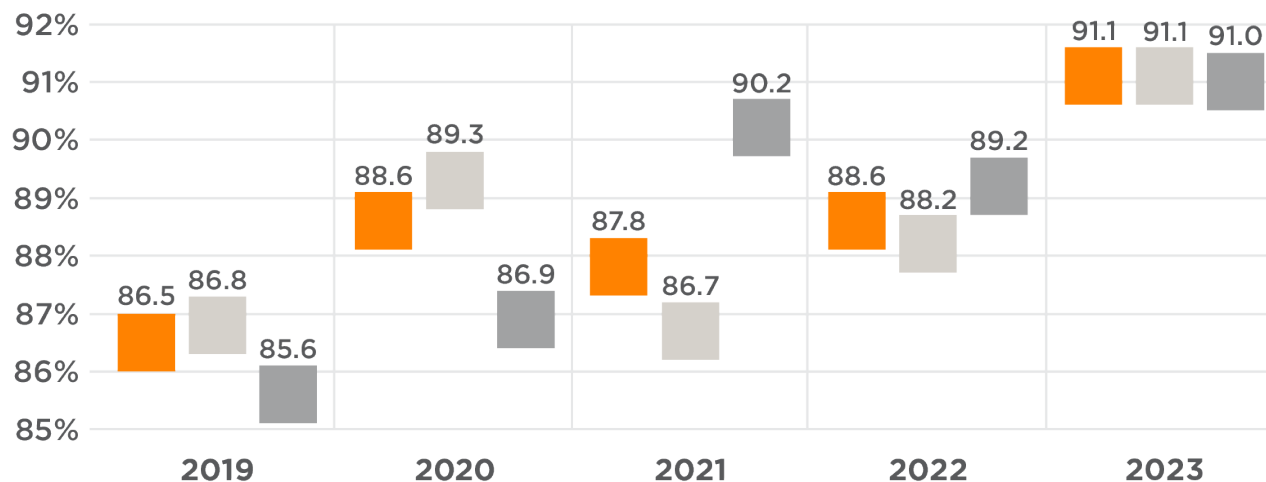
Out-of-State
2,835

University of Tennessee, Knoxville

First-Year Retention Rates

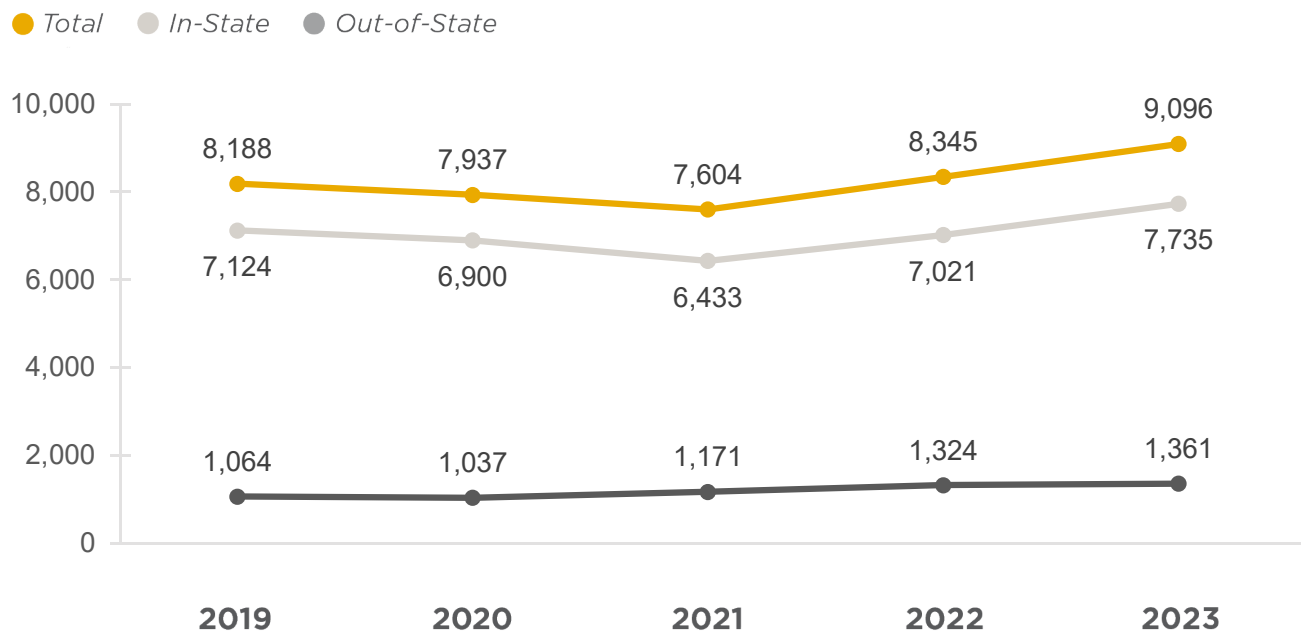
● Total ● In-State ● Out-of-State

Total 5-Year Change **+4.6%**





University of Tennessee at Chattanooga
Total Freshman Applications





University of Tennessee at Chattanooga

Admit Rates

2023 Admitted

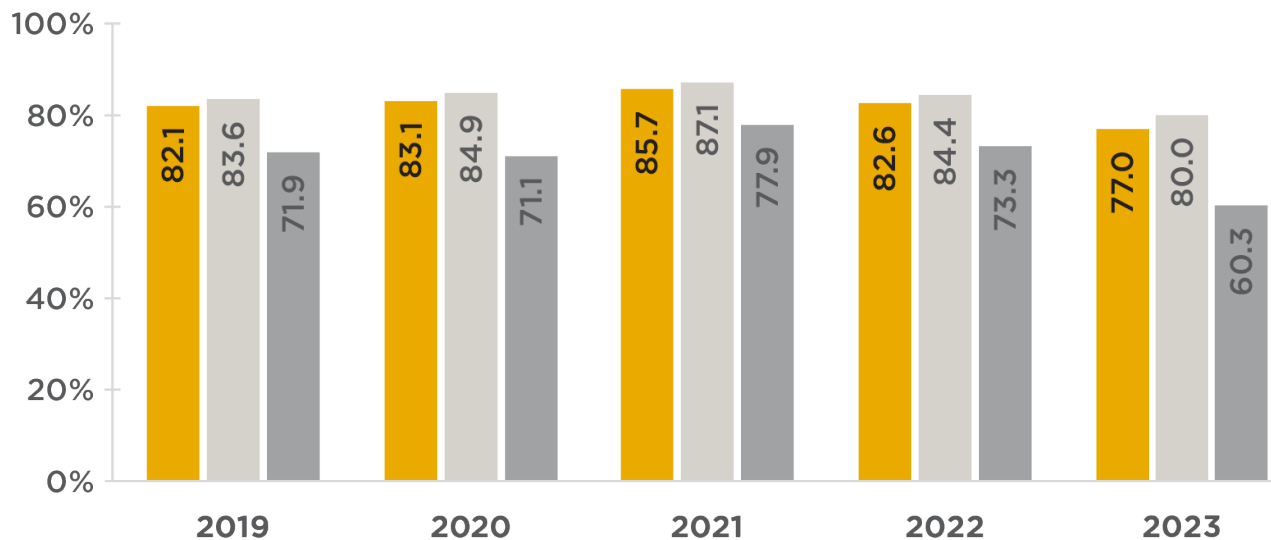
Total
7,006

In-State
6,185

Out-of-State
821

● Total ● In-State ● Out-of-State

Total 5-Year Change **-5.1%**





University of Tennessee at Chattanooga

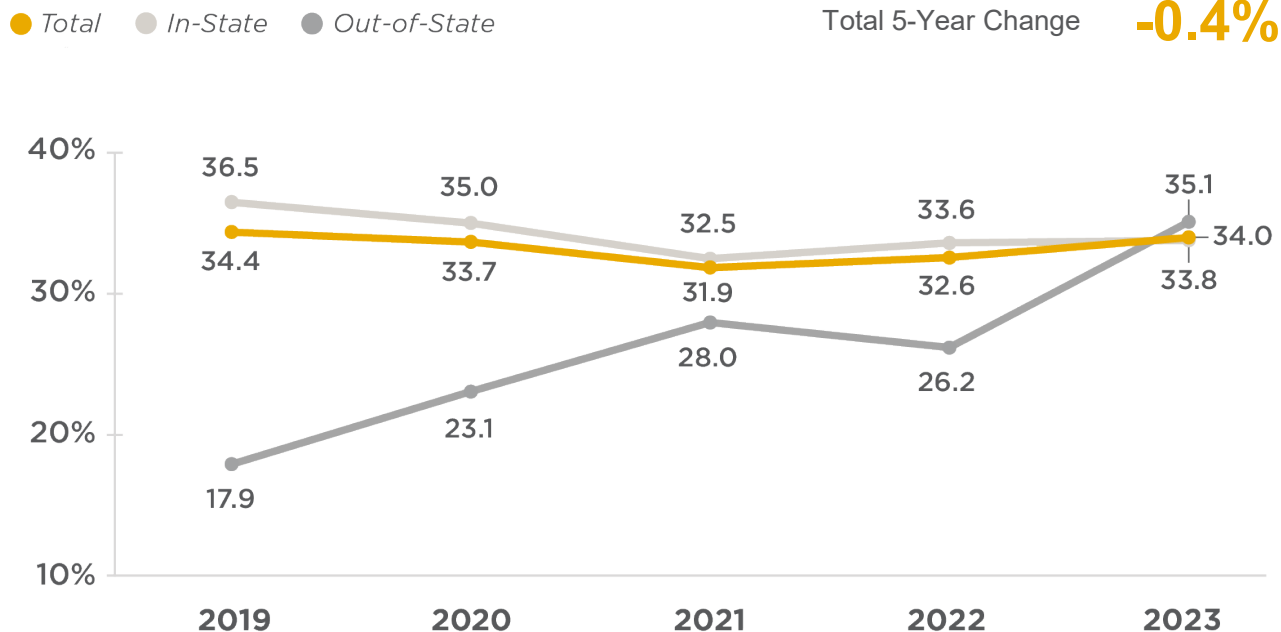
Yield Rates

2023 Enrolled

Total
2,381

In-State
2,093

Out-of-State
288



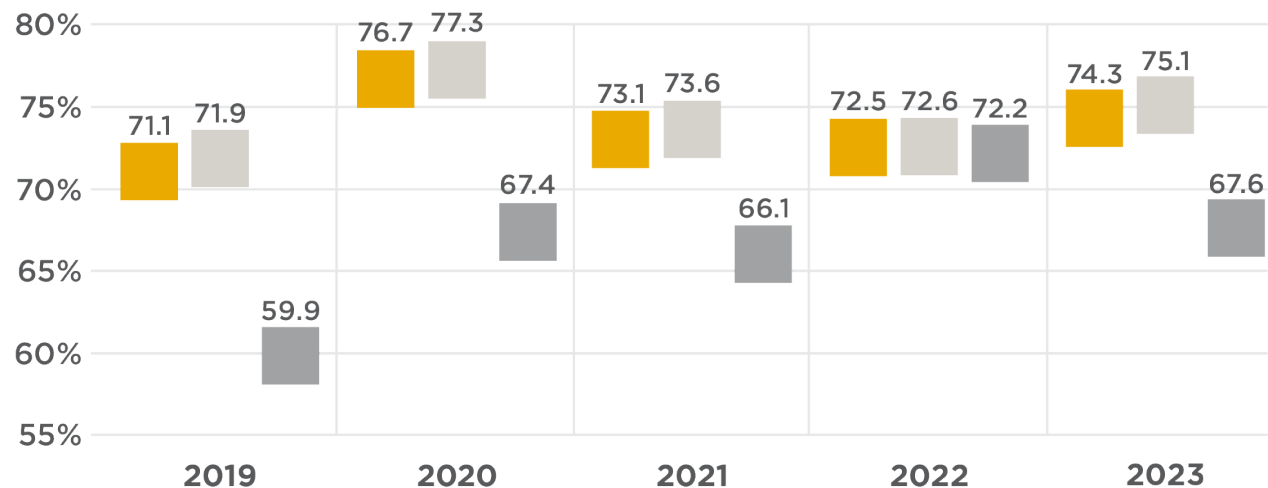


University of Tennessee at Chattanooga

First-Year Retention Rates

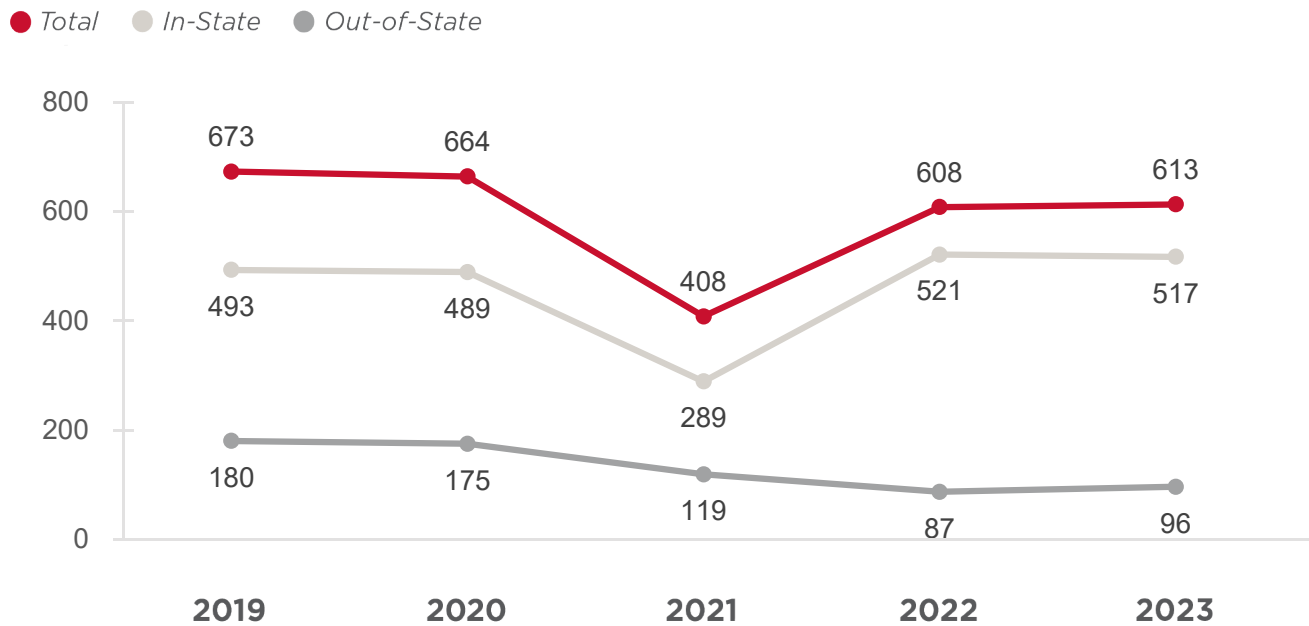
● Total ● In-State ● Out-of-State

Total 5-Year Change **+3.2%**



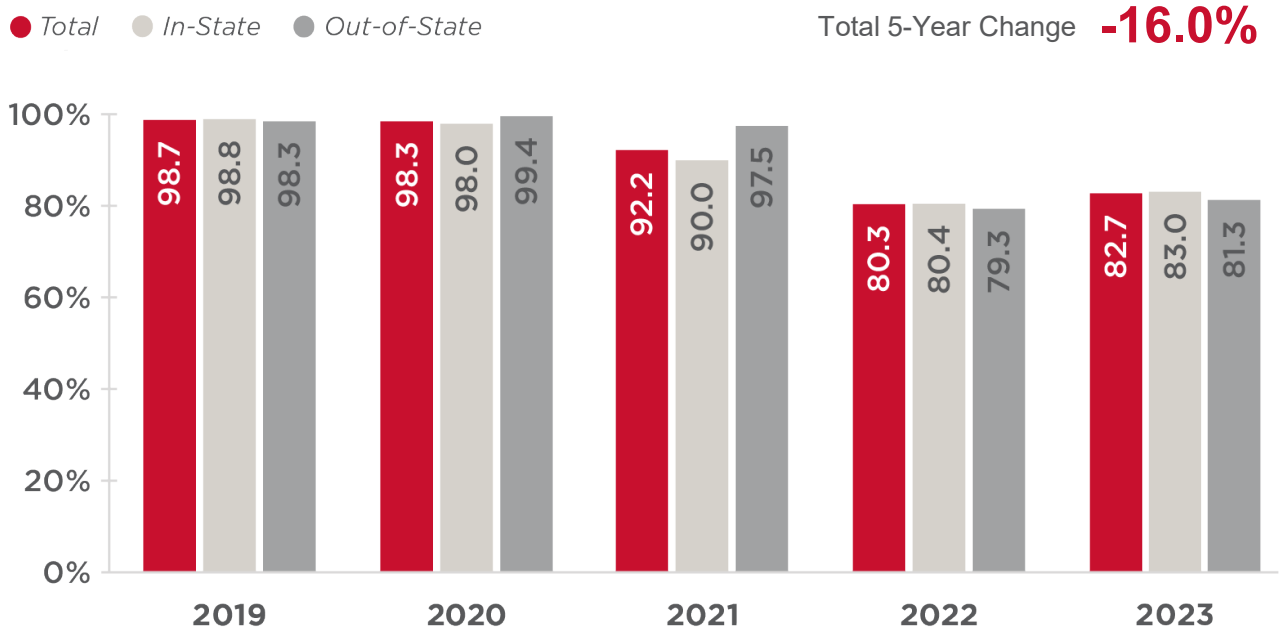
University of Tennessee Southern

Total Freshman Applications



University of Tennessee Southern

Admit Rates



2023 Admitted

Total
507

In-State
429

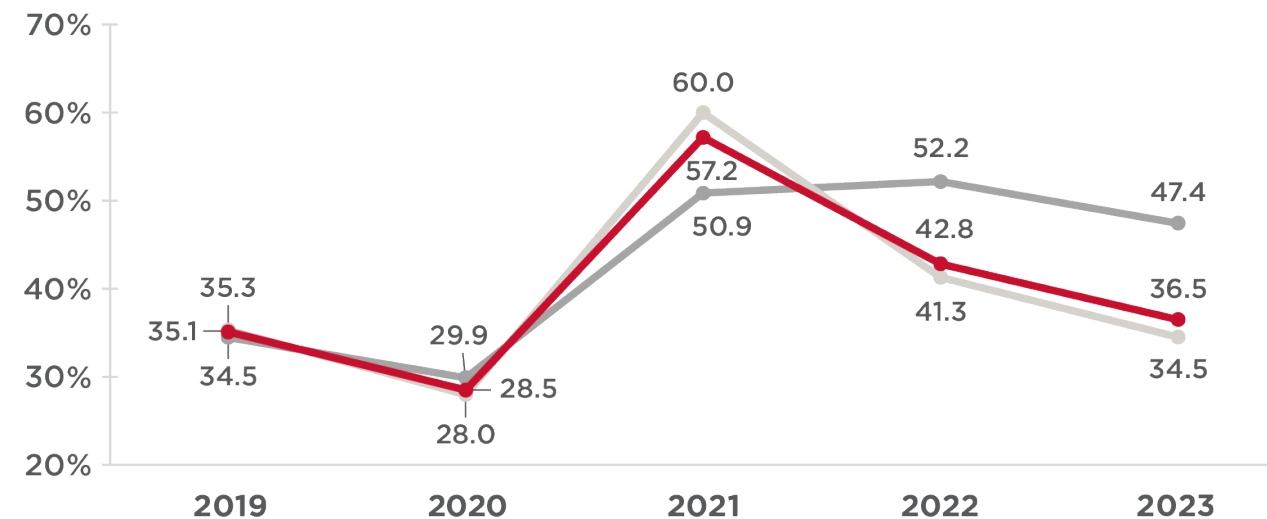
Out-of-State
78

University of Tennessee Southern

Yield Rates

● Total ● In-State ● Out-of-State

Total 5-Year Change **+1.4%**



2023 Enrolled

Total
185

In-State
148

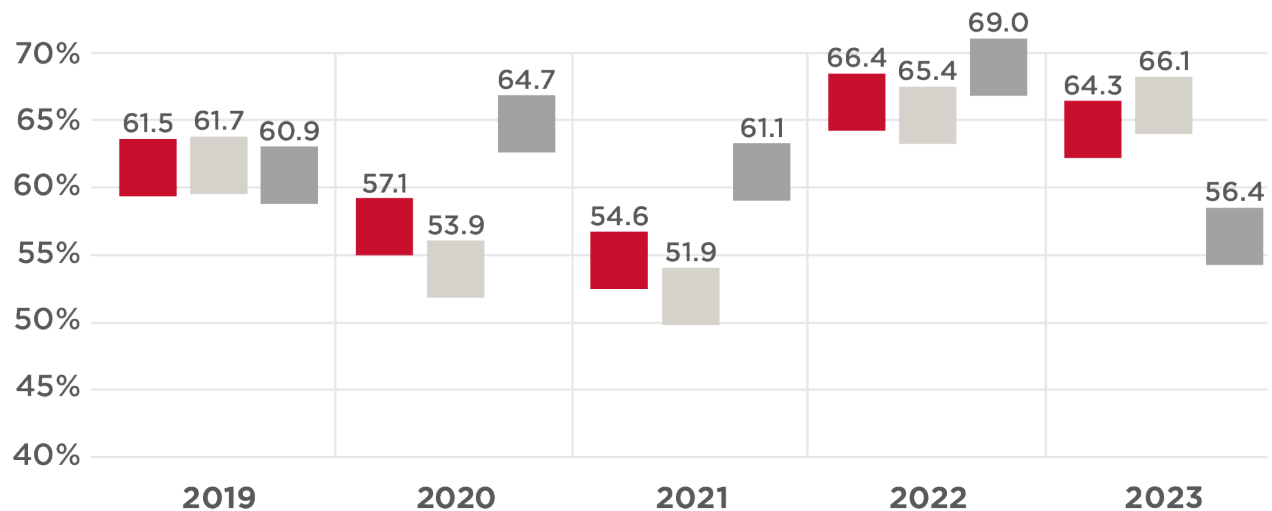
Out-of-State
37

University of Tennessee Southern

First-Year Retention Rates

● Total ● In-State ● Out-of-State

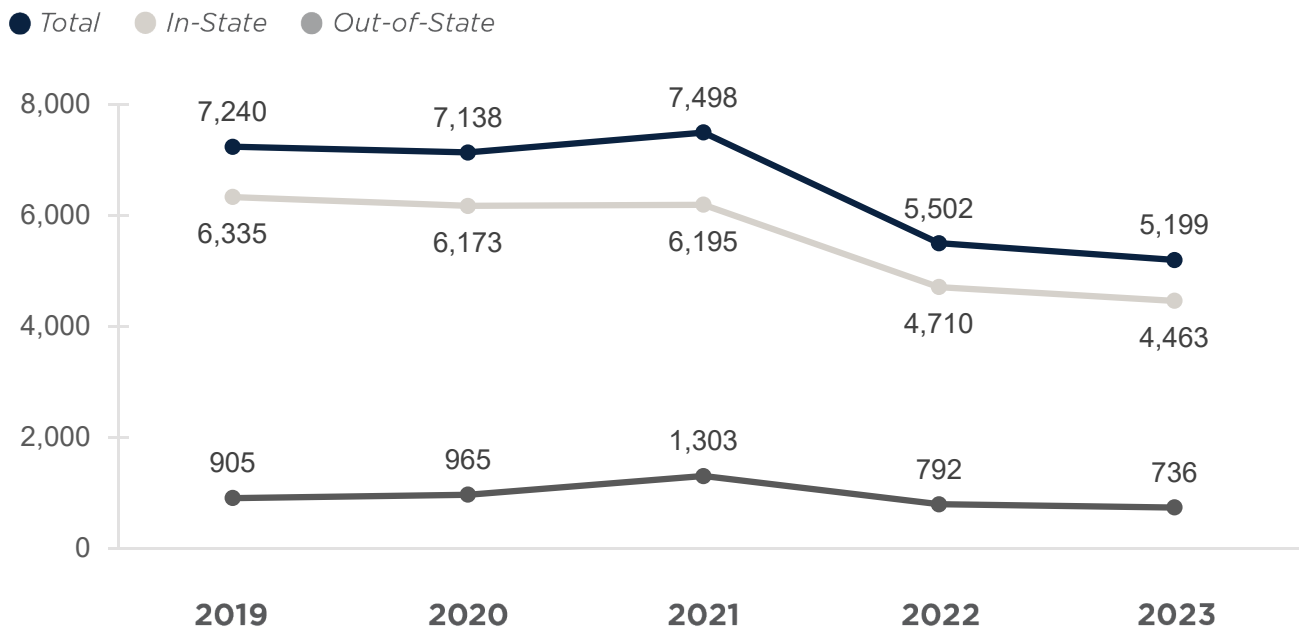
Total 5-Year Change **+2.8%**





University of Tennessee at Martin

Total Freshman Applications





University of Tennessee at Martin

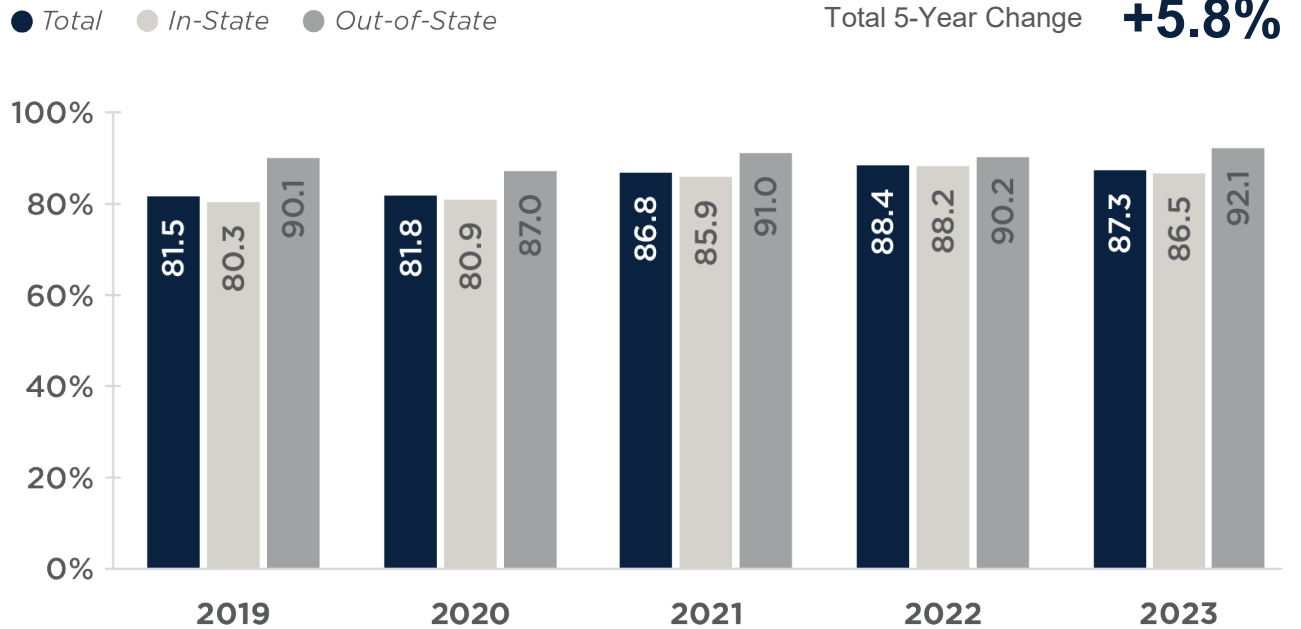
Admit Rates

2023 Admitted

Total
4,540

In-State
3,862

Out-of-State
678





University of Tennessee at Martin

Yield Rates

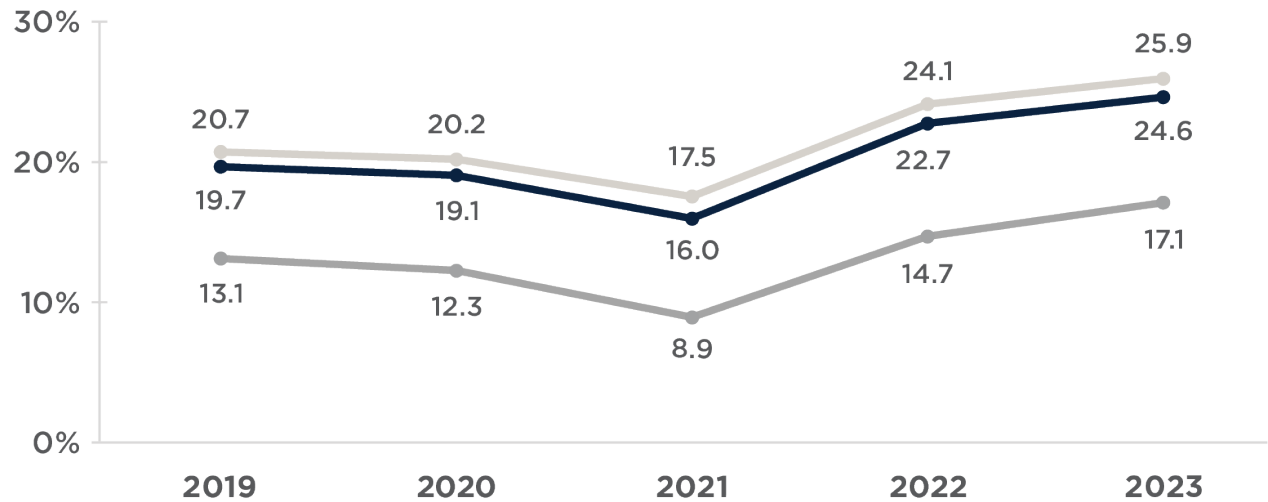
2023 Enrolled

Total
1,118

In-State
1,002

Out-of-State
116

● Total ● In-State ● Out-of-State Total 5-Year Change **+4.9%**



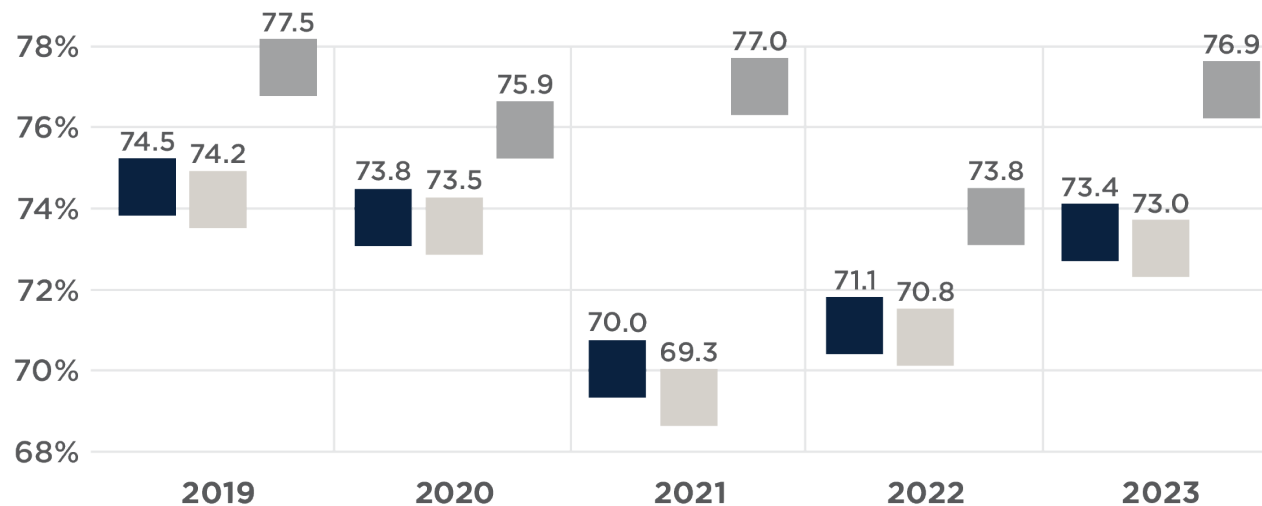


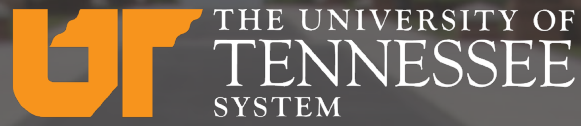
University of Tennessee at Martin

First-Year Retention Rates

● Total ● In-State ● Out-of-State

Total 5-Year Change **-1.1%**





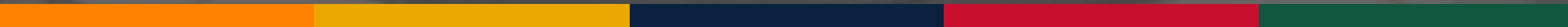
ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness



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UT System Admit Rates, Yield Rates & Retention Rates

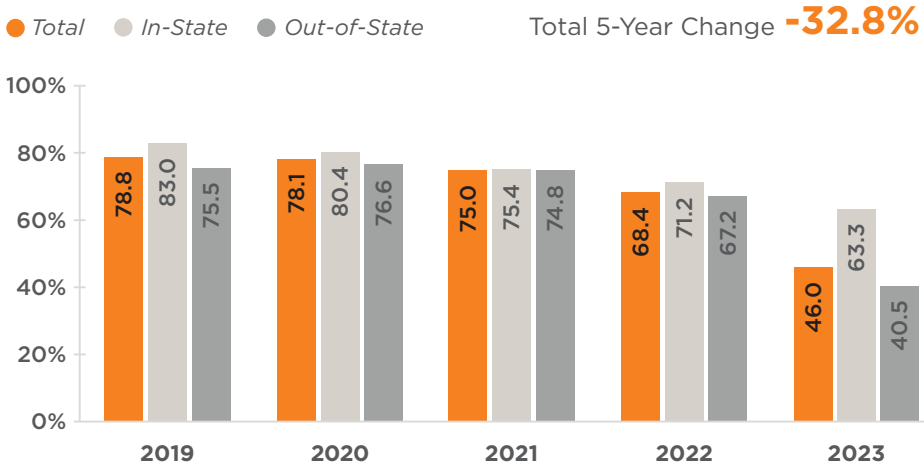
Board of Trustees — February 29 - March 1, 2024



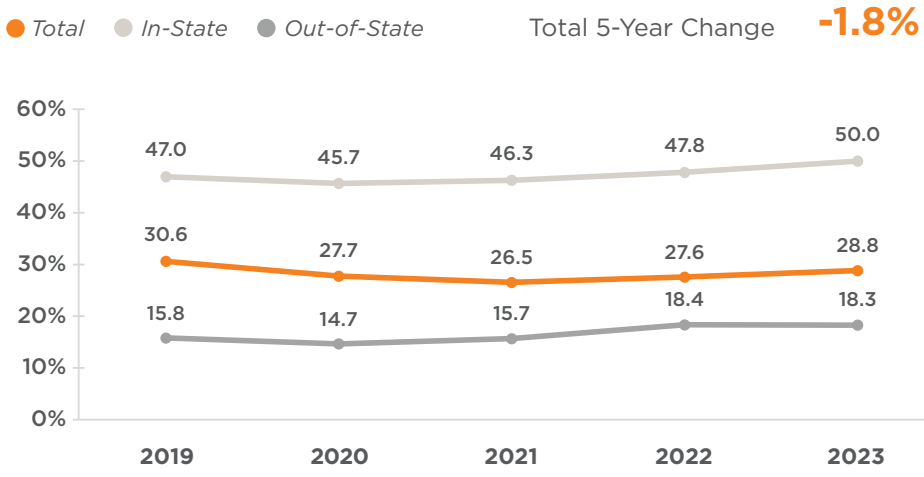
University of Tennessee, Knoxville



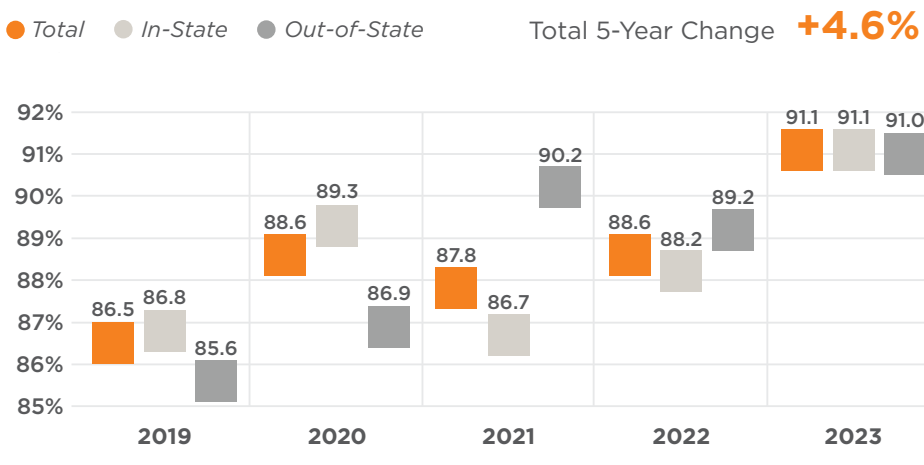
ADMIT RATES 2019-2023



YIELD RATES 2019-2023



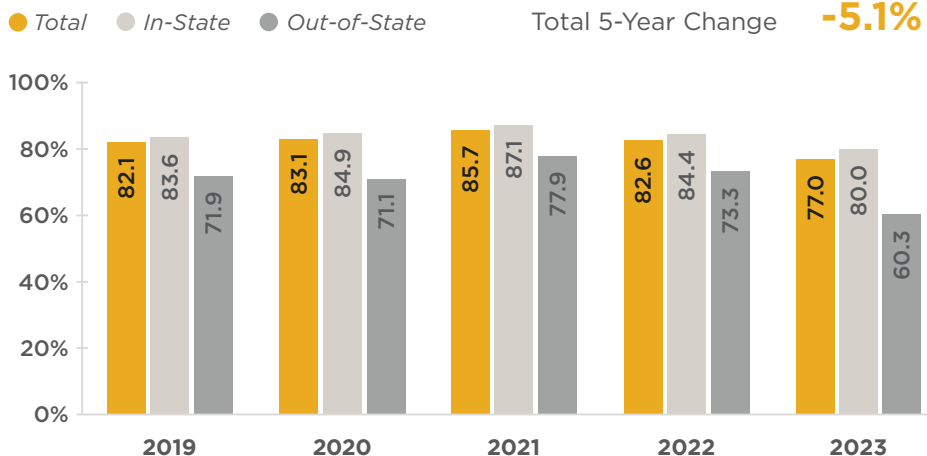
FIRST-YEAR RETENTION RATES 2019-2023



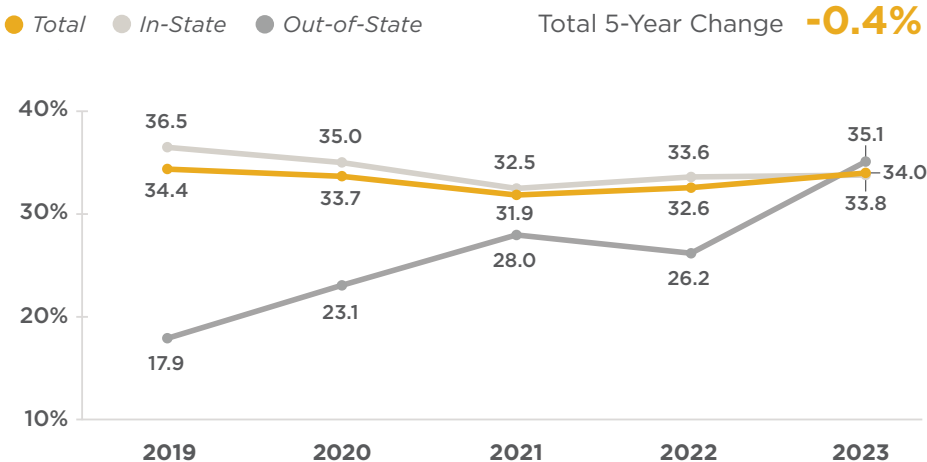


University of Tennessee at Chattanooga

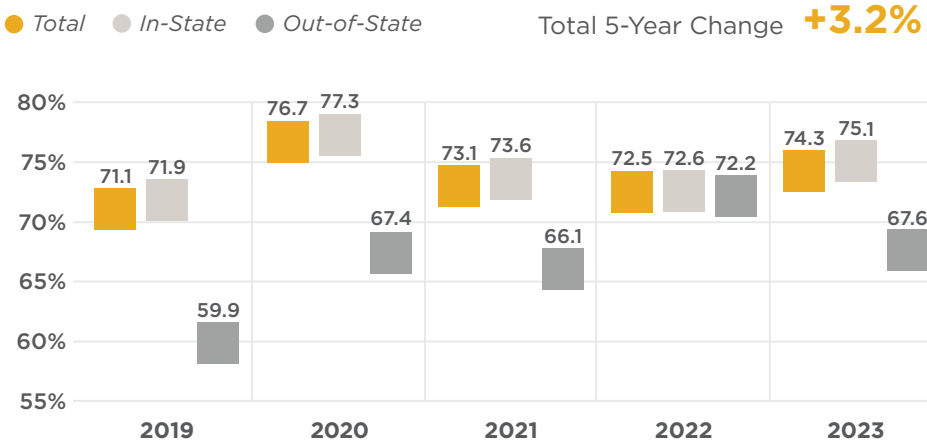
ADMIT RATES 2019-2023



YIELD RATES 2019-2023



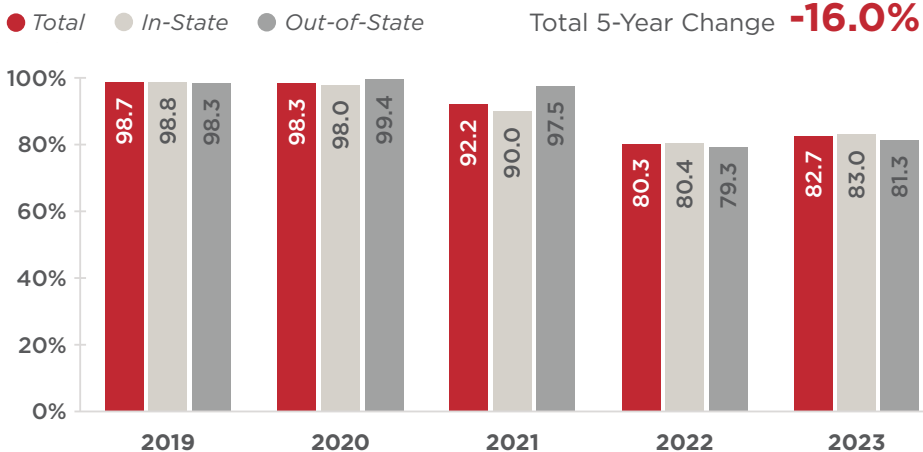
FIRST-YEAR RETENTION RATES 2019-2023



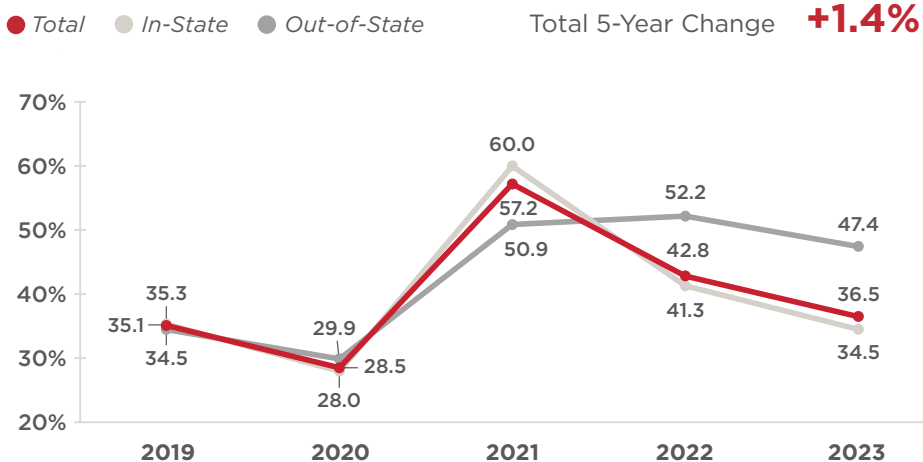
University of Tennessee Southern



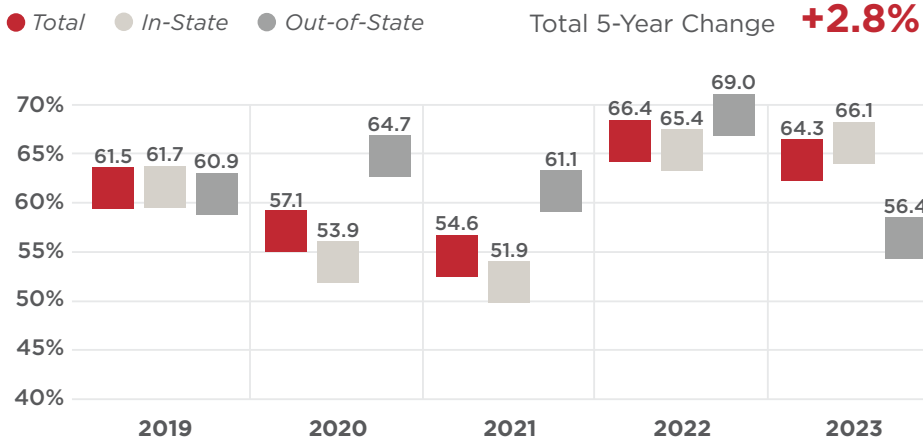
ADMIT RATES 2019-2023



YIELD RATES 2019-2023

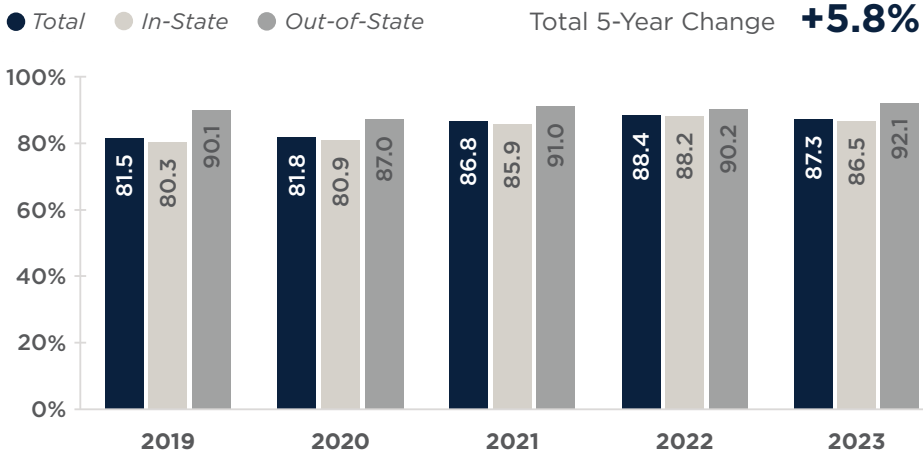


FIRST-YEAR RETENTION RATES 2019-2023

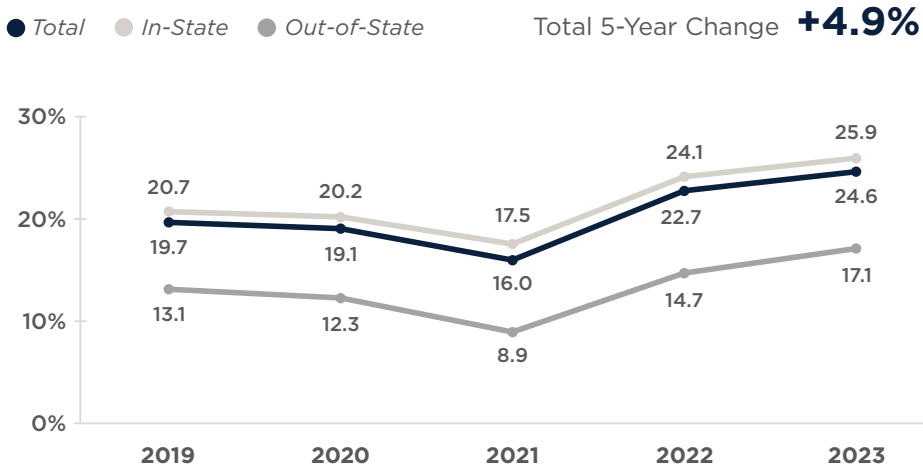


University of Tennessee at Martin

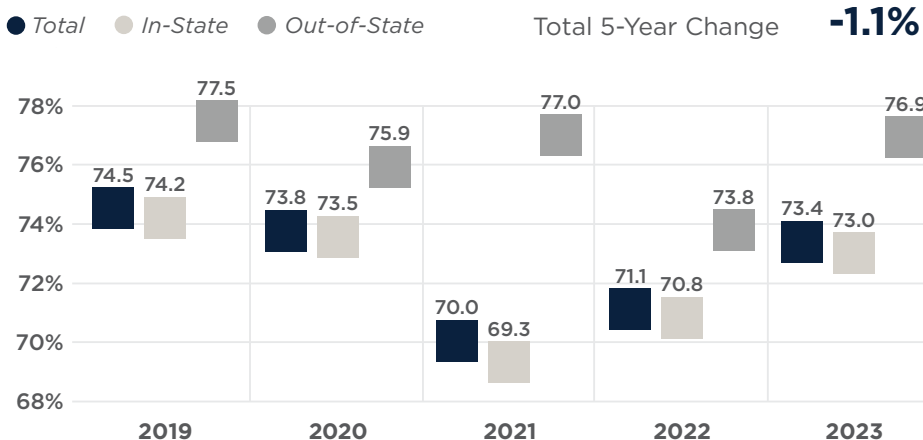
ADMIT RATES 2019-2023



YIELD RATES 2019-2023



FIRST-YEAR RETENTION RATES 2019-2023



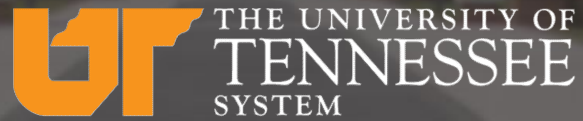
University of Tennessee at Martin





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Institutional Effectiveness

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ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS

Enrollment Planning Update

Board of Trustees

Education, Research and Service Committee

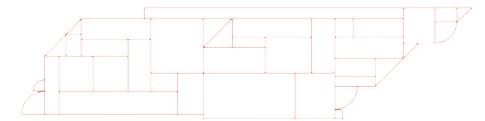
February 29, 2024

UT System Enrollment Planning Vision

To deliver on the land-grant mission and help meet the workforce needs of the state, the five campuses of the University of Tennessee System, each with unique characteristics and offerings, seek to **enroll and educate 71,000 students by 2030.**

Collectively, we will prioritize serving Tennesseans while enhancing academic quality, increasing access and affordability, ensuring fiscal sustainability, and supporting the success of all students.

We will integrate campus enrollment plans and embrace our commitment to transparency, clarity, and integrity in the admissions process.



ACCESS, AFFORDABILITY, and EXCELLENCE *for TENNESSEE*

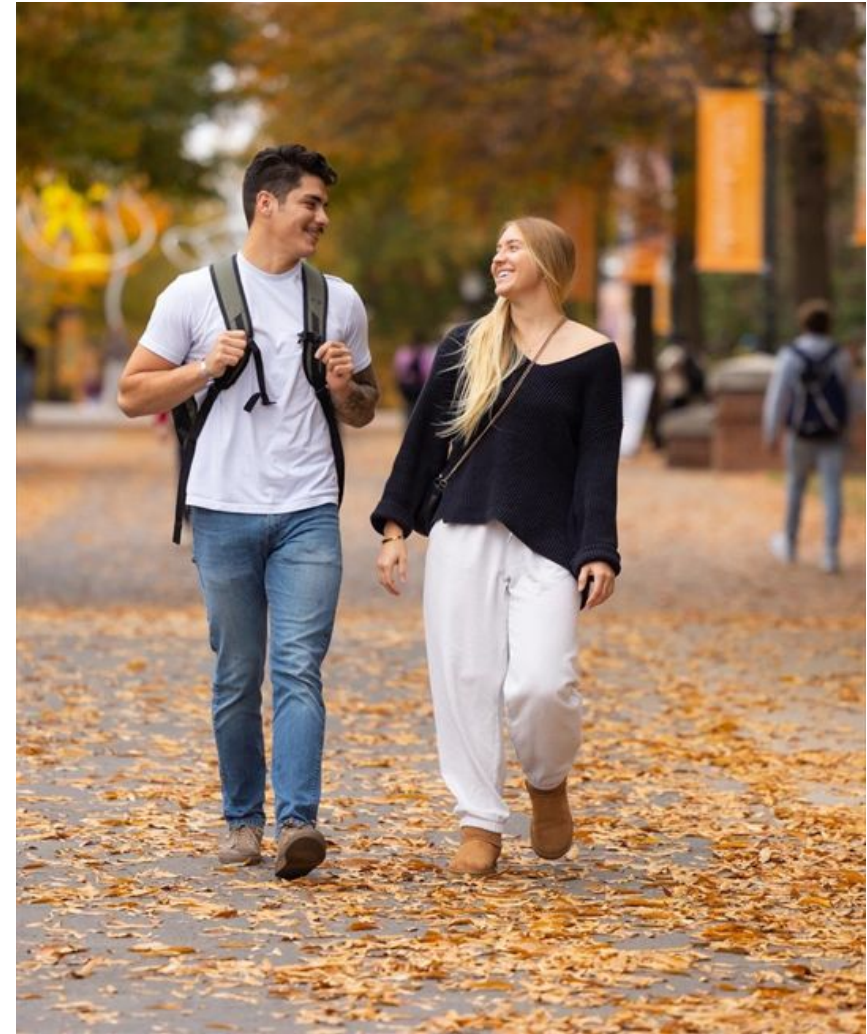
Huron Consulting Group Enrollment Analysis and Planning

- Competition for new students will only continue to increase in Tennessee and the southeast region.
- For the University of Tennessee to continue to grow student enrollment, its campuses will need to focus on increased collaboration, coordination, and differentiation.



Future UT System Enrollment Planning Efforts

1. One UT Strategic Enrollment Management Council
2. Systemwide Strategic Enrollment Planning Framework
3. Individual Campus Strategic Enrollment Plans
4. Regular Board of Trustees Updates



Ongoing UT System Enrollment Planning Efforts

- The Common Application
- One UT Access Collaborative
- Guaranteed Admissions Policy and UT Promise Enhancements





ACADEMIC AFFAIRS, RESEARCH
AND STUDENT SUCCESS
Institutional Effectiveness

Questions?

Institutional Effectiveness



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2023 GYO Center: Update & Next Steps

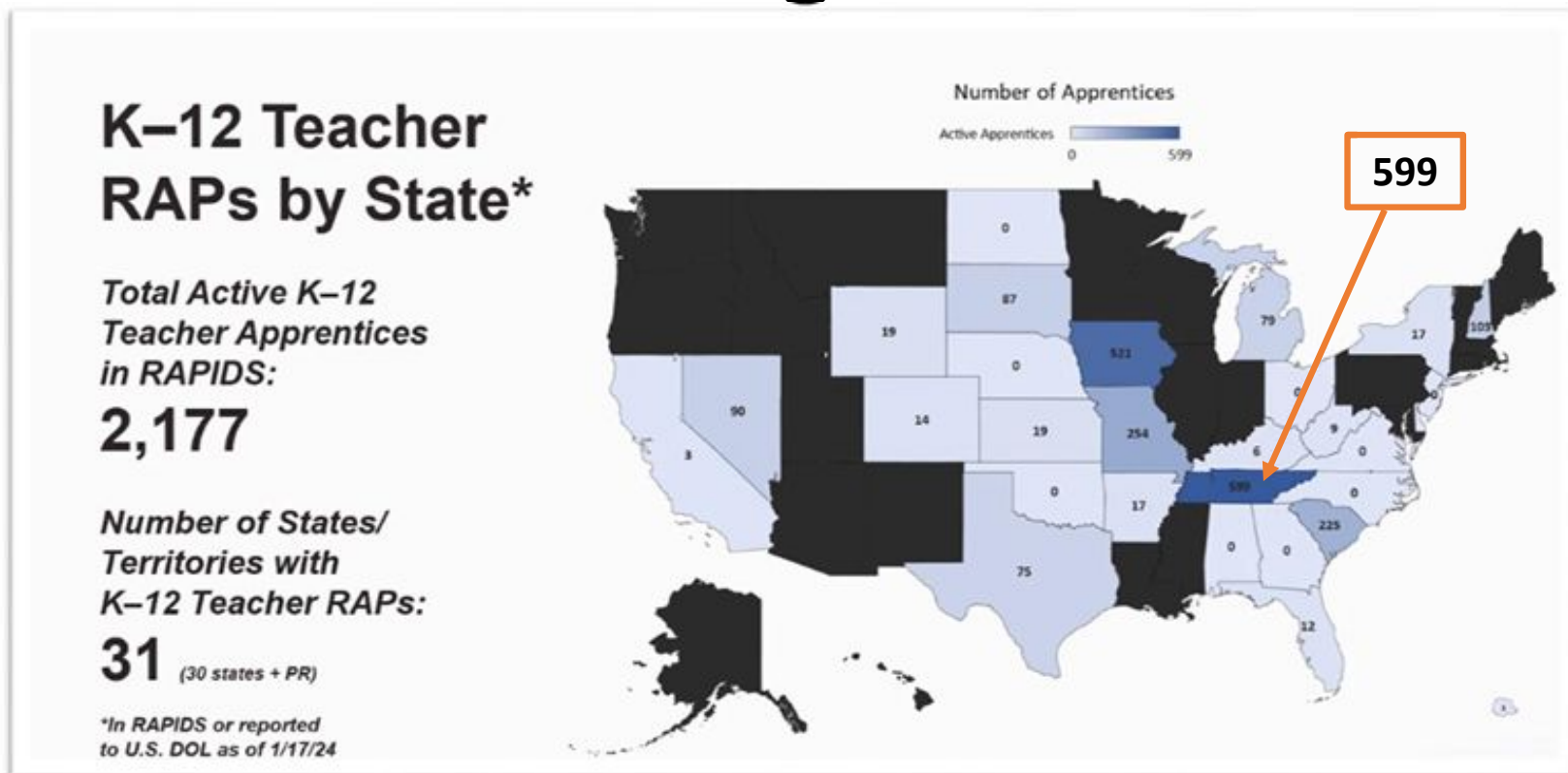
Dr. Erin Crisp, Executive Director
Tennessee Grow Your Own Center



What is the mission of the GYO Center?	Who is our learner?
How are we measuring success?	What challenges are we addressing?

What is the mission of the GYO Center?	Who is our learner?
<ul style="list-style-type: none"> • Leverage registered teacher apprenticeship to reduce the ~1,200 annual teacher vacancies by 50%. • Equip districts for workforce development. 	<ul style="list-style-type: none"> • Working adults > the age of 25 • Some college, no degree • Highly capable and recommended • Diverse (race/ethnicity, age, locale)
How are we measuring success?	What challenges are we addressing?
<ul style="list-style-type: none"> • 114% increase in district partners (73 districts out of 148) • 91% retention rate • 11 college/university partners • 28% of the country's teacher apprentices are in Tennessee 	<ul style="list-style-type: none"> • Local workforce board coordination with state • College credit for on-the-job learning • Use of prior learning assessment to honor existing competencies • Designing programs for working learners • Mentor preparation and selection • Geographic access disparities

National Recognition



TENNESSEE GROW YOUR OWN CENTER – growyourown.tennessee.edu

Statewide Impact

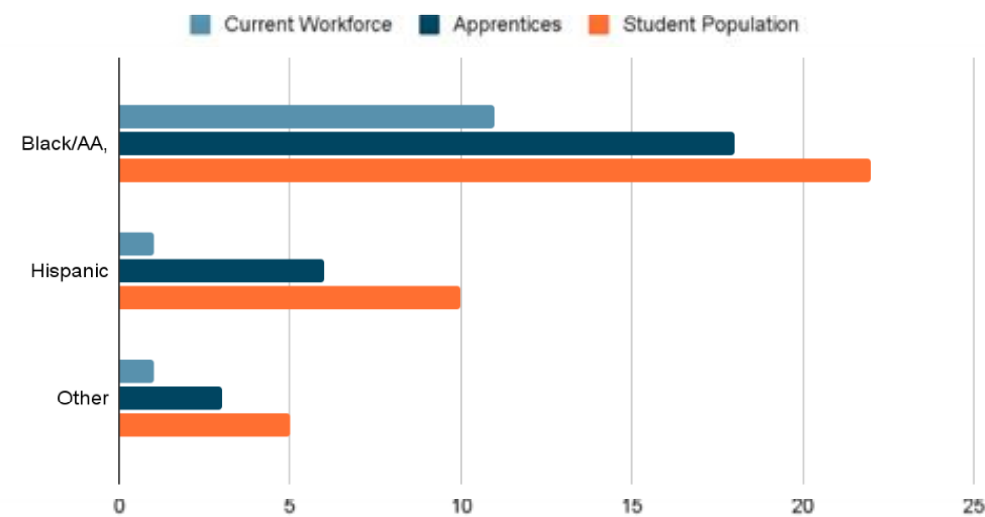


TENNESSEE GROW YOUR OWN CENTER – growyourown.tennessee.edu

EXPANDING ACCESS

Teacher apprentices are more racially and ethnically representative of the students they teach than the current educator workforce.

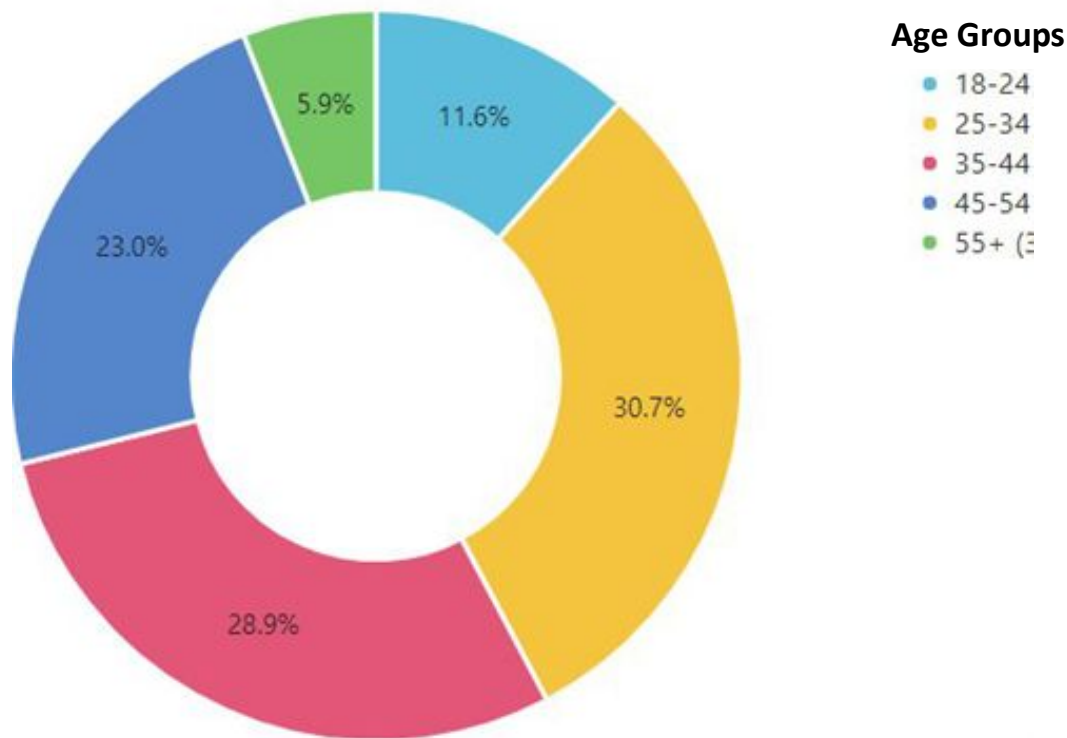
Improving Access



EXPANDING ACCESS

Only **11.6%** of registered teacher apprentices fall in the **18-24** year old age range.

GYO is not competing with traditional residential campus programs.



EXPANDING ACCESS

This program can scale down to 2 apprentices in Giles County or up to 224 apprentices in Clarksville-Montgomery County.

Rural: 35 districts

Town: 17 districts

City: 8 districts

Suburban: 13 districts

LEA	Total Number Enrolled
Alamo City	1
Alcoa City	3
Anderson County	7
Bedford County	3
Bells City	2
Benton County	4
Blount County	5
Bradley County	1
Cheatham County	17
Clarksville-Montgomery County	224
Clay County	2
Clinton City	2
Collierville	5
Decatur County	1
Dickson County	21
Dyersburg City	8
Fayetteville City	1
Franklin County	6
Giles County	2
Grainger County	1
Hamblen County	5
Hamilton County	52

Managing Complex Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan



STRATEGIC SUSTAINABILITY

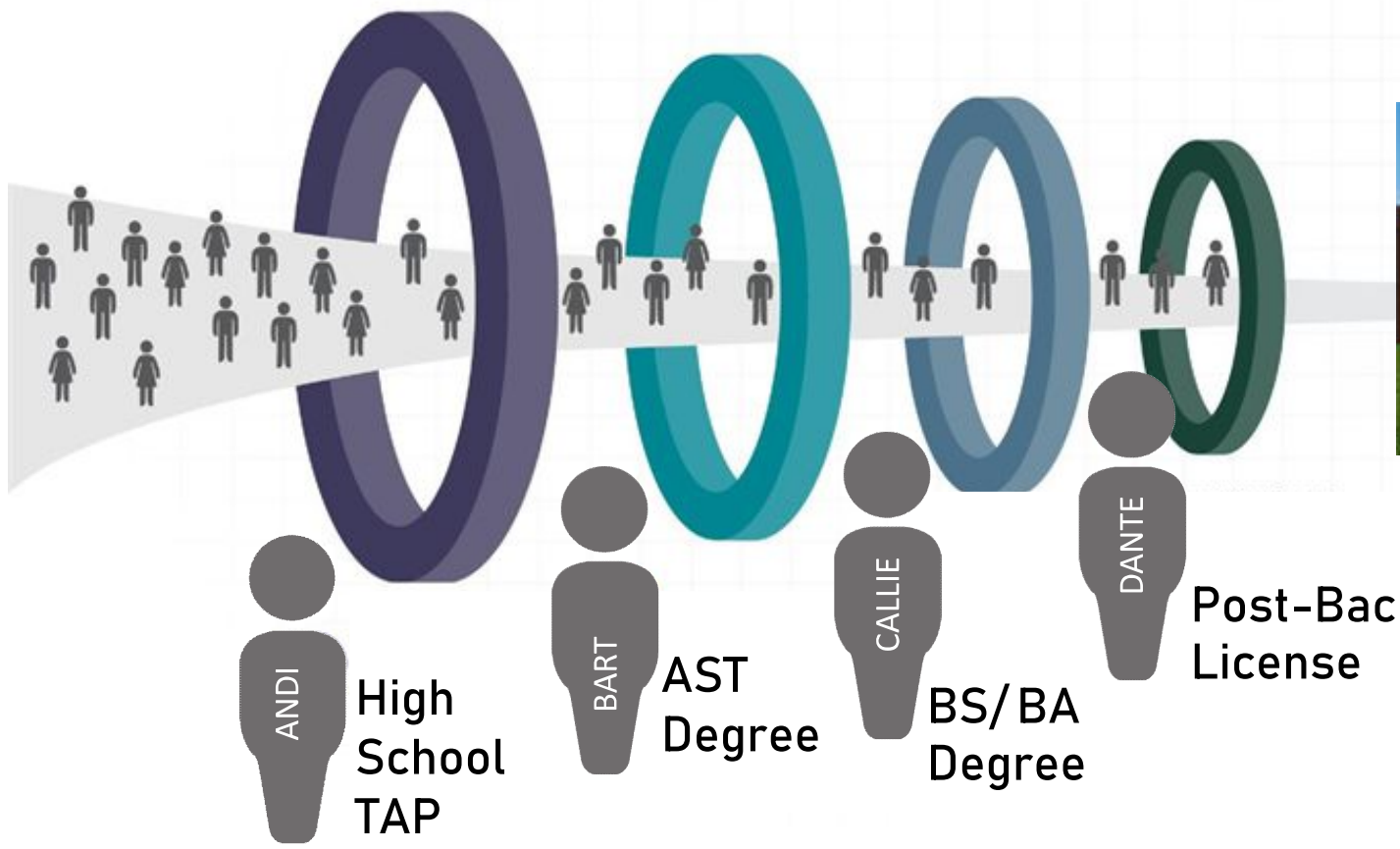
- **Resources:** Hallmarks guide
- **Incentives:** \$3M in GYO Scholarship funds to EPPs for the 2024-25 academic year.
- **Vision:** Mindset shift from funding program to workforce development strategy.



TENNESSEE GROW YOUR OWN CENTER Hallmarks for High-Quality Teacher Apprenticeship



TENNESSEE GROW YOUR OWN CENTER



Ascendium Education Group to the TN Grow Your Own Center

\$1.8 million over 2 years

RTAPS- Registered Teacher Apprenticeship Program of Study

- An online **curriculum**, freely available to all approved EPPs in TN.
- Includes **virtual simulation** technology and best-in-class instructional design and development.
- Developed, **piloted, revised**, and ready for EPPs to adopt by June 2025.
- Sufficient to cover all foundational educator **competencies** (InTASC standards).

ICBTE- Institute for Competency-based Teacher Education

- 16 faculty **fellows** supported by 2 consulting firms.
- Curriculum is **competency-based** (not course-based), so it can be used in any program model.
- Establish ongoing **faculty governance** procedures to persist after the 2-year grant.
- Collect effectiveness data, recommend curriculum revision, and **publish research** on effective pathways for educators.

**Institutional
Branding
and
Faculty**



**RTAPS
Content
Modules**

TENNESSEE GROW YOUR OWN CENTER – growyourown.tennessee.edu

What are the stories we want to be able to tell?

Headlines



Every Tennessee County Provides a No Cost Pathway to Becoming a Teacher

8 TN Colleges Collaborate to Implement Virtual Simulations to Prepare Future Teachers

\$1.8M Investment Doubles Access to Teacher Preparation in Rural Communities

Teachers Trained Through Apprenticeship Show Positive Impact on Student Learning

ADVOCACY

Higher Education Leaders

- Working learners are assets and not burdens to our universities.
- GYO is building capacity to recognize skills with credit, regardless of how those skills were learned.



Community Leaders

- Teacher apprenticeship is not a short-cut to licensure. It is a high-quality, accessible pathway.
- The GYO Center is prepared to customize workforce development strategies in partnership with every school district in Tennessee.



THANK
YOU!

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TENNESSEE GROW YOUR OWN CENTER – growyourown.tennessee.edu

Student Experience Survey Fall 2023



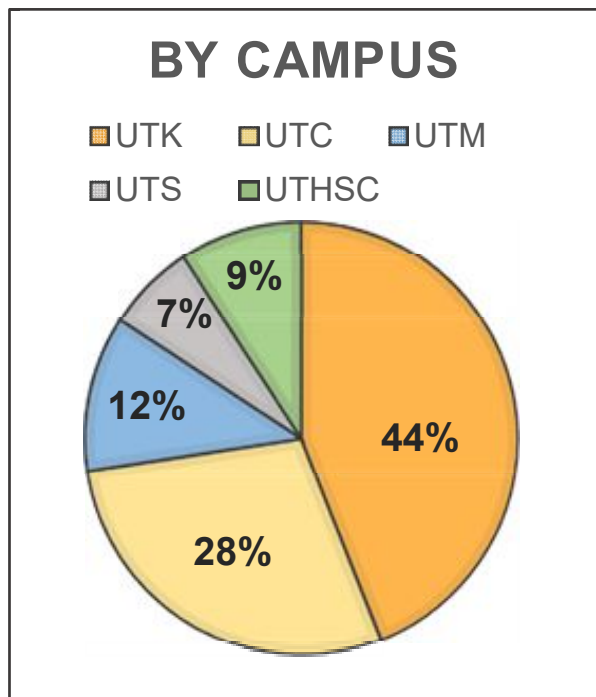
UT THE UNIVERSITY OF TENNESSEE SYSTEM

Survey Objectives & Design

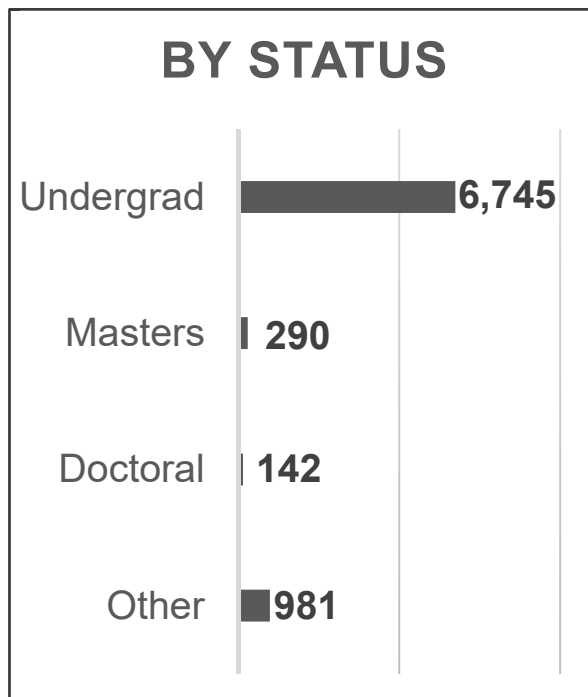
- Sixth distribution of the student experience survey since Fall 2020
- Previously distributed fall and spring each year; now collected annually in the fall
- Includes demographic and scaled items with the option to provide written feedback
- Survey went live October 1 and remained open for six weeks



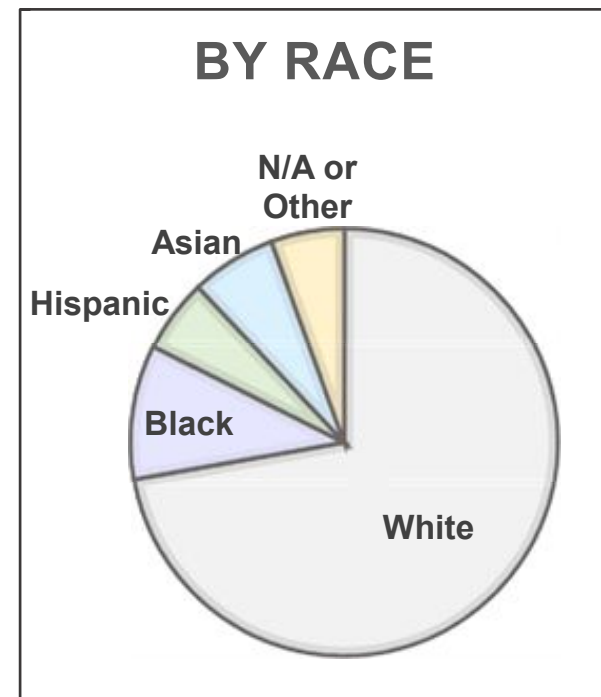
Survey Respondents (n= 8,158: 14%) (Fall 2022= 4,269: 8%)



Percent of Students in the UT System
 UTK=62%; UTC=19%; UTM=12%; HSC=5% UTS= < 2%



Other=Non-degree-seeking or No Answer



W=White; B=Black; H=Hispanic; A=Asian
 n/a=No answer and Other

Experience at UT (UT System)

Item	Mean (Fall 2022)	% Agree or Strongly Agree (Fall 2022)	% Disagree or Strongly Disagree (Fall 2022)
I believe my campus listens and responds to student needs.	3.79 (3.74)	67.6% (66%)	11% (13%)
My campus offers the resources and/or support needed for my success as a student.	4.19 (4.13)	83.9% (81.9%)	4.9% (6.2%)
I am currently accessing the resources and/or support I need to be successful.	3.85 (3.84)	68.5% (69.5%)	8.0% (8.4%)
I would recommend my campus to a friend/family member as a great place to study.	4.18 (4.08)	80.4% (77.7%)	5.8% (8.3%)
I believe that I matter and belong at UT.	3.93 (3.84)	69.5% (67.8%)	8.4% (11.1%)

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

Experience at UT (by campus)

Item	UTSA (n= 8,158) 13.9%	UTK (n= 3,547) 9.8%	UTC (n= 2,305) 20.3%	UTS (n= 533) 54.5%	UTM (n= 940) 13.5%	UTHSC (n= 741) 23.7%
I believe my campus listens and responds to student needs.	3.79	3.68	3.77	4.24	3.97	3.86
I agree that my campus offers the resources and/or support needed for my success as a student.	4.19	4.20	4.15	4.34	4.28	4.10
I am currently accessing the resources and/or support I need to be successful.	3.85	3.84	3.79	4.11	3.84	3.95
I would recommend my campus to a friend/family member as a great place to study.	4.18	4.26	4.09	4.23	4.21	3.98
I believe that I matter and belong at UT.	3.93	3.99	3.75	4.21	3.95	3.97

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

Campus Plans and Next Steps

- Utilization of Results
- Questions?





THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **Proposed Changes to the UTK Faculty Handbook**

Type: Action

Presenter(s): Bernie Savarese, Vice President Academic Affairs, Research, and Student Success

Background Information

Pursuant to the Board's Policy on Faculty Handbook Revisions (BT0007), certain Faculty Handbook changes must be approved by the Board of Trustees.

The proposed revisions are discussed in detail in the attached memorandum from Chancellor Donde Plowman and shown in Attachment A.

These changes have been reviewed by the Vice President for Academic Affairs, Research, and Student Success and the Office of the General Counsel, and have the recommendation of the UTK Faculty Senate, UTK administrators (including Provost and Senior Vice Chancellor Zomchick), UTK Chancellor, and UT System President.

Committee Action


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

Resolved:

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



To: Bernie Savarese, Acting Vice President for Academic Affairs, Research, and Student Success and Associate Vice President for Student Success

From: Donde Plowman, Chancellor 

CC: John Zomchick, Provost and Senior Vice Chancellor
 Ryan Stinnett, General Counsel
 Lela Young, Associate General Counsel
 Esther Henry, Associate General Counsel
 Cynthia Moore, Secretary and Special Counsel to the Board of Trustees

Date: November 27, 2023

Subject: Proposed Changes to UTK Faculty Handbook

I am writing to request that you present several proposed changes to the Board of Trustees for consideration at its February 2024 meeting. These changes have the recommendation of the UTK Faculty Senate and UTK administrators, including college deans and Provost and Senior Vice Chancellor Zomchick. These changes have also been reviewed and discussed with the Office of the General Counsel.

These changes involve chapter three of the UTK Faculty Handbook, which deals with tenure-track faculty.

- The first change is to section *3.11.4.1 Length of the Probationary Period*. This change addresses the unique situation where a faculty member's appointment is interrupted (e.g., change of employment status related to visa processing) and the faculty member is appointed to a new tenure-track position in the same unit. This change allows the chief academic officer to make the subsequent appointment with no loss of credit towards the completion of the full probationary period.
- The second change is a revision to section *3.12 Procedures for Terminating Tenured Faculty*. The purpose of this change is to bring this section into compliance with current Board of Trustees policy and more clearly define concepts and process with respect to consultation with Faculty Senate in situations involving termination of a tenured faculty member.

Please find attached the details of the changes in the context of the relevant sections of the UTK Faculty Handbook.

Office of the Chancellor
 800 Andy Holt Tower 1331 Circle Park Drive Knoxville, TN 37996-0180
 865-974-3265 chancellor.utk.edu

Revision 1: Tenure-Track Faculty Probationary Period

Change: This change addresses the unique situation where a faculty member's appointment is interrupted (e.g., change of employment status related to visa processing) and the faculty member receives a new tenure-track appointment in the same unit. This change allows the chief academic officer to make the subsequent appointment with no loss of credit for the faculty member towards the completion of the full probationary period. New sub-headings were also added to improve clarity with the inclusion of this new text.

Rationale: This change originated because some international faculty needed new appointments to comply with visa processing requirements, which reset their probationary clocks, essentially penalizing them for complying with necessary employment regulations. The change allows the chief academic officer to make the subsequent appointment without loss of credit for the faculty member towards completion of the full probationary period. It also generalizes this discretion to other potential situations where an appointment is interrupted.

[3.11.4.1 current]

3.11.4.1 Length of the Probationary Period

A tenure-track faculty member must serve a probationary period prior to being considered for tenure.

Except as otherwise provided in Board policy, the probationary period will be six years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member's probationary period will not be shorter than six months. The provision of a probationary period and any statement in an appointment letter or otherwise regarding the probationary period and the year of mandatory tenure consideration do not guarantee retention of the faculty member for the full probationary period.

A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period. The request for early consideration is initiated in the department that will be the locus of tenure, if tenure is granted, after discussion with the department head. If the department head approves, the head will write a memo to the dean, justifying the request and asking for approval. Upon review of the request, the dean will indicate approval or disapproval in a letter to the chief academic officer. For colleges without departments, the request begins with the dean. The chief academic officer will review the request and make the final determination whether early consideration is warranted, based on a review of the applicant's credentials and all applicable criteria. If the chief academic officer denies the request, the faculty member cannot apply for early consideration. The decision of the chief academic officer is final and not appealable to the chancellor.

A faculty member whose application for early consideration is denied will be permitted to reapply one additional time. If the initial application is submitted before the fifth year of the probationary period, the applicant cannot reapply until one full academic year after the unsuccessful attempt. If the initial application is submitted in the fifth year, the reapplication must be submitted at the beginning of the

sixth year of the probationary period. New external letters of assessment are required for a reapplication. If tenure is not granted upon reapplication, the faculty member will be permitted to serve one year after the reapplication is denied as a terminal year.

[3.11.4.1 proposed]

3.11.4.1 Length of the Probationary Period

A tenure-track faculty member must serve a probationary period prior to being considered for tenure. Except as otherwise provided in Board policy, the probationary period will be six years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member's probationary period will not be shorter than six months. The provision of a probationary period and any statement in an appointment letter or otherwise regarding the probationary period and the year of mandatory tenure consideration do not guarantee retention of the faculty member for the full probationary period.

3.11.4.1 (1) Early tenure consideration

A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period. The request for early consideration is initiated in the department that will be the locus of tenure, if tenure is granted, after discussion with the department head. If the department head approves, the head will write a memo to the dean, justifying the request and asking for approval. Upon review of the request, the dean will indicate approval or disapproval in a letter to the chief academic officer. For colleges without departments, the request begins with the dean. The chief academic officer will review the request and make the final determination whether early consideration is warranted, based on a review of the applicant's credentials and all applicable criteria. If the chief academic officer denies the request, the faculty member cannot apply for early consideration. The decision of the chief academic officer is final and not appealable to the chancellor.

A faculty member whose application for early consideration is denied will be permitted to reapply one additional time. If the initial application is submitted before the fifth year of the probationary period, the applicant cannot reapply until one full academic year after the unsuccessful attempt. If the initial application is submitted in the fifth year, the reapplication must be submitted at the beginning of the sixth year of the probationary period. New external letters of assessment are required for a reapplication. If tenure is not granted upon reapplication, the faculty member will be permitted to serve one year after the reapplication is denied as a terminal year.

3.11.4.1 (2) Subsequent appointment (no extension)

In the rare situation in which the appointment of a tenure-track faculty member is interrupted (e.g., due to change of employment status related to visa processing) and the faculty member is appointed to a new tenure-track position in the same unit, the subsequent appointment may be made, at the discretion of the chief academic officer, with no loss of credit toward completion of (and no extension of) the full six-year probationary period.

Revision 2: Procedures for Terminating Tenured Faculty

Changes: (1) Language has been changed in several recurring passages to reflect current Board of Trustees policy and identify the appropriate university officials; (2) the concept of “consultation” with the Faculty Senate has been clarified; and (3) language has been added that allows the chief academic officer in certain situations defined below to re-characterize some or all, of a suspension as a suspension with pay.

Rationale: The purpose of change (1) is to bring this section into compliance with current Board of Trustees policy. The purpose of change (2) is to better describe the type of consultation that should take place with Faculty Senate leadership by defining which set of leaders should be consulted, the quality of the consultation (“meaningful”), and the timing of the consultation. This change enhances faculty governance and improves transparency. Change (3) gives the chief academic officer the discretion to recharacterize a suspension as a suspension *with pay* so that a faculty member who is put on leave pending an investigation and is later acquitted can be made whole financially.

[3.12 current]

3.12 Procedures for Terminating Tenured Faculty

3.12.1 Termination Procedures for Adequate Cause

Termination Procedures for Adequate Cause are governed by Board Policies Governing Academic Freedom, Responsibility, and Tenure. 3.12.2 below applies in cases of unsatisfactory performance in teaching, research, or service. 3.12.3 below applies in cases of misconduct. The procedures in 3.12.2 below shall apply if the Adequate Cause grounds for termination include both (i) unsatisfactory performance in teaching, research, or service and (ii) misconduct.

3.12.2. Termination Procedures for Unsatisfactory Performance in Teaching, Research, or Service

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for unsatisfactory performance in teaching, research, or service within the definition of Adequate Cause, 3.11.8.1c.(1), above.

3.12.2.1 Suspension with Pay or Reassignment Pending Completion of Termination Proceedings

After consultation with the president of the Faculty Senate or the Faculty Senate Executive Council, the chancellor may suspend the faculty member with pay, or change his or assignment of duties, pending completion of the university’s termination proceedings.

[No changes were made to 3.12.2.2 – 3.12.2.7.]

3.12.3 Termination Procedures for Misconduct

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for misconduct within the definition of Adequate Cause.

3.12.3.1 Suspension or Reassignment Pending Completion of Termination Proceedings

The chief academic officer may combine action under this paragraph with any other procedures in section 3.12 of this handbook.

- a. **Suspension with Pay or Reassignment of Duties:** After consultation with the president of the Faculty Senate or the Faculty Senate Executive Council the chief academic officer may suspend a faculty member with pay, or change his or her assignment of duties, pending completion of the university's termination proceedings described in section 3.12 of this handbook and in campus procedures incorporating this section.
- b. **Suspension without Pay:** After consultation with the chancellor, the president, and the president of the Faculty Senate or the Faculty Senate Executive Council, the chief academic officer may suspend a faculty member without pay, pending completion of termination proceedings only for the following types of alleged misconduct and only in accordance with the procedures outlined in the section 3.12.3.8 of this policy entitled "Expedited Procedure for Termination or Suspension Without Pay in Certain Cases of Misconduct":
 - (1) alleged misconduct involving: (i) acts or credible threats of harm to a person or university property; or (ii) theft or misappropriation of university funds, property, services, or other resources, or
 - (2) indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for: (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration.

If the university's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes both that the faculty member's employment should not be terminated for Adequate Cause and that the faculty member should not have been suspended without pay pending completion of termination proceedings, then full restitution of salary, academic position and tenure lost during the suspension without pay will be made.

[No changes were made to 3.12.3.2 – 3.12.3.7.]

3.12.3.8 Expedited Procedure for Termination or Suspension without Pay in Certain Cases of Misconduct

In the following cases of alleged misconduct by a faculty member, the chancellor, after consulting with the president of the university and the president of the Faculty Senate or the Faculty Senate Executive Council, may invoke an expedited procedure to accomplish termination or suspension without pay, with comprehensive due process procedures to be offered after termination or suspension without pay:

- a. alleged misconduct involving (i) acts or credible threats of harm to a person or university property, including, without limitation, sexual harassment or other sexual misconduct; or (ii) theft or misappropriate of university funds, property, services, or other resources, or
- b. indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration

Under the expedited procedure, the faculty member shall be offered the following process before termination or suspension without pay:

- a. a written notice of the charges;
- b. an explanation of the evidence; and

- c. an informal opportunity to refute the charges in a meeting with the campus chief academic officer.

After termination or suspension without pay, the faculty member shall be offered the full range of due process options available to faculty members in other Adequate Cause proceedings as set forth in section 3.12.3.7 of this handbook, except that the termination or suspension without pay shall not be stayed pending the outcome of an ad hoc hearing committee if the faculty member elects that method of contesting the action. If the university's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes that the faculty member should not have been suspended without pay or that the faculty member's employment should not have been/should not be terminated for Adequate Cause, then full restitution of salary, academic position and tenure lost during the suspension without pay or termination will be made.

3.13 Disciplinary Sanctions Other than Termination for Adequate Cause

Disciplinary sanctions other than termination may be imposed against a faculty member. If the proposed sanction is suspension without pay for a definite term (no more than one year), the procedures applicable to termination shall be offered prior to suspension, provided, however, that the procedures shall be modified as follows:

1. suspension without pay for a definite term (no more than one year) may be imposed as a sanction by the chancellor without review by the president and the Board of Trustees, and
2. the chancellor may determine that the expedited procedure for suspension without pay is applicable to the conduct (see Appendix C concerning the expedited procedure)

If the proposed sanction does not involve suspension without pay, the department head shall make a recommendation to the dean, and the dean shall make a recommendation to the chief academic officer. The chief academic officer shall give the faculty member written notice of the proposed sanction and the supporting reason(s) and shall offer him or her an opportunity to respond both in writing and in person. The faculty member may appeal the proposed sanction through established appeal procedures, and the sanction shall be held in abeyance until conclusion of the appeal.

Before such disciplinary action may be taken, the department head or dean must notify the faculty member of his or her intent to take disciplinary action. This written notice shall include a detailed specification of the alleged misconduct and the nature of the proposed discipline. It shall also inform the faculty member of his or her right to appeal the proposed discipline or to request a review by the Faculty Senate Appeals Committee in accordance with the provisions of this chapter or to the president through the chancellor.

[3.12 proposed]

3.12 Procedures for Terminating Tenured Faculty

3.12.1 Termination Procedures for Adequate Cause

Termination Procedures for Adequate Cause are governed by Board Policies Governing Academic Freedom, Responsibility, and Tenure. 3.12.2 below applies in cases of unsatisfactory performance in teaching, research, or service. 3.12.3 below applies in cases of misconduct. The procedures in 3.12.2 below shall apply if the Adequate Cause grounds for termination include both (i) unsatisfactory performance in teaching, research, or service and (ii) misconduct.

3.12.2. Termination Procedures for Unsatisfactory Performance in Teaching, Research, or Service

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for unsatisfactory performance in teaching, research, or service within the definition of Adequate Cause, ~~3.11.8.1c.(1), above.~~

3.12.2.1 Suspension with Pay or Reassignment Pending Completion of Termination Proceedings

After consultation¹ with the ~~President~~ ~~president~~ of the Faculty Senate or the Faculty Senate Executive ~~Committee (or campus equivalent) Council~~, the chief academic officer ~~chancellor~~ may suspend the faculty member with pay, or change his or her assignment of duties, pending completion of the university's termination proceedings ~~described in Board policy, this Faculty Handbook, and campus procedures related to termination proceedings.~~ The chief academic officer may combine action under this paragraph with any other procedures in Board policy Appendix B or this Section 3.12.

¹ Wherever President of the Faculty Senate or the Faculty Senate Executive Committee appears in section 3.12, it is understood to mean that the chief academic officer will engage in meaningful discussion with Faculty Senate leaders (typically the President, immediate past-President, and President-Elect of the Faculty Senate or their designees) before making a decision regarding termination, suspension or reassignment of duties.

[No changes were made to 3.12.2.2 – 3.12.2.7.]

3.12.3 Termination Procedures for Misconduct

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for misconduct within the definition of Adequate Cause. ~~Note: Application of this section may be adapted in cases controlled by Title IX regulations requiring a different procedure (see Policy BT0006-Appendix C-1).~~

3.12.3.1 Suspension or Reassignment Pending Completion of Termination Proceedings

The following procedures shall apply to termination of a tenured faculty appointment, or termination of a tenure-track appointment before expiration of the annual term, for misconduct within the definition of Adequate Cause. The chief academic officer may combine action under this paragraph with any other procedures in ~~Policy BT0006 - Appendix C or this section~~ Section 3.12 ~~of this handbook.~~

- a. Suspension with Pay or Reassignment of Duties: After consultation with the ~~President~~ ~~president~~ of the Faculty Senate or the Faculty Senate Executive ~~Committee (or campus equivalent) Council~~, the chief academic officer may suspend a faculty member with pay, or change his or her assignment of duties, pending completion of the university's termination proceedings described in ~~section 3.12 of this handbook and in campus procedures~~

~~incorporating this section~~ Policy BT0006, this Faculty Handbook, and any campus procedures related to termination proceedings.

- b. Suspension without Pay: After consultation with the chancellor, the president, and the ~~President~~ president of the Faculty Senate or the Faculty Senate Executive ~~Committee~~ (or campus equivalent) ~~Council~~, the chief academic officer may suspend a faculty member without pay, pending completion of termination proceedings only for the following types of alleged misconduct (and only in accordance with the procedures outlined in the section 3.12.3.8 of this policy entitled “Expedited Procedure for Termination or Suspension Without Pay in Certain Cases of Misconduct”):

(1) alleged misconduct involving:

- (i) acts or credible threats of harm to a person or university property; or
- (ii) theft or misappropriation of university funds, property, services, or other resources, or

(2) indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for:

- (i) a felony; or
- (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration.

If the university’s final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes both that the faculty member’s employment should not be terminated for Adequate Cause and that the faculty member should not have been suspended without pay pending completion of termination proceedings, then full restitution of salary, academic position and tenure lost during the suspension without pay will be made.

In cases where a faculty member has been suspended without pay based on indictment or arrest, as described above, the chief academic officer may – upon full acquittal of all charges – re-characterize some or all of the suspension as a suspension *with pay*, allowing payment of salary that would have otherwise accrued.

[No changes were made to 3.12.3.2 – 3.12.3.7.]

3.12.3.8 Expedited Procedure for Termination or Suspension without Pay in Certain Cases of Misconduct

In the following cases of alleged misconduct by a faculty member, the ~~chief academic officer~~ chancellor, after consulting with the ~~chancellor~~, the president of the university, and the ~~President~~ president of the Faculty Senate or the Faculty Senate Executive ~~Committee~~ (or campus equivalent) ~~Council~~, may invoke an expedited procedure to accomplish termination or suspension without pay, with comprehensive due process procedures to be offered after termination or suspension without pay:

- a. alleged misconduct involving (i) acts or credible threats of harm to a person or university property, including, without limitation, sexual harassment or other sexual misconduct; or (ii) theft or misappropriation of university funds, property, services, or other resources, or
- b. indictment by a state or federal grand jury, or arrest and charge pursuant to state or federal criminal procedure, for (i) a felony; or (ii) a non-felony directly related to the fitness of a faculty member to engage in teaching, research, service, or administration

Under the expedited procedure, the faculty member shall be offered the following process before termination or suspension without pay:

- a. ~~a written~~ notice of the charges;
- b. an explanation of the evidence; and
- c. an informal opportunity to refute the charges in a meeting with the campus chief academic officer.

After termination or suspension without pay, the faculty member shall be offered the full range of due process options available to faculty members in other Adequate Cause proceedings as set forth in section 3.12.3.7 of this handbook, except that the termination or suspension without pay shall not be stayed pending the outcome of an ad hoc hearing committee if the faculty member elects that method of contesting the action. If the university's final determination after either a UAPA proceeding or an ad hoc hearing committee proceeding is favorable to the faculty member and concludes that the faculty member should not have been suspended without pay or that the faculty member's employment should not have been/should not be terminated for Adequate Cause, then full restitution of salary, academic position, and tenure lost during the suspension without pay or termination will be made.

3.13 Disciplinary Sanctions Other than Termination for Adequate Cause

This section applies only to the imposition of disciplinary sanctions when the University does not propose to terminate a faculty member for Adequate Cause.

Disciplinary sanctions other than termination may be imposed against a faculty member. If the proposed sanction is suspension without pay for a definite term (no more than one year), the procedures applicable to termination *Policy BT0006-Appendices B and C, and in Section 3.12 above (as applicable and tailored to reflect that the proposed sanction is suspension without pay rather than termination)* shall be offered *in connection with the* ~~prior to~~ suspension. *A decision by the chancellor on appeal shall be the final decision for the university and not appealable to the president.* ~~provided, however, that the procedures shall be modified as follows:~~

- ~~1. suspension without pay for a definite term (no more than one year) may be imposed as a sanction by the chancellor without further review by the president and the Board of Trustees; and~~
- ~~2. the chancellor may determine that the expedited procedure for suspension without pay is applicable to the conduct (see Appendix C concerning the expedited procedure)~~

If the proposed sanction does not involve suspension without pay, the department head shall make a recommendation to the dean, and the dean shall make a recommendation to the chief academic officer. The chief academic officer shall give the faculty member written notice of the proposed sanction and the

supporting reason(s) and shall offer him or her an opportunity to respond both in writing and in person. The faculty member may appeal the proposed sanction through established appeal procedures, and the sanction shall be held in abeyance until conclusion of the appeal.

Before such disciplinary action may be taken, the department head or dean must notify the faculty member of his or her intent to take disciplinary action. This written notice shall include a detailed specification of the alleged misconduct and the nature of the proposed discipline. It shall also inform the faculty member of his or her right to appeal the proposed discipline or to request a review by the Faculty Senate Appeals Committee in accordance with the provisions of this chapter or to the president through the chancellor.

CECS Academic Programs

Presenter: Dr. John Zomchick
Provost



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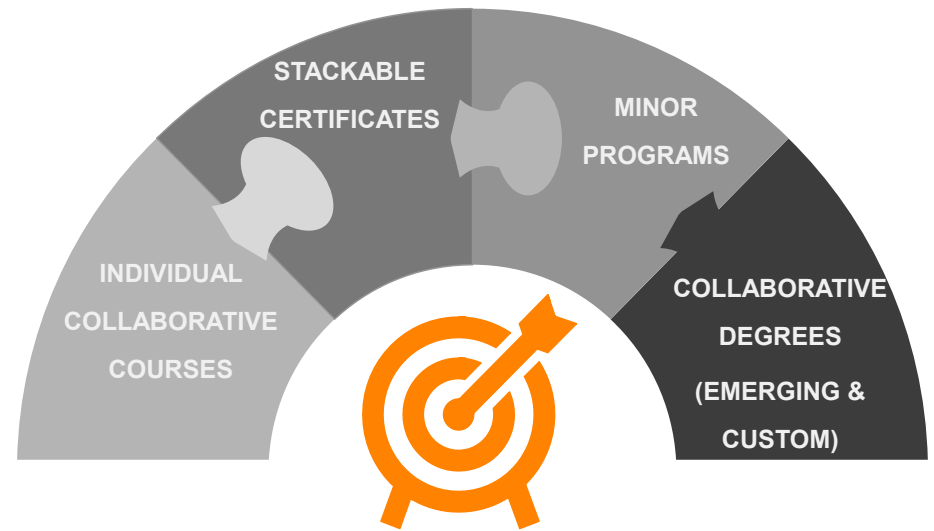


About the College of Emerging and Collaborative Studies

Launched July 1, 2023 as one of the 3 new colleges

**CECS Program Structure:
Course – Certificate- Minor - Major**

- Fast, agile, innovative, complementary programs for all degrees on campus
- Collaborative with industry
- Customizable, build from course to full major
- Aligned with campus strategic vision, Drive to 55, Be One UT



First proposed CECS bachelor's programs



Data Science

Interdisciplinary perspective in applications of data to various fields



Applied Artificial Intelligence

Address rapid talent gap per industry feedback



Innovative Transdisciplinary Studies

Customizable degree aligned with student interests and future talent gap

Strategic Alignment

CECS fills the **future talent gap** in emerging careers for both working professionals and conventional students, provides students with **control over their degree programs**, and ensures a **path to employability** through strong employer partnerships

- **Provide educational opportunities to meet a variety of needs and circumstances;** CECS allows students to **customize degree** paths with **stackable certificates** aligned with their interests while addressing the future talent gap in emerging fields of employability.
- **Make life and lives better;** CECS provides support for the **emerging workforce** by equipping students with in-demand and sought-after skills needed to excel in careers of the future.
- **Strengthen community and culture;** CECS creates **pathways for students of all backgrounds, ages, and interests** to pursue individualized **paths to employability**.

Academic Program Overview – Data Science

Features

- Began as first intercollegiate concentration at UTK
- Gain interdisciplinary perspective in applications of data to various fields
- Gain immersive experiences through capstone, research, service and internship courses
- Attend as a cohort of interdisciplinary students on data topics
- Understand ethical and privacy aspects of data in different contexts

Outcomes

- Apply data science concepts and methods to address real-world problems
- Demonstrate proficiency with statistical analysis of data
- Develop the ability to build and assess data-based models
- Demonstrate skill in data wrangling and data management
- Develop the ability to visualize, conceptualize data, and extract meaning for relevant audiences
- Develop relevant programming abilities

Academic Program Overview - Applied AI

Features

- Emerging topic with a growing need for skilled workers
- Gain interdisciplinary perspective in applications of AI to various fields
- Gain immersive experiences through capstone, research, service and internship courses
- Attend as a cohort of interdisciplinary students on AI topics
- Understand ethical and privacy aspects of AI in different contexts
- Adapt to evolving AI trends and continue learning

Outcomes

- Understand core AI principles, algorithms, and models
- Apply AI techniques to wide-ranging real-world problems
- Develop and understand the effective use of AI tools and technology in different disciplines
- Develop computing skills via no-code AI tools and evaluate AI tools and solutions
- Understand concepts of Machine Learning, Deep Learning, Natural Language Processing, Computer Vision

Academic Program Overview - ITS

Features

- Customizable degree aligned with student interests and future talent gap
- Modular and stackable certificates upskilling for professionals via standalone-certificates: *Data Science; Applied AI; Applied Cybersecurity; Sustainable Futures; Forensic Sciences; Music AI; Game Design; Medical AI*
- Interdisciplinary perspective in applications of data to various fields
- Immersive experiences through capstone, research, service and internship courses
- Participate in a cohort experience

Outcomes

- Master concepts, theories, and methods across multiple disciplines in chosen field
- Apply systems thinking to understand interconnectedness in social, environmental, and technological systems
- Design and implement comprehensive transdisciplinary projects addressing complex issues
- Collaborate effectively across diverse disciplines to solve problems

Enrollment Numbers

	Data Science*	Applied AI	ITS
Year 1	50	15	10
Year 2	60	25	15
Year 3	70	35	20
Year 4	80	40	30
Year 5	90	50	40

 Projections assume a Fall 2024 program launch date

** Higher enrollment anticipated in comparison to the other programs as CECS is building this from an earlier version launched at UTK in 2021. There are students in the undergraduate concentration.

Finances

CECS	Expenditures	Revenues	Enrollment	Graduates
Planning	\$526,818	\$0	--	--
Year 1	\$695,330	\$233,874	75	--
Year 2	\$838,322	\$519,973	100	--
Year 3	\$1,089,798	\$1,073,095	125	10
Year 4	\$1,245,434	\$1,618,278	150	52
Year 5	\$1,297,672	\$2,004,293	180	70



Projections assume a Fall 2024 program launch date

*Major expenditures include faculty, instructional staff, and non-instructional staff.
Year 1 includes renovation costs to support each program*



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.1

AGENDA ITEM SUMMARY

Meeting Date:	February 29, 2024
Committee:	Education, Research, and Service
Item:	<u>New Academic Program: Bachelor of Science in Data Science, UTK</u>
Type:	Action
Presenter(s):	John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The four-year Bachelor of Science (BS) degree program in Data Science (DS) will prepare students to transform raw data into meaningful information using data-oriented programming languages through core data mining, statistics, data modeling, and machine learning skills. Students learn to extract, prepare, and visualize data, which they will model and analyze. Graduates with a BS in Data Science will be well-positioned for the workforce or graduate school.

The BS in Data Science will be a 120-credit, 4-year program built around nine DATA core courses to be delivered by the College of Emerging and Collaborative Studies (CECS). Each semester, students typically take one of the eight sequential DATA core courses; students meet Vol Core requirements and take approved electives from across UTK in other colleges on the campus. Students will also complete at least six credits in service, research, and internship courses. The comprehensive list of approved electives from campus will enable CECS students to design their focus areas in the vast field of data science. For instance, a student may emphasize programming perspectives of the field by choosing most electives in computer science. At the same time, another may concentrate on telling a compelling story with data by emphasizing electives from communications. As a stand-alone degree under CECS, the proposed BS degree will be flexible and comprehensive, with reliability and continuity in program delivery.

The proposed BSDS will be spearheaded by a Program Director, a tenured faculty member responsible for the program's initiation, delivery, and continuous progression. The Program Director's salary is \$160,000 annually plus benefits at a rate of 32%, with an increment of 3% annually. Half of the Program Director's salary and benefits are allocated to the Data Science program, as the position will also oversee another program at CECS—the BS in Applied Artificial Intelligence. Total projected recurring expenditures for Years



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.1

1 through 5 range from \$221,800 to \$444,477, respectively, with projected revenues ranging from \$158,940 to \$1,091,918 over the same period.

The full New Academic Program Proposal can be found in Tab 1 of the Appendix.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may offer a new Bachelor of Science in Data Science;**
- 2. The implementation date is anticipated to be Fall 2024, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed program.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.2

AGENDA ITEM SUMMARY

Meeting Date:	February 29, 2024
Committee:	Education, Research, and Service
Item:	<u>New Academic Program: Bachelor of Science in Applied Artificial Intelligence, UTK</u>
Type:	Action
Presenter(s):	John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The four-year Bachelor of Science (BS) degree program in Applied Artificial Intelligence (AAI) is designed to offer a foundational understanding of artificial intelligence (AI) concepts, data sources, and tools in a less technical context than a computer science degree and accentuates real-world applications across various disciplines. The program also aligns seamlessly with the University's mission as a leading land-grant research institution. The program mirrors UTK's commitment to applied research and community engagement by emphasizing hands-on learning and community impact. It strengthens ties with strategic partners like the Oak Ridge National Laboratory, driving innovation in intelligent machines and society. Furthermore, the program aligns with UTK's goal of preparing its graduates to be industry, government, and community leaders. Given the high demand for AI professionals, many of these graduates will likely remain in Tennessee, contributing to the state's growth. The AAI program fits seamlessly within UTK's organizational structure, reinforcing its mission, partnerships, and vision for its graduates.

The program is a 120-credit, 4-year BS program. Out of the total 120 credit hours, 27 will be core courses taught by full-time faculty and Faculty Fellows in the College of Emerging and Collaborative Studies (CECS) appointed from across disciplines at UTK. Additionally, students will complete 6 to 12 credit hours in research, service, and internships to further strengthen their employable skills, expertise, and network. These courses will also be taught by CECS faculty and supported by the CECS Director for Partnerships and Engagement and the UTK Center for Career Development to connect CECS students with future employers.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.2

The comprehensive design of the program, covering foundational AI concepts in a less technical context, makes the program more accessible to a broader audience. The emphasis on real-world applications could also attract students from various disciplines, promoting diversity in AI education. The requirement for continuous upskilling and reskilling, indicated by the various industry reports, aligns with the Tennessee Higher Education Commission's (THEC) commitment to lifelong learning. Furthermore, by preparing students for emerging roles in AI and related fields, the AAI program supports THEC's objective of workforce development.

The proposed BSAAI will be spearheaded by a Program Director, a tenured faculty member responsible for the program's initiation, delivery, and continuous progression. The Program Director's salary is \$160,000 annually plus benefits at a rate of 32%, with an increment of 3% annually. Half of the Program Director's salary and benefits are allocated to the BSAAI program, as the position will also oversee another program at CECS – the BS in Data Science. Total projected recurring expenditures for Years 1 through 5 range from \$266,464 to \$486,723, respectively, with projected revenues ranging from \$47,682 to \$597,614 over the same period.

The full New Academic Program Proposal can be found in Tab 2 of the Appendix.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may offer a new Bachelor of Science in Applied Artificial Intelligence;**
- 2. The implementation date is anticipated to be Fall 2024, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed program.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.3

AGENDA ITEM SUMMARY

Meeting Date:	February 29, 2024
Committee:	Education, Research, and Service
Item:	<u>New Academic Program: Bachelor of Science in Innovative Transdisciplinary Studies, UTK</u>
Type:	Action
Presenter(s):	John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The Bachelor of Science in Innovative Transdisciplinary Studies (BSITS) is designed to be a customizable degree to prepare students for future employment opportunities based on the need for a workforce skilled in multiple emerging areas of expertise. The future of the workforce will heavily rely on transdisciplinary, meaning it will integrate the natural, social, and health sciences in a humanities context and transcend traditional disciplinary boundaries, this program caters to that future. Student interests across disciplines will be facilitated by an innovative curriculum designed to be modular with stackable certificates. Each certificate will consist of 12 student credit hours, and students can earn (stack) multiple certificates to develop a customized skill set (e.g., a certificate in human-computer interaction can be stacked with a certificate in game design to create specific expertise for a student). All the certificates developed and facilitated by the College of Emerging and Collaborative Studies (CECS) will be stackable as part of the proposed degree. The customizable option allows CECS to keep pace with the fast-evolving interests of new students along with recent technologies, especially in digital intelligence.

The degree program will be completed by earning 120 credit hours, as required for any bachelor's degree at the University of Tennessee, Knoxville. Out of the 120 credit hours, 27 will be CECS core courses taught by CECS full-time faculty and CECS Faculty Fellows appointed from across disciplines at UTK. Additionally, students will complete 6 to 12 credit hours in research, service, and internships to further strengthen their employable skills, expertise, and network. These courses will be taught by CECS faculty and supported by the CECS Director for Partnerships and Engagement and the UTK Center for Career Development to connect CECS students with future employers. The remainder of the credits in this degree will be earned from stackable certificates and minors or approved campus electives facilitated by CECS. Each certificate consists of a gateway 101 course taught by CECS plus nine credit hours (three courses) of courses on the topic.



THE UNIVERSITY OF TENNESSEE

BOARD OF TRUSTEES

3.3

The BSITS Program at UTK is spearheaded by a Program Director, a tenured faculty member, who is responsible for the program's initiation, delivery, and continuous progression. The Program Director oversees the ITS program and other college activities and divides time equally among the program and the other college-related activities; therefore, 50% of the Program Director's salary is charged to the ITS program during the planning phase (Academic Year 2023) and will continue through Year 5 with an increment of 3% annually. The Program Director's salary is \$160,000 annually plus benefits at a rate of 32% in 2023-2024. Total projected recurring expenditures for Years 1 through 5 range from \$207,066 to \$366,472, respectively, with projected revenues ranging from \$27,252 to \$314,761 over the same period.

The full New Academic Program Proposal can be found in Tab 3 of the Appendix.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may offer a new Bachelor of Science in Innovative Transdisciplinary Studies;**
- 2. The implementation date is anticipated to be Fall 2024, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed program.**



Bachelor of Science in Environmental Engineering

Tickle College of
Engineering

Presented by
Dr. John Zomchick
Provost



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KNOXVILLE

Academic Program Overview

The program's **objective** is to prepare students for **careers in environmental engineering** by equipping them to solve **environmental problems** and complete **engineering projects** and preparing them to **adapt to rapidly changing social and environmental challenges**.

Primary

High school graduates

Secondary

UTK change of majors
Transfer students

Geographic Focus

Tennessee
Southeast Region
National

Target Market

Modality

Face-to-face (traditional learners)

Coursework

Foundations in Math and
Science with additional depth in
Environmental and Water
Resources Engineering

Versatility

Prepares graduates to address
emerging and complex issues in
practice or graduate school.

Program Attributes

- First BS in Environmental Engineering in Tennessee
- Graduate degrees in ENVE have been offered since 1970
- Interdisciplinary degree with core technical coursework from 11 departments
- Supports Nuclear Decommissioning and Environmental Management Minor
- Will seek ABET Accreditation

Unique Features

Supporting Evidence & Demand



52,300
Environmental Engineering
Jobs in the US
BLS, 2020

15.6%
Increase in Environmental
Engineering Jobs in TN
2016-2026
jobs4TN

100
Current Entry Level Job
Postings in Southeast
Region
November 2022, LinkedIn Search



\$96,820
Average Salary for
Environmental Engineers
BLS, 2020

45
First Year Engineering
Students with Strong
Interest in Environmental
Engineering
2019 Survey

968
Student Enrollment in
Environmental Engineering
Programs in States
Bordering TN
ASEE, 2020




Strong community partner support for the program, with willingness to employ graduates, host interns, mentor students, provide capstone projects and serve as guest speakers.



Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	\$325,531	\$340,696	\$232,126	\$276,007	\$282,995
Revenues	\$913,357	\$1,394,363	\$1,844,895	\$2,070,289	\$2,175,833
Enrollment (Graduates)	50(0)	75(0)	100(14)	111(21)	115(23)

 Projections assume 1st and 2nd year engineering students will enroll in the program in August 2024



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.4

AGENDA ITEM SUMMARY

Meeting Date:	February 29, 2024
Committee:	Education, Research, and Service
Item:	<u>New Academic Program: Bachelor of Science in Environmental Engineering, UTK</u>
Type:	Action
Presenter:	John Zomchick, Provost and Senior Vice Chancellor, UTK

Background Information

The Tickle College of Engineering at the University of Tennessee, Knoxville (UTK) proposes a new academic program – a Bachelor of Science in Environmental Engineering (BS ENVE) for Fall 2024. The departmental faculty have approved a proposed curriculum for the BS ENVE degree, which will include fundamental topics such as fluid mechanics, environmental chemistry, microbiology, fate and transport of environmental pollutants, environmental systems engineering, and risk assessment, as well as applied topics such as hydrology, water resources engineering, water, and waste treatment, air pollution control, solid and hazardous waste management, and energy systems. The development of professional skills in communication, teamwork, ethics, public policy, and project management will also be integrated throughout the curriculum. The program will culminate in a capstone design project.

Like all of UTK's undergraduate engineering programs, the BS ENVE will seek accreditation through the Accrediting Board for Engineering and Technology (ABET) in May 2027, as the program only becomes eligible for accreditation once the first cohort of students has graduated. The University is well-positioned to support this degree program through current resources. Several current members of the Civil Engineering faculty will support the BS ENVE, including two governor's chairs, the department head, six additional tenure-line faculty, and a Ph.D.-level staff member who teaches two labs. The department estimates that each entering first-year class will have 30 new BS ENVE students and that total enrollment will grow from 50 students in year 1 to approximately 115 students in year 5.

Program expenditures during the first 5 years average less than \$300,000 annually and include new equipment and marketing costs, instructional staff, and graduate assistant salaries and tuition waivers; beginning in Year 1, revenues from tuition exceed all



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3.4

projected one-time and recurring expenditures. The program has undergone a successful external review and has the full support of the college and university administration.

The full New Academic Program Proposal can be found in Tab 4 of the Appendix.

Committee Action

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

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may offer a new Bachelor of Science in Environmental Engineering;**
- 2. The implementation date is anticipated to be Fall 2024, pending final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic program.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Jamie Woodson, 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. Bernie Savarese before the meeting.

Committee Action

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

1. The reading of the minutes of the October 13, 2023 and January 26, 2024 meetings 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

4.1

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE October 13, 2023

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 1:00 p.m. (ET) on Friday, October 13, 2023. The meeting was held in the Pilot Company Ballroom of the Student Union located at the University of Tennessee, Knoxville, in Knoxville, Tennessee.

Committee Members Present: John C. Compton, Board Chair; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Shanea A. McKinney; Donald J. Smith; Sean Walker (Faculty Representative); Woodi H. Woodland (Student Representative).

Other in Attendance:

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

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

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

Opening Remarks of the Committee Chair

Board Chair John C. Compton opened the meeting by announcing that he would be chairing the meeting as Committee Chair Jamie R. Woodson was unable to attend. Board Chair Compton welcomed those in attendance to the meeting, including new Committee members Dr. Sean Walker, Professor and Chair of the Department of Management, Marketing, and Information Systems in the College of Business and Global Affairs at UT Martin, and Woodi H. Woodland, a fourth year medical student at the UT Health Science Center.

Consent Agenda

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

President's Enrollment Update

President Randy Boyd began his remarks by discussing the University's role as a land grant university and its mission to ensure that its campuses are accessible and affordable for all Tennesseans. The University has established several programs to fulfill that commitment, including:

- UT Promise. In September, the University announced that the qualifying adjusted gross family income for UT Promise recipients would be extended from \$60,000 to \$75,000. In addition to the adjustment to the gross family income level, the UT Promise will also guarantee a \$500 award per semester for qualifying students to be used for items such as books. With these changes, close to 67% of all Tennessean families, from a financial standpoint, will be eligible to apply for the UT Promise so that that their student can attend any UT campus free of tuition and fees. President Boyd is continuing his efforts to publicize the availability of the UT Promise and recently completed his second tour of the State visiting 15 high schools and meeting with four editorial boards.
- Guaranteed Early Admissions Policy. Recently, the Board of Trustees approved a new Guaranteed Early Admissions Policy. Under the new policy, all UT undergraduate campuses will guarantee admission to Tennessee high school students who: (i) finish in the top 10% of their high school's graduating class; or (ii) achieve a 4.0 or higher cumulative grade point average (GPA). The UT campuses in Chattanooga, Martin, and Pulaski (UT Southern) will extend this offer of guaranteed early admission to students who achieve a 3.2 or higher cumulative GPA and have an ACT composite score of 23 or higher (or an SAT score of 1130-1150 or higher). This new policy is expected to expand the University's ability to attract more students from across the state.
- UT Access Collaborative. The University is also working to enhance the "Vol Access Network," a pilot program that was designed to expand and streamline admission options to other UT campuses for prospective first-year undergraduate students who were not admitted to UT Knoxville for Fall 2023. The program will now be known as the "UT Access Collaborative." The UT Access Collaborative will build on the pilot program to make it easier for students who are not admitted to their first-choice UT campus to be admitted to another UT campus.
- Common Application. The Common Application streamlines the application process and allows high school students to apply to multiple colleges and universities. This online form used by over 1,000 colleges and universities across the nation, including UT Knoxville. The University is working to add UT Chattanooga, UT Martin, and UT Southern to the list of institutions that participate in the Common Application.

President Boyd concluded his presentation by discussing the enrollment analysis project being undertaken by the senior leadership team with the assistance of the Huron Consulting Group.

Presentations

Student Success Outcomes: Degrees Awarded, Debt, and First Destinations. Dr. Bernard Savarese, Acting Vice President for Academic Affairs and Student Success, began his presentation by announcing that, across the UT System, the total number of degrees awarded is up (rising 10.1% over the last five years); total enrollment is up by almost 5% over the prior year (with more than 58,700 students attending UT institutions); and average student debt of bachelor's recipient borrowers is down by 4.4%, with 48% of graduates completing their studies with no debt.

Dr. Savarese provided an overview of degrees awarded, student debt, and graduate outcomes, as further described in the meeting materials (Tab 2.1). He noted several trends that carry across most of the System's campuses, including: (i) an increase in the number of first-generation students completing their degrees; (ii) a decline in the number of adult learners earning degrees; and (iii) an increase in the number of students who graduate with no debt, which extends across all racial and ethnic categories. Dr. Savarese pointed out that nationally, the college-going rate for women is higher, particularly in the State of Tennessee. That trend is reflected in the increase in the number of women earning degrees at UT Chattanooga, UT Knoxville, and UT Martin. He noted that the undergraduate population at the UT Health Science Center is somewhat smaller than that of the other campuses, which is reflected in the reporting for that campus.

In discussing the data for UT Southern, Dr. Savarese explained that the five-year trends, include information collected prior to the System's 2021 acquisition of Martin Methodist College. Since joining the UT System there have been a number of changes at UT Southern, including a reduction in the cost of tuition. Dr. Savarese pointed out that the smaller size of the student population causes percentage changes to look more dramatic. He predicted as enrollment rises at UT Southern, the metrics for that campus will improve dramatically.

Responding to questions from Committee members and Trustees, Dr. Savarese provided the following information:

- The increase in graduation rates for first-generation college-going students may be attributed to the proactive, targeted services the System's schools provide to those students.
- The University is hopeful that the upcoming launch of a new online education initiative will have a positive impact on the number of adult learners and other non-traditional students seeking to earn a college degree.

Board Chair Compton requested that future reporting on degrees awarded include benchmarking against peer groups. Committee member Shanea McKinney asked if it would be possible to provide additional information on the percentage of Tennessee residents that do graduate with debt.

UT Research Update. Dr. Savarese stated that on a daily basis hundreds of members of the University community – faculty, students, and support personnel – are working on research and considering how to transform ideas into practical applications that will impact and improve lives. He noted that industry and community partners are critical to the University’s research endeavors, particularly in moving innovation from the laboratory/classroom to the marketplace. Highlights from the update included the following topics.

- **UT Research Enterprise** (Tab 2.2.1). Systemwide, total research expenditures increased 3.5% in the last year and 27.7% in the last five years. He reminded the Trustees that research endeavors of UT Knoxville and the UT Institute of Agriculture are combined and are among the primary drivers of the growth the University has experienced, followed by the UT Health Science Center. Both UT Chattanooga and UT Martin have research programs as well. Looking at total research expenditures allows the University to compare its programs with those of its peers. The University reports and compares its research expenditures through the National Science Foundation’s (NSF) Higher Education Research and Development Survey (HERD). Dr. Savarese noted that there is a one-year lag in reporting so that the HERD results represent information provided for Fiscal Year 2021. Even so, HERD still provides information that allows for comparison and ranking. Using the HERD data, UT Knoxville ranked 57th in the nation in terms of total research expenditures, the UT Health Science Center ranked 116th, and UT Chattanooga ranked 244th. Dr. Savarese noted that if UT Knoxville were compared to other research institutions without a medical school, it would rank in the top 15 in terms of federal research funding.

In terms of dollar figures, this past year saw research expenditures at UT Knoxville exceed \$400 million. Dr. Savarese pointed out that federal research expenditures are a subset of total expenditures and allows the University to determine how it competes against other research universities in terms of funding received from the NSF, the National Institutes of Health, the U.S. Department of Energy, and the U.S. Department of Defense. Over the past year, the University has seen federal research expenditures grow by 9.7%, and when looking at the past five years, those dollars have increased by 16.3%. Dr. Savarese predicted that those funds will continue to grow over the coming years.

Dr. Savarese pointed out that there was a slight drop in terms of the number of research funding proposals submitted, which can be attributed to the COVID-19 pandemic. However, while the number of proposals may have decreased, the dollar amounts of those proposals increased, with UT Knoxville topping \$1 billion in proposals submitted, followed by \$700 million for the UT Health Science Center. Dr. Savarese noted that the implementation of the Huron Research Suite will help to further advance the University’s research endeavors by introducing efficiencies for researchers and those who work to support the University’s research enterprise. The Huron Research Suite has multiple modules spanning the entire research enterprise. The first two modules that will be introduced will be conflict of interest effort certification.*

* Effort certification is the federally mandated process by which the government and other sponsors verify that salaries charged to a project reasonably reflect effort spent on that project during the reporting time frame.

Dr. Savarese concluded his presentation by reviewing highlights of the University's research endeavors across the UT System

Board Chair Compton inquired as to whether there are additional steps that could be taken to allow the University to grow its research enterprise in a more dramatic fashion. Dr. Savarese explained that federal research funding is moving toward a focus on awards that focus on multidisciplinary, cross-institutional collaborative research. Campus Chancellors shared additional information as to recent steps taken to help position their institutions to better compete for those awards.

- **UT Research Foundation** (Tab 2.2.2). Dr. Maha Krishnamurthy, President of the UT Research Foundation (UTRF), began her presentation by discussing the history and mission of the UTRF. Dr. Krishnamurthy also discussed the organizational structure of the UTRF and reviewed its operating agreement with the University.

Over the last five years, the UTRF has filed 574 patent disclosures, with 160 patents issued during that same period. Dr. Krishnamurthy noted that 50% of the UTRF patent portfolio has been licensed, which indicates that the UTRF is moving University-developed innovations into the marketplace. Dr. Krishnamurthy noted that 15% of UTRF's portfolio is jointly managed with the Oak Ridge National Laboratory through UT-Batelle. The University is also seeing the number of startup licenses grow as more University seek to commercialize and spinout their innovations into companies.

Dr. Krishnamurthy expressed her gratitude to President Boyd for the \$5 million the UT System provided to establish the Accelerate Fund. This initiative will provide much needed seed capital (ranging from \$20,000 to \$150,000) to UT's innovators and provide them with the resources needed to transform their ideas into companies through early mentorship and guidance for commercialization. In return, the UTRF will hold a minority interest in the innovation or startup company, with any returns being invested back into the Accelerate Fund. UTRF has also created the Venture Launch Program to educate University students on how to take innovation from the laboratory into the marketplace.

Responding to a question raised by Board Chair Compton, Dr. Krishnamurthy noted that it can take several years for the University to receive royalties from the time a product is developed until it is licensed and brought to market.

UT/Huron Enrollment Analysis Progress Update: As discussed at the June 2023 Committee meeting, the University is in the process of conducting an enrollment analysis project with assistance from the Huron Consulting Group (Huron). Joining the meeting to provide an update on the project were Steven Hahn, Senior Director of Education Strategy at Huron, and Breanne Simkin, Consulting Manager for Higher Education at Huron. Both Drs. Hahn and Simkin have extensive experience in higher education and enrollment management. A copy of their presentation was included in the meeting materials (Tab 2.3). Highlights from the presentation included the following topics.

- **Enrollment Trends.** Using a map created by the Western Interstate Commission for Higher Education, Dr. Simkin observed that the total high school student population will drop by over 5% over the next decade. However, while other states will experience declines in the number of college-aged students, the State of Tennessee will see its high school student population remain stable and possibly grow by 12% over the next decade, which could add 52,000 additional college-going students. However, states experiencing a decline in the college-age population (e.g., South Carolina, Alabama, Mississippi, and Kentucky) are also states with which the UT System competes for students.

Dr. Simkin looked at the distribution of students from counties surrounding University campuses, noting that some counties are expected to see the population of college-age students grow, while others will not. Another variable is whether those students will decide to attend college as there has been a decline in the state's college-going rate. She observed that information provided by the Tennessee Higher Education Commission (THEC) shows that over the four-year period from 2018 to 2022, the number of students choosing to attend college dropped, except for Knox County, which held steady with approximately 64% of eligible students choosing to enroll in higher education. Dr. Simkin stated that even if the population of college-aged students increases, if the college-going rates continue to decline, the University may face recruitment challenges.

Dr. Simkin explained that for the four-year period from 2018 to 2022, the University increased its in-state enrollment market share by 2.1%. The next step will be to determine why that shift occurred in order to use data attributes (such as academic profile and academic ability) to predict what type of student chooses to enroll at a UT institution as compared to another in-state school. In looking at ACT scores and enrollment for the period 2021-2022, UT System grew its market share of high achieving students (29+ ACT) by 5%. Dr. Simkin stated that additional study is needed to gain a better understanding of the role brand recognition and academic quality have on how students compare the institutions within the UT System and to other educational institutions.

- **Feeder Markets.** Feeder markets are defined as the geographic areas that supply the largest numbers of students to the System schools. Other factors in identifying feeder markets include average household income and population of college-aged students. Dr. Simkin provided an overview of the top feeder markets for all of the University's undergraduate campuses. During her presentation, she noted that out-of-state feeder markets often reflect the composition and demographics of a UT campus and its home community.
- **Workforce Needs.** A recent report* identified several workforce priorities, including, but not limited to: science, technology, engineering, and math; logistics; agriculture; and the health sciences. Dr. Simkin noted that Huron will be analyzing current enrollment trends, both at UT and other institutions, and determining if enrollments/graduations are

* *Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand Report 2023, a joint report prepared by THEC, the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and the Tennessee Department of Education.*

meeting the State's workforce needs. She noted that the UT System is well-situated to build upon its existing strengths to strategically align its programs with the state's workforce needs.

- **Competition.** The UT System's institutions not only compete for students with other institutions, but also with each other. Dr. Simkin provided an overview of UT institution admissions, with cross applications. The next steps are to determine why a student elected not to attend a UT institution and whether that decision was based on cost, academic profile, or program offerings.

Dr. Simkin stated that Huron is working to determine if the net cost of tuition (after financial aid) can be used to predict the likelihood of a student enrolling. She noted that Huron is also working to determine how the University's campuses compare to and/or differ from other institutions so that information can be factored into strategic enrollment plans. She concluded her presentation by discussing next steps, which include: (i) developing points of distinction for each campus; (ii) identifying how each campus provides the UT System with the opportunity to provide access to Tennesseans; (iii) how to raise the profile of the importance of higher education; and (iv) how the UT System can contribute to support workforce and economic development in the State. Following the presentation, the Trustees raised a number of questions and recommendations, including:

- How does residency status factor into a student's decision to attend an out-of-state campus?
- For the Fall of 2022, 650 applicants to both UT Knoxville and the University of South Carolina (USC) elected to attend USC. Were these students residents of South Carolina or Tennessee?
- Is it possible to further breakdown the competitor list to show residency status, as well as the numbers of students who elected to go to another institution, and the number that ultimately enrolled at the University?
- Consider preparing a future report that focuses on the GPA and ACT scores for UT institution graduates.

As discussion continued, President Boyd noted that there is a great deal of effort being devoted to increasing the college-going rate, with THEC developing a number of initiatives.

Other Business and Adjournment

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

Respectfully Submitted,

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

Approved Consent Agenda Items

- Minutes of the Prior Meetings (June 29, 2023 and September 8, 2023)
- Ratification of Administrative Action to Terminate or Inactivate Academic Programs
- Proposed New Academic Units and Unit Modifications
 - Department of Performing Arts, UTC
 - Department of Engineering Management and Technology, UTC
 - Department of Data Analytics, UTC
- Proposed Academic Program Modifications
 - CIP Code Change for Ph.D. in Plant, Soil, and Environmental Sciences, UTK
 - CIP Code Change for Master of Architecture, UTK
 - CIP Code Change for Bachelor of Architecture, UTK
- Grant of Tenure upon Initial Appointment

Information Items

- Annual Report on Intercollegiate Athletics
- Report on Periodic, Enhanced, and Annual Post-Tenure Performance Review
- Certification of Degrees Conferred
- 2023 Tenure and Promotion

Appendix - Supplemental Materials

- Proposed New Academic Units and Unit Modifications:
 - Department of Performing Arts, UTC
 - Department of Engineering Management and Technology, UTC
 - Department of Data Analytics, UTC
- Proposed Academic Program Modifications:
 - CIP Code Change for Ph.D. in Plant, Soil, and Environmental Sciences, UTK
 - CIP Code Change for Master of Architecture, UTK
 - CIP Code Change for Bachelor of Architecture, UTK
- Campus Intercollegiate Athletics Reports
- Degrees Awarded, Student Debt & Graduate Outcomes Report

Attachments

Copies of the following materials were shown or distributed at the meeting and are filed with the official minutes of this meeting.

- PowerPoint Presentation: President's Enrollment Update



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.1

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE January 26, 2024

A Special Meeting of the Education, Research, and Service Committee of The University of Tennessee Board of Trustees was held at 8:45 a.m. (ET) on Friday, January 26, 2024. The meeting was held virtually with all Committee members participating electronically or by telephone. The meeting was hosted from the University of Tennessee, Knoxville campus.

Committee Members Present: Jamie R. Woodson, Committee Chair; John C. Compton, Board Chair; Charles Hatcher, Commissioner, Tennessee Department of Agriculture; Shanea A. McKinney; Donald J. Smith; Sean Walker (Faculty Representative); and Woodi H. Woodland (Student Trustee).

Other in Attendance:

Trustees: Christopher L. Patterson; William (Bill) C. Rhodes III; David N. Watson, and T. Lang Wiseman.

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

Ms. Moore 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.

Opening Remarks of the Committee Chair

Board Chair John C. Compton announced that he would be chairing today's meeting at the request of Committee Chair Jamie Woodson.

Proposed Academic Program Modifications

Dr. John Zomchick, Provost and Senior Vice Chancellor at UTK, presented an overview of the academic program modifications being proposed for the Howard H. Baker Jr. School of Public Policy and Public Affairs (Baker School): (i) a change in a Degree Designation to establish a Bachelor of Science in Public Affairs; and (ii) a change in the

Degree Designation and Classification of Instructional Programs (CIP) Code for the Master of Public Policy and Administration.

Change in a Degree Designation to establish a Bachelor of Science in Public Affairs, UTK

The University administration is requesting that: (i) the existing Bachelor of Science in Business Administration, Public Administration Major (BSBA) be moved from the Department of Economics in the Haslam College of Business to the Baker School; and (ii) the academic degree designation of the existing BSBA degree be changed to a Bachelor of Science in Public Affairs (BSPAf) to reflect an expanded core curriculum that includes public administration, public policy, government, economics, civics, and data analytics. Both the Baker School and Haslam College have agreed to these changes. Dr. Zomchick reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, the resources needed, the accreditation process, and the intended purpose and outcomes of the program.

Change in the Degree Designation and CIP Code for the Master of Public Policy and Administration

The University administration is seeking to modify the existing Master of Public Policy and Administration (MPPA) degree program by separating it into: (i) a Master of Public Policy (MPP); and (ii) a Master of Public Administration (MPA). Currently, there are only nine MPPA programs across the country, three of which are accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPPA). Conversely, MPA and MPP programs represent 85% of programs accredited by the NASPPA. This change would allow the University's degree programs to reflect commonly recognized academic offerings, allow students to pursue either an MPA or MPP degree, and support workforce needs and student demands. If approved, distinct Classification of Instructional Programs (CIP) codes will be assigned to each program. Dr. Zomchick reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, the resources needed, the accreditation process, and the intended purpose and outcomes of the program. He also noted that a final component of the proposed strategy would be to add fully online modalities of these programs for working professionals.

Responding to questions raised by the Committee members, UTK Chancellor Donde Plowman and Marianne Wanamaker, Dean of the Baker Jr. School of Public Policy and Public Affairs, provided the following additional information:

- While similar master's programs exist, the programs under consideration are unique.

- The programs will create multiple sources of revenue. Of particular note, is that when the online module is established it will generate revenue that will assist in offsetting expenses.

Upon recommendation of Board Chair Compton, and without objection from the members of the Committee, the Committee considered the two Proposed Academic Program Modifications as a single action. Upon motion duly made and seconded, following a roll call vote, the Committee approved a recommendation that the Executive Committee, on behalf of the Board of Trustees, adopt the Resolutions modifying the academic programs at the Baker School of Public Policy and Public Affairs.

Adjournment

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

Respectfully Submitted,

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

Appendix - Supplemental Materials

- Proposals - Academic Program Modifications, UTK
 - Bachelor of Science in Public Affairs
 - Master of Public Policy and Administration



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.2

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **Academic Program Modification: Doctor of Engineering in Industrial Engineering, UTK**

Type: Action

Background Information

The Tickle College of Engineering at the University of Tennessee, Knoxville (UTK) houses the Department of Industrial and System Engineering, which currently offers a bachelor's, master's, and doctoral program in Industrial Engineering. The existing Ph.D. program in Industrial Engineering is a research-focused degree program and is not a good fit for many full-time workers in industry because they are more interested in practical applications than the academic research typical of a Ph.D. program. The department receives and turns away more than a dozen applications annually.

To meet this ongoing demand for a terminal degree in the field, UTK proposes adding the degree designation of a Doctor of Engineering (D.Eng.) program to the Industrial Engineering Ph.D. The proposed degree focuses more on practice and application and will be more suitable for individuals working full-time. Although D.Eng. programs are offered at several large R1 universities, the D.Eng. at UTK will be the first in the state and the region. The proposed program will satisfy the high demand from industry that the department has seen over the years.

The proposed addition of the D.Eng. will only require one new course and no additional faculty or resources. The program, which has demonstrated support from community and industry partners, will be delivered synchronously and asynchronously online beginning in August 2024 and has the full support of the college and campus leadership.

The full Academic Program Modification Proposal can be found in Tab 5 of the Appendix.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.2

The following resolution is being presented to the Committee for its consideration.

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may add a degree designation of a Doctor of Engineering in Industrial Engineering in the Department of Industrial and Systems Engineering;**
- 2. The implementation date shall be in March 2024, following final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the academic program modification.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **New Academic Unit: Department of Applied Leadership and Learning, UTC**

Type: Action

Background Information

The University of Tennessee at Chattanooga (UTC) seeks to create a Department of Applied Leadership and Learning within the College of Health, Education, and Professional Studies (CHEPS). Creating a dedicated department for the Learning and Leadership programs (EdD, Ph.D., Higher Ed graduate certificate, Applied Leadership bachelor's, and Essentials of Leadership certificate) will allow for tailored support and development of these offerings.

All programs within the department have an adult learning focus, with two being specifically designed for adult learners who may have some college but no degree. Grouping these programs makes sense, given their shared focus on competency-based education for contemporary adult learners. The current configuration with the School of Professional Studies places the leadership programs within a school structure where all other programs are separately accredited by discipline (Social Work, Interior Architecture, Counseling, School Psychology). Including the leadership programs within the School of Professional Studies often impedes the leadership and decision-making processes with an unneeded middle layer of administration. The proposed department will exemplify UTC's strategy of increasing access through flexible pathways, delivering a distinctive blend of experiential and applied learning, and cultivating deep engagement with workforce partners to align offerings with regional needs.

The new Applied Leadership and Learning Department will utilize existing facilities that already house the faculty and staff for the programs included in the department. For current faculty and staff, no new facilities are needed. With the ongoing use of online programming and flexible scheduling, existing facilities in Hunter Hall have adequate office space for program growth. There will be minimal costs (less than \$64,000 annually) associated with the creation of this department. The faculty and most of the administrative staff are already in place. Restructuring resources already in place to create the unit will maximize the efficiency of operations, which will help control costs.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3

The programs within this department have institutionally allocated resources already in existence for standard operation. An administrative assistant must be hired in Year 1 at an estimated salary of \$40,000. An additional 41% for benefits and a 3% annual increase have also been included in this projection. The Year 1 salary for this position will be absorbed by CHEPS, with requested funding from program revenues starting in Year 2. The Learning and Leadership programs have shown growth over the past 3-5 years and are expected to continue to grow, increasing revenue in the future.

The THEC Financial Projections Form is provided in Attachment 1, and the full New Academic Unit Proposal can be found in Tab 6 of the Appendix.

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee at Chattanooga may create a new Department of Applied Leadership and Learning;**
- 2. The implementation date for the new department shall be July 2024, following final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new unit.**

Financial Projections Form



4.3

Financial Projections Form						
Institution	University of Tennessee at Chattanooga					
Program Name	Department of Applied Leadership and Learning					
Projected One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library resources						
Marketing						
Facilities						
Travel						
Other						
<i>Total One-Time Expenditures</i>	\$0	\$0	\$0	\$0	\$0	\$0
Projected Recurring Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff		\$56,400	\$58,092	\$59,835	\$61,630	\$63,479
Graduate Assistants						
Accreditation						
Consultants						
Equipment						
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
<i>Total Recurring Expenditures</i>	\$0	\$56,400	\$58,092	\$59,835	\$61,630	\$63,479
Grand Total (One-Time and Recurring)	\$0	\$56,400	\$58,092	\$59,835	\$61,630	\$63,479

Projected Revenue						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition						
Grants						
Other						
Total Revenues	\$0	\$0	\$0	\$0	\$0	\$0



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **New Academic Unit: Department of Biomedical Engineering, UTK**

Type: Action

Background Information

The Tickle College of Engineering at the University of Tennessee, Knoxville (UTK) houses the Department of Mechanical, Aerospace, and Biomedical Engineering (MABE) and proposes separating this unit into two distinct departments: (1) Mechanical and Aerospace Engineering, and (2) Biomedical Engineering (BME).

Biomedical Engineering is a multidisciplinary field that merges the principles of engineering, biology, and medicine to improve human healthcare outcomes. UTK has recognized the immense potential of this field by offering a BME program within the MABE Department since 2001. The program prepares students for careers in various healthcare-related professions (e.g., medical device manufacturing, regulatory agencies, or other biomedically related companies or continued education in graduate school). With the substantial growth in student interest and the potential for continued advancements, there is a compelling need to establish a standalone department dedicated solely to BME. This new department will play a significant role in contributing to the College's short-, medium-, and long-term priorities in areas such as enhanced enrollment, diversity, research and innovation, workforce development, and strength of industrial partnerships.

Several proposed infrastructure and facility adjustments are critical. The new BME Department will be located in Perkins Hall. The space will be remodeled to create additional office spaces and laboratories. The estimated one-time cost for the space remodeling is \$400,000. Additionally, \$300,000 is estimated to purchase new equipment for various BME teaching labs. For operational costs, the BME department will require a department chair, administrative personnel, and a business manager. One purchasing staff will also be hired in Year 4, and this position will contribute to the monthly and yearly payroll commitments. As the BME program has existing BME faculty lines (8 tenured/tenure-track faculty, one research faculty, and one senior lecturer), these lines will be moved from the MABE department to the BME department. These faculty salaries are estimated at \$1,443,690 annually, with 3% annual increases over the next 5 years.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3


Additionally, 4 new faculty (one full professor, one associate professor, and two assistant professors) are expected to be added over the next 5 years. Given the rapid technological advancements in BME, there will be costs linked with equipment upgrades, maintenance, and associated utilities. Such upgrades and maintenance are estimated to cost \$200,000 annually. Annual lab consumables (chemicals, etc.), printing, and travel are estimated to be \$190,000 per year.

The THEC Financial Projections Form is provided in Attachment 1, and the full New Academic Unit Proposal can be found in Tab 7 of the Appendix.

Resolved:**The Board of Trustees hereby approves the following:**

- 1. Subject to additional state approvals as required, the University of Tennessee, Knoxville, may create a new Department of Biomedical Engineering within the Tickle College of Engineering;**
- 2. The implementation date shall be July 1, 2024, following final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed new academic unit.**

Appendix A: THEC Financial Projections

					
Financial Projections Form					
Institution	University of Tennessee, Knoxville				
Academic Unit	Department of Biomedical Engineering				
Projected One-Time Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Equipment	\$300,000				
Other	\$800,000	\$400,000	\$550,000	\$500,000	\$500,000
<i>Total One-Time Expenditures</i>	<i>\$1,100,000</i>	<i>\$400,000</i>	<i>\$550,000</i>	<i>\$500,000</i>	<i>\$500,000</i>
Projected Recurring Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$2,166,479	\$2,439,473	\$2,681,658	\$2,898,607	\$3,090,566
Non-Instructional Staff	\$226,800	\$233,604	\$240,612	\$329,030	\$338,901
Equipment	\$0	\$200,000	\$200,000	\$200,000	\$200,000
Travel	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Other	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
<i>Total Recurring Expenditures</i>	<i>\$2,583,279</i>	<i>\$3,063,077</i>	<i>\$3,312,270</i>	<i>\$3,617,638</i>	<i>\$3,819,467</i>
Grand Total (One-Time and Recurring)	\$3,683,279	\$3,463,077	\$3,862,270	\$4,117,638	\$4,319,467
Projected Revenue					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition	\$7,097,956	\$7,470,956	\$7,843,956	\$8,216,956	\$8,589,956
Grants	\$2,100,000	\$2,650,000	\$2,975,000	\$3,400,000	\$3,750,000
Other	\$0	\$0	\$100,000	\$100,000	\$100,000
Total Revenues	\$9,197,956	\$10,120,956	\$10,918,956	\$11,716,956	\$12,439,956



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3

AGENDA ITEM SUMMARY

Meeting Date:	February 29, 2024
Committee:	Education, Research, and Service
Item:	<u>New Academic Unit: Department of Applied Engineering and Technology, UTK</u>
Type:	Action

Background Information

The Tickle College of Engineering (TCE) at The University of Tennessee, Knoxville (UTK), proposes to establish a Department of Applied Engineering and Technology (AET) to offer industry-integrated academic programs that emphasize the direct application of engineering principles to tangible, real-world challenges in alignment with the workforce needs of current and emerging industries. Such programs will ensure that students receive practical experience and industry exposure to foster a seamless transition into industry. The creation of the AET department will play a vital role in contributing to College's short-, medium-, and long-term priorities in areas such as enhanced enrollment, diversity, workforce development, outreach, and industry partnerships. The applied nature of the discipline focuses on real-world applications, from designing new processes to developing new products and technologies, with a commitment to testing, analyzing, optimizing, and maintaining existing systems for enhanced performance and innovation.

The AET department will admit top first-year students interested in pursuing applied engineering programs and entering the workforce upon graduation. The department will have a reduced ACT score requirement to provide access to students who cannot get into the traditional TCE engineering programs, which are more focused on fundamental theory, creating an opportunity for such students to receive an engineering education that prepares them for engineering jobs upon graduation. For community college graduates who have already embarked on their higher education journey, the AET department will offer a seamless transition into specialized fields that promise job readiness and growth opportunities. Having acquired an AS or AAS degree, these students can receive further training in the AET department to enhance their skills while earning a bachelor's degree, making them more industry-ready and adaptable to the rapidly changing technological field. The AET department will promote a diverse and inclusive learning environment, particularly for minority engineering student populations such as female students, veterans, and underrepresented groups who respond well to experiential and hands-on learning and build a closer alignment between theory, application, and impact. Such opportunities will foster greater diversity in the Tennessee STEM workforce.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.3

The plan to invest in new and renovated facilities is a cornerstone of this initiative, ensuring the department has state-of-the-art resources to support its programs. Initially, the AET department will be integrated into the existing structures and facilities of the College. A budget of \$1,000,000 will be committed to the space remodeling and renovation. These initial investments are crucial in setting the foundation for the department's future growth. In addition to the space work, a budget allocation of \$800,000 per year is set to procure innovative technology as advancements in the field emerge. This investment is crucial in keeping pace with industry needs, ensuring that the department offers hands-on instruction with the latest tools and techniques, enhancing the learning experience, and ensuring that graduates are well-prepared for the demands of the modern workforce. Additional full-time faculty will be employed as the program and department grows. These faculty salaries are estimated at \$117,000 annually, with 3% annual increases.

Student enrollment in the department will correspond to tuition revenue, which is estimated to be about \$4,043,415 in Year 5. Another tangible benefit is the potential for focused research on, for example, enhanced STEM pedagogies to support applied engineering education and product, process development, and evaluation research with industry partnerships. The AET department will attract grants (industry, NSF, DoD, DoE, etc.), potentially generating an annual research expenditure of \$500,000 starting Year 4. Development funding (e.g., gifts and endowments) will also form part of the funding generated by the AET department and is estimated to be \$150,000 per year starting in Year 2 and increasing to \$250,000 in Year 5.


The THEC Financial Projections Form is provided in Attachment 1, and the full New Academic Unit Proposal can be found in Tab 8 of the Appendix.

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee, Knoxville, may create a new Department of Applied Engineering and Technology;**
2. **The implementation date shall be July 2024, following final approval by the Tennessee Higher Education Commission; and**
3. **The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**

Appendix A: THEC Financial Projections

					
Financial Projections					
Institution	University of Tennessee, Knoxville				
Academic Unit	Department of Applied Engineering and Technology				
Projected One-Time Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Equipment	\$800,000				
Other ⁷	\$1,200,000	\$300,000	\$150,000	\$150,000	\$150,000
<i>Total One-Time Expenditures</i>	\$2,000,000	\$300,000	\$150,000	\$150,000	\$150,000
Projected Recurring Expenditures					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$484,200	\$660,727	\$846,598	\$1,042,096	\$1,247,510
Non-Instructional Staff	\$259,000	\$266,770	\$274,774	\$362,117	\$372,981
Equipment	\$0	\$200,000	\$200,000	\$200,000	\$200,000
Travel	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Other	\$165,000	\$180,000	\$180,000	\$180,000	\$180,000
<i>Total Recurring Expenditures</i>	\$948,200	\$1,347,497	\$1,541,372	\$1,824,213	\$2,040,491
Grand Total (One-Time and Recurring)	\$2,948,200	\$1,647,497	\$1,691,372	\$1,974,213	\$2,190,491
Projected Revenue					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition ⁸	\$0	\$801,300	\$1,701,485	\$2,598,430	\$4,043,415
Grants	\$0	\$150,000	\$150,000	\$700,000	\$750,000
Other	\$0	\$0	\$150,000	\$150,000	\$150,000
Total Revenues	\$0	\$951,300	\$2,001,485	\$3,448,430	\$4,943,415

⁷One-time space renovation and start-up funds for new faculty hires.

⁸Tuition revenues were calculated based on 85% retention for year 2 and 90% retention for years 3 and 4 for both in-state and out-of-state. The tuition calculation did not include the other fees (SPSF A&B, Library, Tech, Facilities, etc.)



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.4

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **Proposed New Off-campus Center in Springfield, TN, UTM**

Type: Action

Background Information

The University of Tennessee at Martin (UTM) seeks to establish a new off-campus instructional center to be called The University of Tennessee at Martin–Springfield Center, located on the Volunteer State Community College – Highland Crest Campus premises in Springfield, Tennessee (Robertson County). In addition to the main campus in Martin, TN, UTM currently operates five other regional Centers in West Tennessee, located in Jackson, Parsons, Ripley, Selmer, and Somerville. The Springfield Center will be UT Martin’s sixth Center and its first in Middle Tennessee.

Volunteer State Community College (VSCC) established its Springfield campus in 2011 to serve Robertson County and the surrounding region. For several years, VSCC partnered with Austin Peay State University (APSU) to offer degree completion programs. APSU recently ended this partnership, leaving a void in the availability of degree completion programs in Robertson County. VSCC approached UTM with an offer to partner to fill this void. The proposed partnership already has strong support from the Robertson County Chamber of Commerce, the Robertson County Mayor, the Springfield City Mayor, industry leaders, representatives from Robertson County Schools, and the UT Institute of Agriculture.

The main target population will be students completing associate degrees through Volunteer State Community College who wish to continue their education by completing a baccalaureate degree. UTM will utilize existing Tennessee Transfer Pathways to support VSCC students. This population includes students completing high school and beginning their postsecondary careers at VSCC and working adults and veterans seeking a bachelor’s degree. The Springfield Center will align with UTM’s mission to educate and engage responsible citizens to lead and serve in a diverse world by developing programming that supports the regional workforce development needs of Robertson County and surrounding areas. In Spring 2024, UTM will begin offering coursework at the VSCC site, and enrollment in the degree completion programs will begin in Fall 2024 when the VSCC teaching site officially becomes the Springfield Center.



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.4

UTM will use existing full-time faculty to begin the programs offered at the Springfield Center. Eventually, the Department of Agriculture, Geosciences, and Natural Resources may need to add one full-time-equivalent (FTE) as the Bachelor of Science in Agricultural Business program grows and more sections of the courses need to be offered. Only one full-time administrative support person will be needed to implement this initiative. The cost of travel and other technology items will be reduced using the large campus distance learning infrastructure already in place. No significant equipment needs are projected. The most significant cost factor in the projections is for the administrative staff person on-site and instruction compensation for faculty directly supporting this Center. It is important to note that the regular faculty costs do not represent new costs but rather a reallocation of current faculty expenses as the respective faculty members already support other UTM sites, and their courses will be folded into this new program. One-time expenditures in the first year include \$5,000 for signage to announce UTM's presence at the VSCC Highland Crest campus and \$6,000 in equipment (laptops for the Center Director, faculty, and labs).

Conservatively, UTM projects an enrollment of 25 FTE students in the first academic year (2024-25). For subsequent years, UTM predicts an increase of 5 FTE per year, reaching 45 FTE students in the 2028-29 academic year. Revenue is calculated by taking the number of FTE students each year and multiplying it by the estimated cost of tuition/fees each year, beginning with the current rate for the 2023-24 academic year and increasing by 2% each year.

The full New Off-campus Center Proposal can be found in Tab 9 of the Appendix.

Resolved:

The Board of Trustees hereby approves the following:

- 1. Subject to additional state approvals as required, the University of Tennessee at Martin may advance its plans outlined in the Letter of Notification to establish the UTM-Springfield Center in Robertson County;**
- 2. The official implementation date for enrolling students will be August 2024, following final approval by the Tennessee Higher Education Commission; and**
- 3. The proper officers of the University are authorized to: (i) seek any state approvals as may be required, and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the proposed unit modification.**

THEC Financial Projection Form



Operational Costs/Revenues Estimate for Off-Campus Center Location

Please include a brief **Budget Narrative** outlining the source of funds, any external assistance (e.g., private industry), and expenses associated with establishing this Center. Please provide an explanation of the Other Sources category included in the Revenues section.

Institution Name: University of Tennessee at Martin
 Name of Proposed Off-Campus Center: The University of Tennessee at Martin - Springfield Center
 Five-year cost projections are required.

Expenditures

One-time Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$11,000	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$11,000	\$ -	\$ -	\$ -	\$ -

Recurring Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5
Administration					
Salary	\$71,500	\$72,930	\$74,390	\$75,880	\$77,400
Benefits	\$26,600	\$27,132	\$27,675	\$28,230	\$28,800
Sub-Total Administration	\$98,100	\$100,062	\$102,065	\$104,110	\$106,200
Faculty					
Salary	\$86,000	\$89,500	\$93,000	\$96,600	\$100,200
Benefits	\$27,200	\$27,744	\$28,300	\$28,900	\$29,500
Sub-Total Faculty	\$113,200	\$117,244	\$121,300	\$125,500	\$129,700
Support Staff					
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Operating					
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$6,800	\$6,800	\$6,800	\$7,300	\$7,300
Sub-Total Operating	\$6,800	\$6,800	\$6,800	\$7,300	\$7,300
Sub-Total Recurring	\$218,100	\$224,106	\$230,165	\$236,910	\$243,200
TOTAL EXPENDITURES	\$229,100	\$224,106	\$230,165	\$236,910	\$243,200

Revenues

One-time Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -
State Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -
Sales and Services of Educational Activities	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources (provide explanation)	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -

Recurring Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition and Fees	\$255,200	\$312,000	\$371,000	\$432,000	\$495,000
State Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -
Sales and Services of Educational Activities	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources (provide explanation)	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Recurring	\$255,200	\$312,000	\$371,000	\$432,000	\$495,000
TOTAL REVENUES	\$255,200	\$312,000	\$371,000	\$432,000	\$495,000



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.4

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

Item: **New Off-Campus Centers for College of Pharmacy, UTHSC**

Type: Action

Background Information

The University of Tennessee Health Science Center (UTHSC) seeks approval for two off-campus instructional centers for the College of Pharmacy's Doctor of Pharmacy (PharmD) programs. More information pertaining to each of these off-campus centers is provided below.

Location: *UTHSC Knoxville UTMC
1924 Alcoa Highway, Box 117
Knoxville TN 37920*

Previously, UTHSC was accredited as part of UT Knoxville. UT Knoxville established UTMC as an off-campus location and this designation covered UTHSC's pharmacy educational activities at this site. Later, UTHSC became separately accredited by SACSCOC. Additionally, in Fall 2023, a limited number of incoming (P1) pharmacy students were placed at the site allowing students to complete the entire PharmD degree at UTMC. UTHSC has submitted a Letter of Notification to the Tennessee Higher Education Commission (THEC) seeking approval to establish an off-campus center location, to recognize the change in accreditation status and to allow for students to complete the full curriculum in the same location.

Location: *UTHSC Nashville Perimeter Park
301 S. Perimeter Park Drive, Suite 220
Nashville, TN 37211*

The Nashville location was originally developed to facilitate clinical rotations of 3rd year (P3) and 4th year (P4) students. The College of Pharmacy initiated many clinical sites in the Nashville area, and a central location for students to meet face-to-face with each other and with faculty advisors and mentors was established. After establishing the Nashville clinical location, students expressed a desire to complete all four years of the curriculum in the same location, and a limited number of P2 students were allowed to complete their



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.4

2nd year in Nashville starting in 2012. In Fall 2023, a limited number of P1 students were allowed to begin the PharmD in Nashville. These students are projected to complete the PharmD in Spring 2027. UTHSC has submitted a Letter of Notification to the Tennessee Higher Education Commission (THEC) seeking approval to establish an off-campus center location in order to allow for students to complete the full curriculum in the same location.

The curriculum is identical across Memphis, Knoxville, and Nashville.

The full New Off-campus Center Proposals can be found in Tab 10 and 11 of the Appendix.

Resolved:

The Board of Trustees hereby approves the following:

1. **Subject to additional state approvals as required, the University of Tennessee Health Science Center, through its College of Pharmacy, may offer its Doctor of Pharmacy (PharmD) program at the following off-campus instructional center locations:**
 - *UTHSC Knoxville UTMC
1924 Alcoa Highway, Box 117
Knoxville TN 37920*
 - *UTHSC Nashville Perimeter Park
301 S. Perimeter Park Drive, Suite 220
Nashville, TN 37211*
2. **The official implementation date for each off-campus instructional center location shall be retroactive to Fall 2023, subject to final approval by the Tennessee Higher Education Commission; and**
3. **The proper officers of the University are authorized to: (i) seek any state approvals as may be required; and (ii) take other actions as may be necessary and deemed appropriate to effectuate the successful implementation of the new off-campus instructional center locations.**



THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

4.5

AGENDA ITEM SUMMARY

Meeting Date: February 29, 2024

Committee: Education, Research, and Service

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

Type: Action

Background Information

President Boyd and Chancellors Angle and Plowman are recommending that tenure be granted to individuals upon their initial appointment to a faculty position. The nominated 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 by the campus; candidates received a positive recommendation for tenure at every level of review.

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

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 2024 Tenure upon Initial Appointment

4.5

UTC			
Last Name	First Name	College	Department
Williams	Michael	Arts and Sciences	History
UTK			
Last Name	First Name	College	Department
Blake	Valarie	Law	

February 2024 Grant of Tenure upon Initial Appointment Candidate Summaries

4.5

UTC

Chancellor Steven Angle has recommended to President Boyd that tenure be granted to the following individual upon his initial appointment to a faculty position at UT Chattanooga:

Dr. Michael Williams was recruited to serve as Professor and Director of Africana Studies at the College of Arts and Sciences. He currently serves as Professor at the University of Texas at El Paso. Dr. Williams' scholarly focus is in African American and Civil Rights history with an emphasis on Southern and local histories. He has excelled at teaching during his career, with students constantly remarking on how he made difficult topics understandable and engaged students in thoughtful discussions. Additionally, Dr. William's course development for the African American Studies program at UTEP has proven his ability to create robust programming in a larger sense. He has frequently shared his knowledge with classes in other fields, such as English, showing the relevance of teaching across disciplines and a collaborative effort. Regarding his research, Dr. Williams continues to develop his second sole-authored monograph. He has published one monograph, six articles, and book chapters, three of which have been published since his last promotion, three encyclopedia entries, and eight book reviews. Regarding service, Dr. Williams has earned many awards, such as The El Paso Veterans' Administration and the UTEP President's Meritorious Faculty Service Award in 2021, which show the wide-ranging and acknowledged impact of his outreach efforts and service to local stakeholders and his university. Additionally, he is the founding member of the Black Affinity Group and the founder and moderator of the African American Studies Lecture Series, both at his current institution. At the community level, Dr. Williams assumes leadership responsibilities on several community boards, and he has offered more than 25 community-based presentations and panels in the last two years alone.

UTK

Chancellor Donde Plowman has recommended to President Boyd that tenure be granted to the following individual upon her initial appointment to a faculty position at UT Knoxville:

Dr. Valarie Blake was recruited as the rank of Professor of the College of Law. Dr. Blake is currently the Associate Dean of Faculty Development & Research and Professor of Law at West Virginia University College of Law, being promoted to Professor with tenure in 2020. Dr. Blake is a disciplined scholar, with her research focusing on healthcare delivery and civil rights and ethics. She has published numerous law review articles and peer-reviewed articles and has a forthcoming co-authored book on healthcare law that will be published later this year. She has received awards for her scholarship, such as the WVU College of Law Significant Scholarship Award in 2020. Dr. Blake is also active and successful in obtaining funding for her research. She has been a part of two multi-million-dollar grants awarded to the UWV from the National Science Foundation and has also drafted two fundraising gift requests totaling over \$60M. Additionally,

1

February 2024 Grant of Tenure upon Initial Appointment

Candidate Summaries

4.5

she obtained a \$40,000 grant to produce legal annotations for the American Medical Association's Code of Medical Ethics from 2020-2021. Dr. Blake's teaching record is impressive, and she regularly scores between 4.67-5.0 on a 5.0 scale in student evaluations each term. Her students find her class helpful in expanding their knowledge of the health law field and find her class style beneficial and engaging. Her prowess in the classroom was further validated in 2023 by receiving the Professor of the Year Award from the WVU College of Law. Dr. Blake's service to WVU is notable locally, regionally, and nationally. Locally, she has served on and chaired numerous important committees, including Enrollment Management Committee, Faculty Development Committee, and Academic Planning Committee. Regionally, she has served on the Graduate Council and the West Virginia State Opioid Task Force. Nationally, she served as Chair of the American Association of Law Schools Disability Law Section from 2018-2019.

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 16, 2023* 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

1/18/2024
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 16, 2023* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified: Janice Cozey
Signature
Janice Cozey
Name
Bursar
Title
1/22/24
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 *August 11, 2023* through *December 31, 2023* 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

Scott Summers

Name

Registrar

Title

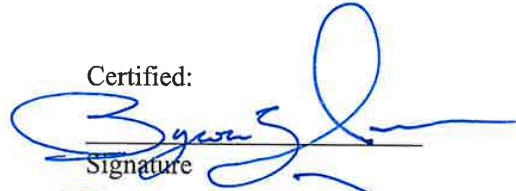
February 1, 2024

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 *August 11, 2023* through *December 31, 2023* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

BYRON T. PORTER

Name

BURSAR

Title

01-31-2024

Date



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

5.1

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 16, 2023 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Brian M Coldren

UNIVERSITY REGISTRAR

Signature

Brian Coldren

Name

AVP & University Registrar

Title

1/23/2024

Date

Office of the University Registrar
Enrollment Management

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

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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 16, 2023, have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Kevin Rushing
Name

Bursar
Title

January 23, 2024
Date



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 9, 2023* 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

01/29/2024
Date

5.1



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 9, 2023* 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

1/26/24
Date



Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 13, 2023 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:

Chris Mattingly
Signature

Chris Mattingly
Name

Registrar
Title

12/20/2023
Date



Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on December 13, 2023 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lonnie Dillard

Name

Assistant Bursar

Title

1/9/24

Date