Board of Trustees Meeting
August 17, 2017
Bell Hall, Room 260

MINUTES

AGENDA ITEM I—CALL TO ORDER

The Tennessee Tech Board of Trustees met in regular session on August 17, 2017, in Bell Hall, Room 260. Chair Tom Jones called the meeting to order at 1:33 p.m.

Chair Jones stated that there would be a thirty-minute reception after the Board meeting for attendees to meet with Board members, followed by an informational meeting for the Board members regarding the upcoming SACSCOC review.

Chair Jones asked Kae Carpenter, Secretary, to call the roll. The following members were present:

- Dr. Barbara Fleming
- Dr. Melissa Geist
- Mr. Millard Oakley
- Mr. Purna Saggurti participated by phone and confirmed that he could simultaneously hear and speak to the Board members, that he was the only person present in the location from which he was calling, and that he received the Board materials in advance of the meeting.
- Mr. Johnny Stites
- Ms. Teresa Vanhooser
- Capt. Barry Wilmore
- Mr. Tom Jones

Ms. Trudy Harper was not present

Tennessee Tech faculty, staff, and members of the public were also in attendance.

AGENDA ITEM II– APPROVAL OF MINUTES

Mr. Oakley moved to recommend approval of the minutes. Mr. Stites seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM III–PRESIDENT'S REPORT

President Oldham asked Dr. Leslie Crickenberger to explain Tennessee Tech's salary increases and how the dollars were distributed.

Dr. Crickenberger's presentation included the following information:

- History of TTU Non-Faculty Performance Evaluation Process–included executive employees (Vice Presidents, Deans, and Associate Vice Presidents), administrative, clerical, and support.
- Non-Faculty 2013 Performance Evaluations–44 percent were scored with an A+, 88 percent were scored with an A- or better.
- Current TTU Non-Faculty Performance Evaluation Process–Tennessee Tech created a committee in 2015, which developed a better evaluation system. The revised evaluation included the following:
  - o Change of Non-Faculty Performance Evaluation Culture–Goal 1: Establish a set of core competencies relevant to all positions at TTU.
  - o Change of Non-Faculty Performance Evaluation Culture–Goal 2: Ensure evaluation scores tie directly back to actual job responsibilities and rate the employee on those responsibilities.
  - o Change of Non-Faculty Performance Evaluation Culture–Goal 3: Establish a consistent and reliable rating scale across all positions. The new evaluation ranking system is a four point scale.
  - o Change of Non-Faculty Performance Evaluation Culture–Goal 4: Ensure flexibility for future merit increases tied to performance and innovation.
- Non-Faculty 2016 Performance Evaluations–in the first year of conducting the new evaluation system, 41 percent had a 3.5 score or better, 13 percent of those were a perfect score, 79 percent of scores met or exceeded expectations.
- Non-Faculty 2017 Performance Evaluations–for the current year Tennessee Tech continued to improve on the evaluation process: 33 percent had a 3.5 score or better, seven percent of those were a perfect score.
- Non-Faculty Performance Evaluations Overview–Tennessee Tech continues to progress toward a standard Bell curve.
- How Evaluations Tie to Merit (Non-Faculty)–Tennessee Tech used the evaluation scores to tie back directly to merit. The supervisor establishes merit rankings for his/her employees. Once the supervisor reviewed and assigned dollar amounts for each employee, the information was sent to Human Resources for review and approval.

- FY17-18 Raise Components (Non-Faculty)—1 percent cost-of-living adjustment for all budgeted employees hired prior to January 1, 2017, 2 percent merit pool for all budgeted employees hired prior to January 1, 2017, not including those that were on a performance improvement plan within the fiscal year. A small equity study within Tennessee Tech's non-faculty was conducted that included non-exempt and exempt staff positions.
- How Evaluations Tie to Merit (Non-Faculty)—as an example, the Vice President or the Associate Vice President was given a merit spreadsheet. The yellow column titled Amount of Increase is the column the supervisor could manipulate for the merit increase.
- Raise Distribution (Non-Faculty)—for the current year, the non-faculty spread for merit increases was from 0 percent to 7.53 percent. If cost of living was included, it was 1 percent to 8.53 percent.

Chair Jones asked how many employees who received merit increases were faculty and non-faculty. Dr. Crickenberger answered that out of 1200 employees, approximately 300 were faculty and the remainder were non-faculty.

Dr. Geist asked how many employees who received merit increases were exempt and non-exempt. Dr. Crickenberger answered 305 non-exempt employees, 342 administrative exempt employees, and 34 executive exempt employees.

Dr. Geist asked if the raise distribution could be broken down between the executive employees to staff employees. Dr. Crickenberger answered that the lowest raise for the executive group was 1 percent, the average was 3.1 percent, and the highest raise was 4.1 percent. She stated that for the administrative group 1 percent was the lowest raise, 3 percent was average, and 8.5 percent was the highest. She stated that for the non-exempt group the lowest was 1 percent, 3 percent was the average; and 5.4 percent was the highest.

After answering these questions, Dr. Crickenberger continued her presentation, which included the following information:

- Faculty Compensation Plan—Handled by Academic Affairs, not Human Resources, but the two departments worked closely together. The faculty compensation plan included a market equity component and a small merit component based on the previous five annual evaluations.
- Faculty Evaluation Process—included all tenured and non-tenured employees that were evaluated by their department chairperson and dean. Prior to the evaluation, faculty were required to file a faculty annual report, which documented their activities and efforts.
- Example of an annual faculty evaluation.
- Faculty 2013 Performance Evaluations—based on a 5 point rating scale, 86 percent of faculty scored a high or outstanding.
- Faculty 2017 Performance Evaluations—faculty were shifting towards a more normalized Bell curve with 77 percent of faculty scoring high or outstanding.
- FY17-18 Faculty Raise Components—1 percent cost-of-living adjustment for all budgeted faculty, and a 2 percent market equity component. The market equity component included bringing all faculty up to the 80th percentile for their national

CUPA data based on their discipline and rank. Additional equity was applied to that benchmark based on a formula that moved faculty towards their target salary, adjusting the equity based on what the faculty received on their evaluation.

Mr. Stites asked what part of the faculty raise components was associated with merit. Dr. Mark Stephens, Interim Provost for Academic Affairs, explained that the model that Academic Affairs used does not separate the market equity and merit components specifically. He stated that the merit component is based on the evaluation scores within the faculty's department and the target salary was adjusted either up or down.

Mr. Stites stated that 1 percent was given to faculty as a matter of course and another 2 percent, which he did not understand, was given because other individuals in other universities make more than that particular faculty. Mr. Stites stated that an even smaller percentage was based on merit and from what he understood, that was not the Board's instruction per the last meeting.

Chair Jones stated that the Board approved 1 percent across the board and the additional 2 percent was based on merit. Chair Jones referred the Board to the minutes from the previous meeting.

Dr. Stephens stated that merit was factored into all aspects of the faculty evaluations, including the target initiated from CUPA.

Dr. Crickenberger concluded her presentation with the following information:

- FY17-18 Faculty Raises—A spread for faculty salary increases based on performance was between 1 percent to 15.2 percent (excluding merit bonus), which included faculty promotions.
- FY17-18 Merit Bonus—Tennessee Tech applied an additional one-time merit bonus based on the faculty's current year evaluation: 47 percent of faculty received the merit bonus, which ranged from $526-$2,402.

Dr. Geist asked if the permanent merit pool and the 3 percent raise pool were separate.

Dr. Crickenberger answered that Tennessee Tech had a permanent merit pool that was separate from the 3 percent raise pool.

President Oldham stated that Tennessee Tech was making significant progress in correlating performance with pay distributions for faculty and staff.

President Oldham stated that the faculty compensation model was developed at Tennessee Tech roughly 30 years ago, with significant faculty input. He stated that the model continued to receive a significant amount of faculty support. President Oldham stated that some of the institutional history around the development of the formula has been lost. He stated that because the formula was initially designed to raise the floor for faculty to a level of national competitiveness in terms of salaries, merit was not emphasized at the time, although there was a merit component in the formula.

President Oldham stated that he met with the Faculty Compensation Committee earlier that week and discussed some of the issues with the current faculty compensation model.

He stated that he would be working closely to continue to refine the model as Tennessee Tech moved forward.

Mr. Stites questioned whether the administration had properly followed the Board's direction on salary increases.

Chair Jones stated that the motion was to approve the 2016-2017 compensation proposal presented and recommended by the Audit and Business Committee, which included all the points that were presented by Dr. Crickenberger.

Dr. Stinson stated that the proposal submitted to the Board through the Audit and Business Committee included the 1 percent across-the-board increase, and 2 percent merit pool for the non-faculty, and the 2 percent to be applied to the faculty's compensation model, which included the merit component.

Dr. Geist stated that the comparison between national salaries was not just based on universities; salaries are also based on the industry. Dr. Geist stated that Tennessee Tech's salary increases were not gaining any ground compared to inflation and the consumer price index.

Mr. Stites stated that if Tennessee Tech continued to pay employees for not performing or not accomplishing the strategic goals of Tennessee Tech, then it was placing an anchor on Tennessee Tech. He stated that staff, faculty, administration, or any employee's performance should determine how much pay s/he receives going forward.

Mr. Stites again stated that the raises were not applied as directed by the Board. He stated that it was important that the will of the Board be honored.

Chair Jones stated that he was pleased that the Board did not agree on a flat raise of 3 percent. He stated that the Audit and Business Committee placed a merit aspect into the raises, and was trying to bring all employees to the CUPA standard. He stated that his goal was to have better paid employees across the board. He stated that he wanted a merit aspect to the raises, and he believed that was covered and the Board's direction was honored.

Mr. Oakley stated that the Board should not make judgements on whether employees gets raises or not; that should be up to Tennessee Tech's administration.

AGENDA ITEM IV—REVISION TO BYLAW 1.5

Chair Jones stated that at the last Executive Committee meeting there was some concern about the power of the Chair of the Board. He stated that after reviewing the bylaws, he was recommending a revision to Bylaw 1.5.

Chair Jones proposed adding a section that required the Chair to temporarily relinquish control of a meeting if there was motion to remove the Chair.

Capt. Wilmore moved to approve the revisions to Bylaw 1.5. Mr. Oakley seconded the motion.

Chair Jones stated that it would still require two-thirds of the Board's votes to remove the Chair.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM V.A−EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−REVISION TO POLICY 002 (SELECTION, EVALUATION, AND RETENTION OF THE PRESIDENT)

Chair Jones presented an overview of the revision to Policy 002. He stated that the revision appointed the Executive Committee to conduct the presidential evaluation.

Mr. Stites moved to approve the revision to Policy 002. Ms. Vanhooser seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM V.B −EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−REVISION TO POLICY 005 RELATED TO AUDIT COMMITTEE, EVALUATION OF PRESIDENT, MATTERS THAT COME BEFORE THE EXECUTIVE COMMITTEE AND ITS REPORTING REQUIREMENT

Chair Jones stated that there were several proposed changes to Policy 005.

Chair Jones stated that the first change was a revision, as mandated by the state audit guidelines, to require the Board to nominate members of the Audit Committee and Chair.

Chair Jones stated that the second change was a revision to allow delegation of authority to the Executive Committee to perform the President's evaluation.

Chair Jones stated that the third change was a provision that delegated authority to the Executive Committee to approve matters brought to it by the President, provided those matters were not reserved to the full Board. He stated that the provision was for any matter that the President thought would need the Executive Committee's approval.

Chair Jones stated that the fourth change was a provision to require the Executive Committee to report its actions to the Board at the next regular Board meeting.

Mr. Oakley moved to approve the revisions to Policy 005 related to the Audit Committee, evaluation of the President, matters that come before the Executive Committee, and the Executive Committee reporting requirements. Ms. Vanhooser seconded the motion.

Dr. Geist asked if the Executive Committee could inform the Board at the time the Executive Committee acted on behalf of the Board and when would it be necessary for the Executive Committee to act without the full Board.

Chair Jones stated that the Board needed to trust the Executive Committee not to act on matters that needed full Board approval. He stated that the Executive Committee meetings were always open to the public.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM V.C−EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−REVISION TO POLICY 005 RELATED TO APPROVAL OF POSITIONS AND APPOINTMENTS REPORTING DIRECTLY TO THE PRESIDENT

Chair Jones summarized the proposed revision to Policy 005 related to approval of positions and appointments reporting directly to the President. He stated that any time the President wanted to make a hire or a direct appointment where there would normally be a selection process, the President could present it to the Executive Committee for approval. He stated that part of the reason was the expediency, timeliness, and efficiency of trying to fill needed positions.

President Oldham stated that under the TBR system, the Chancellor had the authority from the TBR Board to make interim decisions. He stated that previously if there was an appointment needed for a direct report to the President, the President would seek approval from the Chancellor to move in an expedited fashion.

President Oldham stated the proposed revision satisfied the need for an expedited process. He stated that Board meetings generally occur quarterly and it would be difficult for individuals eligible for the positions to wait for the next Board meeting. He stated that exposing applicants in a full Board meeting would discourage people from applying for positions.

Mr. Stites moved to accept the revision to Policy 005 related to approval of positions and appointments reporting directly to the President. Mr. Oakley seconded the motion.

Ms. Vanhooser stated that from a budget perspective, the creation of new positions was a broader concern than just filling a position. She stated that the creation of new positions could affect the Audit and Business Committee. She stated that she does not believe the whole Board should be involved in filling existing positions, but the full Board needed to be involved in creating new positions.

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Chair Jones asked if Ms. Vanhooser recommended amending the motion to state that the creation of new positions required full Board approval and the Executive Committee would approve appointments and hires.

Ms. Vanhooser agreed with the recommended amendment.

Dr. Geist stated that she agreed with the amendment. She stated that the Board was referring to a very small group of direct reports to the President.

Chair Jones stated that if the President made an organizational change, it would require the full Board approval, but once a person was chosen for a position, the Executive Committee had the authority to approve it.

Mr. Saggurti stated that once the Board approved a position, the Board was giving the Executive Committee the authority to approve the candidate so Tennessee Tech would not lose the opportunity to ensure the right candidate.

Mr. Oakley stated that he was opposed to the Board choosing employees. He stated that the Board should not be in the position of hiring and firing the individuals who work at Tennessee Tech. He stated that management should make those decisions.

Chair Jones stated that he did not want to be responsible for the hiring of individuals. He stated that it was prudent that the President has the Executive Committee or the Chair as a second opinion on a possible hire, but it was not to recommend another candidate.

Mr. Oakley stated the President had a system of checks and balances. He stated that he did not believe the Board should have authority to upset that.

Dr. Geist stated that because only eight executive positions were affected, she did not understand why the Board could not convene when the time came to appoint someone to one of those positions.

President Oldham stated that the typical route for an open position would be through an open search selection process. He stated that rarely, but occasionally, there were reasons to do an expedited hire. He stated there needed to be a mechanism to handle the expedited hires accordingly. He agreed that if a significant reorganization to the administration structure were to occur, the Board would need to know about it first. He stated that it was very difficult to convene the Board on short notice.

At the request of the Chair, Shandy Husmann of Huron Consulting Group explained that it was common that the delegation of authority be to the Executive Committee for approval of presidential hires for expediency and privacy of the process.

Mr. Oakley stated that an applicant would not want to go in front of a Board in a hiring process.

Dr. Geist stated the exposure would happen to the potential hire because of the public Executive Committee meeting.

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Capt. Wilmore asked if, currently, appointments needed Board approval for an executive hire and if this motion delegated that authority to the Executive Committee. Chair Jones stated he was correct.

Ms. Carpenter stated that, as she understood it, the motion was to amend policies to require Board approval of the creation and removal of the executive positions reporting directly to the President and to require the Executive Committee to approve cabinet level appointments to positions reporting directly to the President.

Mr. Oakley asked for an explanation of the motion. Chair Jones answered if Tennessee Tech was reorganizing or creating a new positon, it would require full Board approval, but not necessarily the individuals that were hired. He stated that when a hiring decision was made, the Executive Committee would have the authority to approve the appointment.

Chair Jones asked Mr. Stites if he accepted and approved Ms. Vanhooser's amendment to the motion.

Mr. Stites indicated his agreement.

Ms. Vanhooser stated that the Executive Committee would have the authority to hire the specific individual or approve appointments that the President made. She stated that the only thing that changed from the first motion was that any reorganization or creation of executive positons would require full Board approval.

Mr. Stites stated that the change in the motion would mean the President would have to wait until the next Board meeting if the President considered filling a position that did not exist.

Mr. Saggurti stated that he was supportive of the motion because it gives the Board flexibility and capability to move quickly if needed. He stated that there were three members of the Board on the Executive Committee and if the Board cannot trust those three members, those individuals should not be serving in those roles.

Ms. Vanhooser stated that she withdrew her amendment to the motion. She stated that she understood the President needed the flexibility to create a position to hire a high-ranking candidate. She stated that she anticipated the President would bring to the Board any major events.

Chair Jones stated that the Board needed to trust the Executive Committee. He stated the Executive Committee had the power to bring to the full Board any items it felt should require full Board approval.

Chair Jones stated if the Board did not trust the Executive Committee, the Chair, or the President, the Board had the power to remove them.

Mr. Stites moved to approve the revision to Policy 005 to include the delegation of authority to the Executive Committee to approve the creation, appointments, and removal

of executive and cabinet level positions that report to the president. Mr. Oakley seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried 7-1, with Dr. Geist casting the "nay" vote.

AGENDA ITEM V.D—EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—BOARD PROCEDURES FOR PRESIDENT'S PERFORMANCE REVIEW AND COMPREHENSIVE REVIEWS

Chair Jones stated that after the last Board meeting he spoke with AGB (Association of Governing Boards) and asked Ms. Harper to work with AGB to develop an evaluation process. He stated that Ms. Harper did a great job developing a comprehensive process.

Chair Jones stated that the comprehensive evaluation process provided confidentiality for the president and his review and it provided input from the full Board and faculty.

Chair Jones gave a brief overview of the comprehensive evaluation process as follows:

1. The Board and the President agree on goals. Chair Jones stated the Board does not have the President's goals for this year. He stated that step would be part of the evaluation for the coming year.
2. The President submits a self-assessment to the Executive Committee.
3. The Executive Committee sends the assessment to Board members and solicits comments from Board.
4. Executive Committee reviews confidential faculty evaluations of the President and other comments, if applicable.
5. An Executive Committee representative would summarize comments from faculty evaluations, the Board, and others and share the summary with the Executive Committee.
6. The Executive Committee representative meets with the President to review the material. Chair Jones stated that if he were the representative for the Executive Committee, he would not meet with the President alone. He stated that at least two individuals would meet with the President.
7. The Executive Committee representative provides written summary of the meeting to the President and Board.
8. President or Board can append comments to the written summary.
9. Final copy of assessment with comments will be provided to the President and Board.

Chair Jones stated that the evaluation process provided confidentiality in the personal review and allowed flexibility and input from the faculty and Board. He stated the comprehensive evaluation is a starting point; if needed, the Board can revise the procedures next year.

Mr. Oakley asked if faculty could provide input anonymously. Chair Jones stated that was an option.

Dr. Geist asked if there should be a mechanism to share the President's self-assessment with the Tennessee Tech community.

Mr. Saggurti stated that one of the Board's responsibilities was to keep an eye on the key criteria. He stated that there was a faculty representative on the Board and there was faculty input in the evaluation process. He stated it would be unfair for the Board to post the President's self-assessment for the Tennessee Tech community; the evaluation process was supposed to be a confidential process.

Mr. Saggurti asked Chair Jones if AGB referenced "inside" Board members and "outside" Board members. He stated that typically in corporations when there were inside Board members on the evaluation, they would not be part of the review process.

Chair Jones answered that the full Board would see the President's self-assessment and a summary of all faculty evaluations.

Mr. Oakley moved to defer the Board procedures for the President's performance review and comprehensive reviews to the next Board meeting.

Chair Jones stated that there was a time constraint due to the SACSCOC accreditation review.

Mr. Oakley withdrew his motion.

Chair Jones asked President Oldham if there was faculty input under TBR's evaluation process. President Oldham stated that in previous years there was an administrative evaluation that was an anonymous process, where the results from the faculty input were tabulated and available to the Chancellor.

Mr. Stites moved to approve the Board procedures for the President's performance review and comprehensive review. Capt. Wilmore seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried 7-1, with Mr. Oakley casting the "nay" vote.

AGENDA ITEM V.E—EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—DEVELOPMENT OF A CONTRACT FOR THE PRESIDENT

Chair Jones stated that Ms. Harper and he spoke with AGB on whether Tennessee Tech should develop a contract for the President. He stated he was not a fan of employment contracts, but felt a contract was necessary in academia and for a university president.

Chair Jones stated that the Executive Committee would not present a contract that was specifically about goals, objectives, and strategic plans. He stated that the most important part of a contract was an exit strategy. He stated that the Executive Committee wanted to provide stability for Tennessee Tech and the President.

Chair Jones stated that the Executive Committee was asking the Board to charge the Executive Committee with the development of a Presidential contract, which the Board would review at a later date.

Mr. Oakley moved to approve the development of a contract for the President. Dr. Fleming seconded the motion.

Capt. Wilmore asked if the President had an existing contract.

Chair Jones answered that the President did not have an existing contract. He stated that 85 percent of university presidents have contracts.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM VI–PRESIDENT'S GOALS AND EXPECTATIONS

Chair Jones stated that the Executive Committee requested the President bring his goals and expectations to the Committee for review. He stated that the Executive Committee reviewed those but took no action on them. He stated that the Executive Committee asked the President to edit and rearrange his goals and then provide them to the Board for approval.

Chair Jones stated that the point of the President's goals was to have a picture of the main priorities that Tennessee Tech needed to concentrate on.

President Oldham gave an overview of the goals presented. He stated that the goals were ambitious and could be reviewed and revised if necessary. He stated that an advantage of formalizing a set of goals was so the direct reports to the President would fully understand what Tennessee Tech's priorities were for the year.

Mr. Stites stated that any goal that was not measurable was a wish. He asked President Oldham if he intended to use metrics for most of his goals.

President Oldham answered that he was beginning to work on specific actions and measurable outcomes attached to each goal that could be tracked.

Mr. Stites stated that it would be important to the Board and to the President that there be objective results.

Chair Jones stated when President Oldham worked through the strategic process, he would be able to prioritize his goals. He stated that when the President's evaluation was performed next year, the expectation was there would be objective results attached to the President's goals.

Dr. Geist suggested that the President could present his goals and their outcomes to the campus community.

Chair Jones stated that it should be a dynamic process and the President should be able to come back to the Board if he needed to reevaluate or change a goal or goals.

Mr. Saggurti stated that items such as student enrollment, endowment, and diversity on campus are not one-year goals. He suggested placing a future date on some of the goals so the Board can review those as a team and work with the President to help him achieve those goals.

Mr. Saggurti also suggested adding a goal specific to the student body, such as the safety of the student body.

President Oldham stated he agreed with Mr. Saggurti. He stated that there would be specific tactical action items related to strategy, innovation, and differentiation that will be fleshed out. He stated that he left the goals open and he hoped the Board would be comfortable with that.

Mr. Saggurti stated that the Board needed to make sure the students, community welfare, and the right kind of diversity be part of Tennessee Tech's goals.

Dr. Fleming moved to accept the President's goals and expectation as presented. Capt. Wilmore seconded the motion.

Mr. Stites stated that as President Oldham developed the strategic plan, it would be helpful to prioritize the goals.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM VII—BOARD APPOINTMENT OF AUDIT COMMITTEE AND ITS CHAIR

Chair Jones stated that state audit required the Board to nominate members of the Audit Committee and its Chair.

Mr. Stites nominated Millard Oakley, Purna Saggurti, and Teresa Vanhooser to serve on the Audit and Business Committee and Ms. Vanhooser to serve as the Chair of the Audit and Business Committee. Dr. Fleming seconded the nominations.

At the request of the Chair, Ms. Carpenter took a roll call vote. The members of the committee and chair were elected unanimously.

AGENDA ITEM VIII.A.1−AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−ITEMS REVIEWED−2016-2017 INTERNAL AUDIT ANNUAL REPORT OF ACTIVITY

Ms. Vanhooser stated the Audit and Business Committee reviewed the 2016-2017 Internal Audit annual report of activity and no further Board action was required.

AGENDA ITEM VIII.A.2−AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−ITEMS REVIEWED−2017-2018 INTERNAL AUDIT PLAN

Ms. Vanhooser stated the Audit and Business Committee reviewed and approved the July 2017-December 2018 Internal Audit plan and no further Board action was required.

AGENDA ITEM VIII.B.1−AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−NON-ACTION TIMES−NOTICE OF RESPONSIBILITIES FOR PREVENTING, DETECTING, AND REPORTING FRAUD, WASTE, OR ABUSE

Deanna Metts, Internal Audit Director, stated that the Audit Committee Charter outlined that the Audit Committee was responsible for regularly restating the Board's, management's, staff's, students', and citizens' responsibilities related to fraud, waste, and abuse.

Chair Jones stated that all Board members had a copy of the notice of responsibilities for preventing, detecting, and reporting fraud, waste, or abuse.

AGENDA ITEM VIII.C.1−AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−CONSENT AGENDA−AUDIT COMMITTEE CHARTER

Ms. Vanhooser moved to approve all items on the Audit and Business Committee's consent agenda including the Audit Committee Charter, Foundation Agreement, and Finance and Planning Policy 521 (Deposit and Investments of Funds) as presented. Dr. Fleming seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM VIII.D.1−AUDIT AND BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−APPROVAL OF CAPITAL OUTLAY/APPROPRIATIONS REQUEST

Ms. Vanhooser moved to approve Tennessee Tech's 2018-2019 capital outlay projects, capital maintenance request, and disclosed projects as presented. Mr. Stites seconded the motion.

Dr. Geist stated that disclosed projects were under consideration and not approved for actual work to begin.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously

AGENDA ITEM VIII.D.2−AUDIT AND BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−REORGANIZATION RECOMMENDATIONS

Ms. Vanhooser moved to approve the reorganization changes, effective immediately, as presented. Dr. Fleming seconded the motion.

Mr. Stites asked if the changes to the Enrollment Management position title should be included in the motion.

Ms. Carpenter stated that she understood that the Enrollment Management position title change was included in the recommendation of the Audit and Business Committee.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried 7-1 with Dr. Geist casting the "Nay" vote.

AGENDA ITEM IX.A−ACADEMIC & STUDENT AFFAIRS COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−ACADEMIC AFFAIRS POLICY 217 (STUDENT ACADEMIC MISCONDUCT)

Dr. Fleming stated that Policy 217 was revised to maintain academic integrity but gave the students more time to respond to an academic misconduct charge.

Dr. Fleming moved to recommend the revision to Policy 217 as presented by the Academic and Student Affairs Committee. Dr. Geist seconded the motion.

Capt. Wilmore stated that many different circumstances could pertain to a student's misconduct. He asked if Policy 217 considered those cases.

Dr. Stephens stated that matters that were serious in nature would go to the Academic Misconduct Committee. He stated the Academic Misconduct Committee had options besides expulsion and the options were described in Policy 217.

Chair Jones asked Mr. Russell if he was satisfied with Policy 217. Mr. Russell stated he was satisfied.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM IX.B−ACADEMIC & STUDENT AFFAIRS COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA−STRATEGIC PLAN FOR DIGITAL AND DISTANCE EDUCATION

Dr. Fleming stated the committee heard an excellent presentation on distance learning and online education. She stated that the Academic and Student Affairs Committee had strongly endorsed distance learning and online education because it was part of Tennessee Tech's goals and strategic plan.

AGENDA ITEM IX.C−ACADEMIC & STUDENT AFFAIRS COMMITTEE REPORT AND RECOMMENDATIONS−REGULAR AGENDA− RECOGNITION PROGRAMS

Dr. Fleming stated that there was concern that Tennessee Tech was not providing appropriate incentives to faculty. She stated that President Oldham would be reviewing Tennessee Tech's current awards, rewards, and recognition to determine if they could be improved.

AGENDA ITEM X−SACSCOC ON-SITE VISIT

Agenda item 10 was deferred to an informational meeting with Board members following the Board meeting and reception.

AGENDA ITEM XI−OTHER BUSINESS

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Chair Jones stated that after the meeting adjourned a 30-minute reception would be held, followed by a SACSCOC on-site presentation for the Board members.

AGENDA ITEM XII—ADJOURNMENT

There being no further business, the meeting adjourned at 3:24 p.m.

Approved,

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Kae Carpenter, Secretary
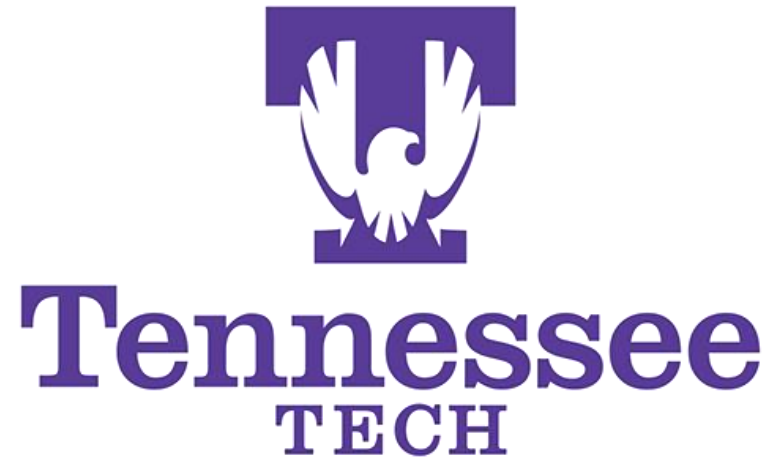
President's Report

Presentation to Board of Trustees

Dec. 11, 2017

1

Major Capital Projects Update

- Lab Science Building
- Student Recreation Center
- Roaden University Center
- West Campus Parking Lot

Enrollment Factors

Enrollment Factors

- Largest freshman class in recent years (1,761)
- Transfers up 10.9 percent (716 to 794)
- New graduate students up 35 percent (217 to 293)
- First-year retention 78.5 percent
- Largest graduating class in Tech history: 2,536
  - 2,115 UG | 421 G

4

Student Body

- 10,504 (9,365 UG | 1,139 G)
- 54 percent male; 46 percent female
- Diversity
  - 18 percent non-white
- Where they're from
  - 93 Tennessee counties
  - 35 states (including Tennessee)
  - 65 countries (including United States)

5

Freshman Class

- 3.59 average high school GPA
- 24.4 average ACT
  – Largest number of students with ACT Composite score of 30+

6

3-Year Average Bachelor's Degree Change
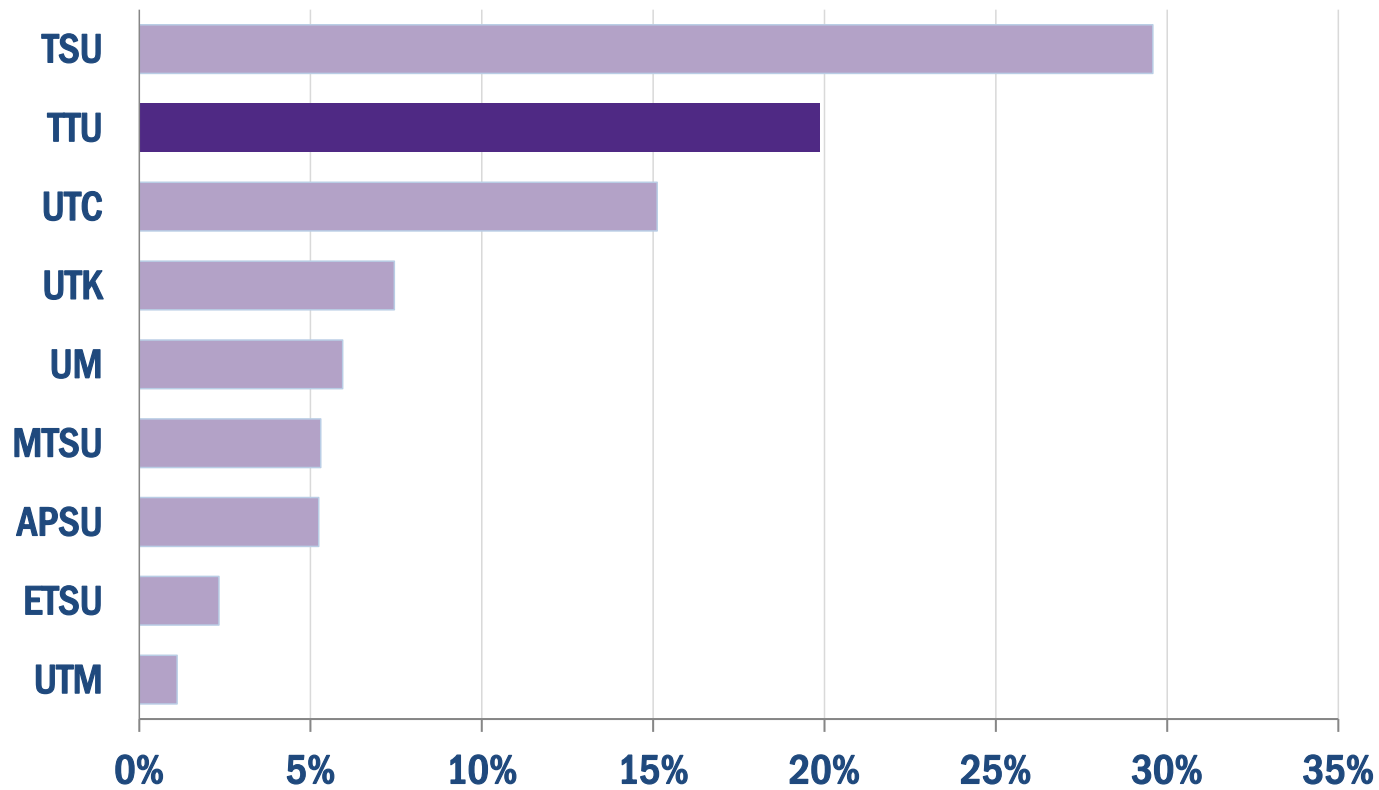
THEC Outcomes-Based Funding Formula Presentation, Dec. 11, 2017

7

2018-2019 Recommended Appropriation Increase

6.5% = $3 Million

THEC Outcomes-Based Funding Formula Presentation, Dec. 11, 2017

8
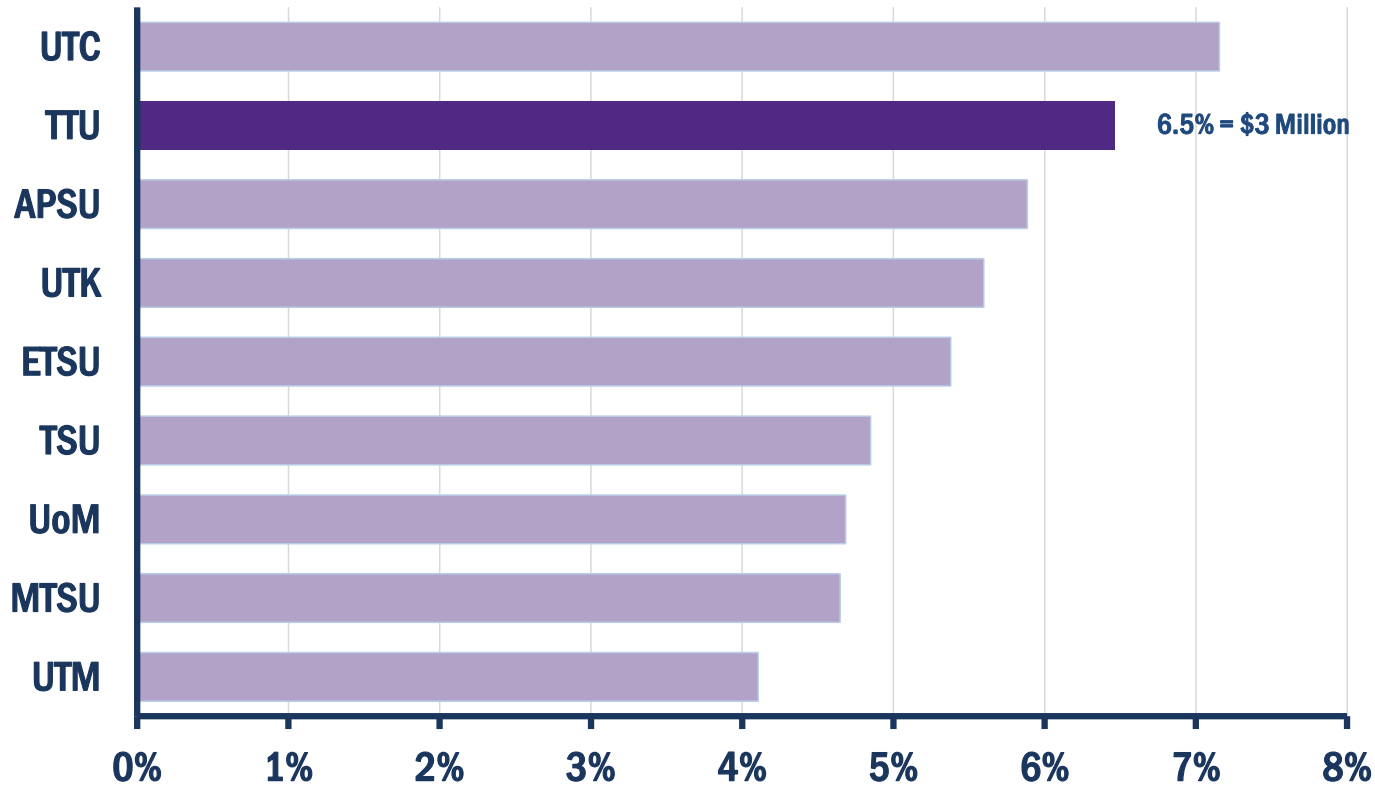
TECH IS TN

- Tour of all 95 Tennessee counties
- Started in Upper Cumberland, 11 counties so far
- Listening to students, teachers, guidance counselors and administrators

10

TECH IS TN

- Takeaways
  - Schools in dire need of math, science, foreign language teachers
  - Tennessee Promise, how we are perceived and opportunities
  - Importance of campus visits

11

Strategic Plan 2017

- Provide framework to distinguish Tennessee Tech
- Focus on our ability to adapt to rapid technological change
- University-wide committee of faculty, staff and administrators

www.tntech.edu/strategic

Engagement Strategy

Over 400 stakeholders have been engaged through various methods of engagement:

Interviews

- Alumni/Donors

- Community Leaders

Forums

- Faculty/Deans

- Students

- Staff

Focus Groups

- Business Leaders

- Parents/Families

Online Input

- Campus Community

13

Mission Statement

Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation…

The complete mission statement is long and encompassing. It will be revised during the Strategic Planning process to include the following key concepts:

- Innovative Solutions
- Partnerships and Engagement
- Leadership and Contributions
- Value Creation

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Vision

Current Vision Statement

Tennessee Tech will be nationally recognized as a leading technological university in the South, providing academic, economic and cultural leadership in the region and producing practical, ready-to-work graduates from a broad range of academic disciplines prepared to excel in a technologically driven world.

Revised Vision Statement (Draft)

Tennessee Tech will achieve national prominence through remarkable technology-based academic, economic and cultural leadership. Tech graduates will be the go-to, career-ready people for innovative and analytically driven solutions.

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VISION STATEMENT

Tennessee Tech will achieve national prominence through remarkable technology-based academic, economic and cultural leadership. Tech graduates will be the go-to, career-ready people for innovative and analytically driven solutions.

GUIDING PRINCIPLES

Student Success | Curricular Relevance | Collaborative Excellence

EMERGING VALUES

Inspiration | Transformation | Innovation | Inclusion | Collaboration

Infuse and Leverage Technology and Analytics	**Prepare Globally Adept Career-Ready Graduates**	**Provide Accessible and Relevant Life-Long Learning Opportunities**

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Next Steps

- Feedback from the Board of Trustees will be incorporated as the development of the strategic plan continues.

- Details on the goals and metrics will be refined.

- The final plan will be shared with the Board of Trustees to be approved in the Spring.

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DISCUSSION

Agenda Item Summary

Date: December 11, 2017

Agenda Item: Status of Contract for President

☐ **Review** ☐ **Action** ☒ **No action required**

_____

PRESENTER: Tom

PURPOSE & KEY POINTS:

Update on the progress on a draft contract for the president.

Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: Policy 570 – Contracts and Agreements

☐ **Review**   ☒ **Action**   ☐ **No action required**

_____

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

This policy establishes the rules pertaining to procurement of goods and/or services through contracts and agreements.

Tennessee Technological University
Policy No. 570

Contracts and Agreements

Effective Date: December 1, 2017

Policy No.: 570
Policy Name: Contracts and Agreements
Policy Subject: Establishment of Contracts for the Purchase of Goods/Services

I. Purpose

This policy establishes the rules pertaining to procurement of goods and/or services through contracts and agreements.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of Purchasing and Contracts in consultation with the Vice President for Planning and Finance, with recommendations for revision presented to the Administrative Council, University Assembly and the Board of Trustees.

III. Policy

Tennessee Tech employees must follow all requirements related to the procurement of goods and/or services as stated in the Tennessee Tech Procurement Manual.

A. Contracts and agreements may be approved by the President or designee, except for the following, which require review and/or approval(s) by the Board of Trustees, Tennessee Higher Education Commission (THEC), Fiscal Review Committee, State Building Commission (SBC), or other state official(s), as appropriate:

1. Acquisition or sale of Tennessee Tech real property requires prior approval of the President, Board of Trustees, and the State Building Commission.

2. Leases of real property or facilities for more than five years or for more than $150,000 per year require prior approval of the President, Board of Trustees, Tennessee Higher Education Commission (THEC), and the State Building Commission.

3. Agreements related to the legal authority and operating control of Tennessee Tech with respect to the Tennessee Tech Foundation requires prior approval of the President and the Board of Trustees.

4. Revenue agreements of $250,000 or more annually require prior approval of the President, with a periodic report to the Board of Trustees;

5. Expenditure contracts totaling $250,000 or more annually require prior approval of the President, with a periodic report to the Board of Trustees;

6. Contracts for services that require Fiscal Review Committee review require prior approval of the President, with a periodic report to the Board of Trustees, and review by the Fiscal Review Committee;

7. Purchases of insurance require prior approval of the President and the Department of Commerce and Insurance, with a periodic report to the Board of Trustees; or

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8.   Capital projects where the estimated cost is $100,000 or more for new buildings or structures, or $500,000 or more for repair or renovation, from any fund source whatsoever, require prior approval of the President, Board of Trustees, Tennessee Higher Education Commission, and the State Building Commission.

B.   In any instance where the Board has delegated authority to the President to approve contracts, s/he may delegate such approval authority to a designee or designees.

IV.   Interpretation

The Director of Purchasing and Contracts or his/her designee has the final authority to interpret the terms of this policy.

V.   Citation of Authority for Policy

T.C.A.§§ 49-8-203(a)(1)(C) & (E)

Approved by:

Administrative Council: November 15, 2017

University Assembly:

Board of Trustees:

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Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: Policy 571 – Methods and Processes of Procurement

	Review	☒	Action		No action required

_____

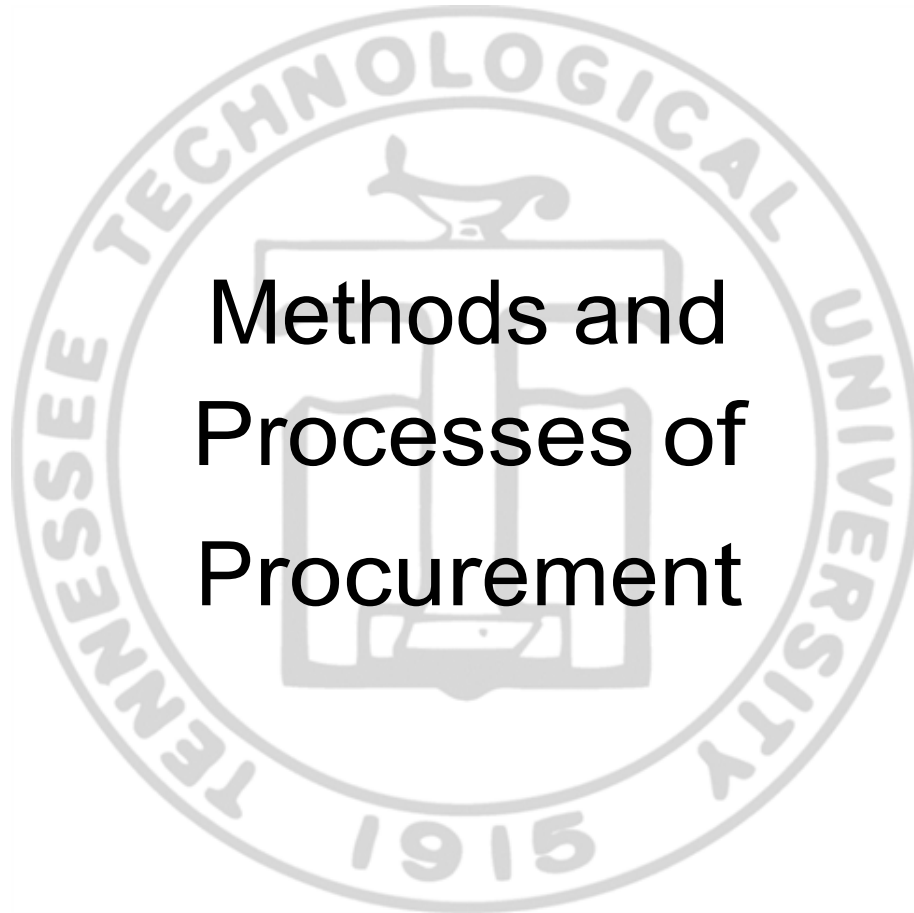**PRESENTERS:** Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

This policy establishes the methods and processes of procurement used by Tennessee Tech and provides an explanation of various steps and actions within the procurement processes.

Tennessee Technological University
Policy No. 571

Methods and Processes of Procurement

Effective Date: December 1, 2017

Policy No.: 571
Policy Name: Methods and Processes of Procurement

I.   Purpose

This policy establishes the methods and processes of procurement used by Tennessee Tech and provides an explanation of various steps and actions within the procurement processes.

II.   Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of Purchasing and Contracts in consultation with the Vice President for Planning and Finance, with recommendations for revision presented to the Administrative Council, University Assembly, and the Board of Trustees.

III.   Policy

Tennessee Tech employees must follow all requirements related to the procurement of goods and/or services as stated in the Tennessee Tech Procurement Manual and the Tennessee Tech Procard User's Manual.

    A.   Contracts and agreements may be approved by the President or designee, except for the following, which require review and/or approval(s) by the Board of Trustees, Tennessee Higher Education Commission (THEC), Fiscal Review Committee, State Building Commission (SBC), or other state official(s), as appropriate:

        1.   Acquisition or sale of Tennessee Tech real property requires prior approval of the President, Board of Trustees, and the State Building Commission.

        2.   Leases of real property or facilities for more than five years or for more than $150,000 per year require prior approval of the President, Board of Trustees, Tennessee Higher Education Commission (THEC), and the State Building Commission.

        3.   Agreements related to the legal authority and operating control of Tennessee Tech with respect to the Tennessee Tech Foundation requires prior approval of the President and the Board of Trustees.

        4.   Revenue agreements of $250,000 or more annually require prior approval of the President, with a periodic report to the Board of Trustees;

        5.   Expenditure contracts totaling $250,000 or more annually require prior approval of the President, with a periodic report to the Board of Trustees;

        6.   Contracts for services that require Fiscal Review Committee review require prior approval of the President, with a periodic report to the Board of Trustees, and review by the Fiscal Review Committee;

        7.   Purchases of insurance require prior approval of the President and the Department of Commerce and Insurance, with a periodic report to the Board of Trustees; or

2

8. Capital projects where the estimated cost is $100,000 or more for new buildings or structures, or $500,000 or more for repair or renovation, from any fund source whatsoever, require prior approval of the President, Board of Trustees, Tennessee Higher Education Commission, and the State Building Commission.

B. In any instance where the Board has delegated authority to the President to approve contracts, s/he may delegate such approval authority to a designee or designees.

IV. Interpretation

The Director of Purchasing and Contracts or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority for Policy

T.C.A. §§ 49-8-203(a)(1)(C) & (E)

Approved by:

Administrative Council: November 15, 2017

University Assembly:

Board of Trustees:

Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: Policy 563.1 – Expenditures on Tennessee Tech-Owned Property Walton House

| ☐ | Review | ☒ | Action | ☐ | No action required |

_____

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The purpose of this policy is to establish operational guidelines for expenditures on Walton House, a Tennessee Tech-owned residence. Walton House is furnished to the President of the University during his/her employment in the official capacity as President of Tennessee Tech.

**Tennessee Technological University
Policy No. 563.1**
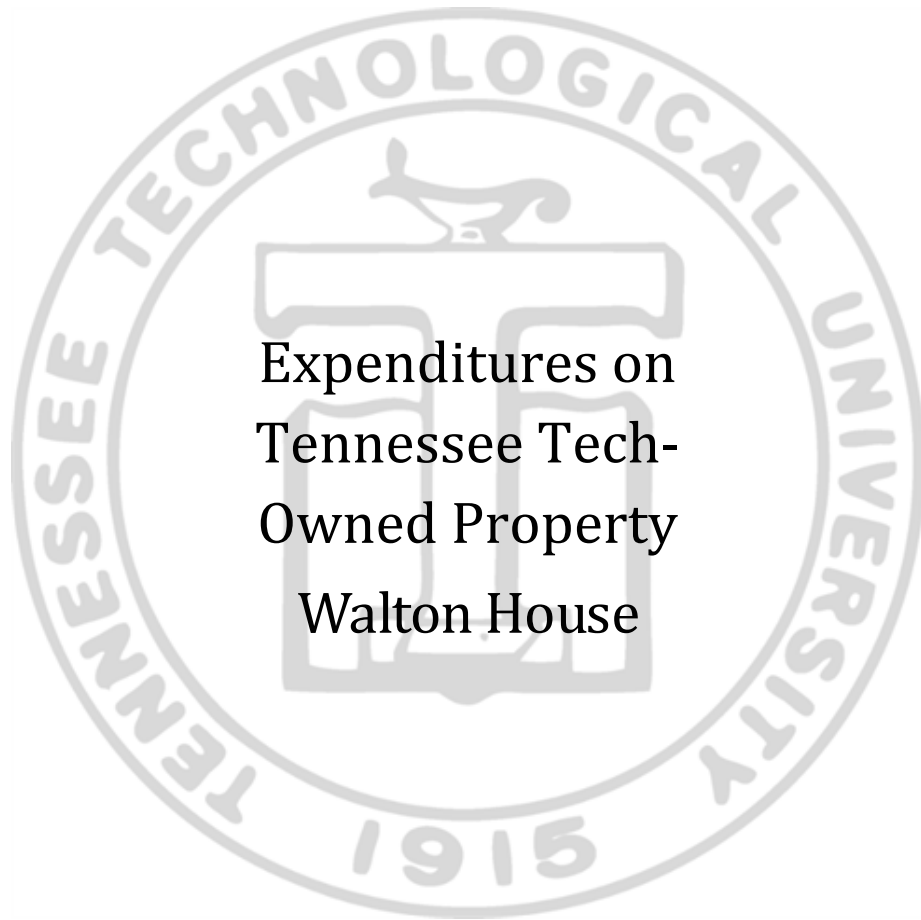
Expenditures on
Tennessee Tech-
Owned Property

Walton House

Effective Date: January 1, 2018

Policy No: 563.1
Policy Name: Expenditures on Tennessee Tech-Owned Property - Walton
House
Effective Date: January 1, 2018

I.   **Purpose**

The purpose of this policy is to establish operational guidelines for expenditures on Walton House, a Tennessee Tech-owned residence. Walton House is furnished to the President of the University during his/her employment in the official capacity as President of Tennessee Tech.

II.   **Review**

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Associate Vice President of Facilities and Business Services in consultation with the Vice President for Planning and Finance, with recommendations for revision presented to the Administrative Council, University Assembly, and the Board of Trustees.

III.   **Policy**

A.   Tennessee Tech is responsible for all expenses related to Walton House.

B.   Tennessee Tech furnishes the President a university-owned residence in recognition of the role he/she must play in official entertainment and other official functions in the residence. E

C.   Expenditures required to furnish, maintain, repair, renovate, and operate the residence will be paid as follows:

1.   Tennessee Tech pays all utility bills.

2.   Tennessee Tech pays for necessary repairs and maintenance to keep the residence in an acceptable state of repair and operation.

3.   Tennessee Tech will finance any major renovations and expansion of this residence subject to approval by the Board.

4.   Tennessee Tech will purchase and replace furniture and furnishings used in public or official entertainment areas in the residence.

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5. Tennessee Tech will purchase and replace carpets, rugs, wall coverings, and window coverings and such will be in a cost range in keeping with the quality of the residence and necessary for long wear and service.

6. The President will provide furniture used in private or family areas.

7. The President will purchase any furniture or furnishings that are for personal convenience and may take them when leaving the residency.

8. Tennessee Tech will provide the necessary grounds and custodial personnel, supplies, and equipment to maintain the grounds and residence at an acceptable level of cleanliness and attractiveness.

9. The President will use appropriate judgment and discretion in the expenditures of money for operation, maintenance, repairs, and furnishings.

IV. Interpretation

The Vice President of Planning and Finance or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of Authority for Policy

T.C.A. § 49-8-203(a)(1(C)

Approved by:

Administrative Council: October 11, 2017

University Assembly:

Board of Trustees:

2

Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: 2017-18 October Revised Budget

☐ Review   ☒ Action   ☐ No action required

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

Review recommendation and approval of Tennessee Tech's 2017-18 October Revised Budget and Organizational Chart

.

E&G Revenues - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Tuition and Fees	$ 96,845,705	$ 98,559,500	$ 98,560,500
State Appropriations	$ 42,172,363	$ 45,448,900	$ 47,030,200
Contracts and IDC	$ 1,471,135	$ 971,400	$ 971,400
Sales and Services	$ 1,947,215	$ 1,676,800	$ 878,000
Other Activities	$ 3,889,151	$ 3,446,810	$ 3,104,810
Athletics (inlc student fee)	$ 6,677,696	$ 5,892,390	$ 6,398,890
Total Revenues	$ 153,003,265	$ 155,995,800	$ 156,943,800

E&G Expenses by Budget Category - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Instruction	$ 68,403,756	$ 66,572,800	$ 71,337,200
Research	$ 2,040,812	$ 2,583,800	$ 3,693,500
Public Service	$ 2,729,050	$ 2,579,400	$ 2,379,400
Academic Service	$ 12,298,538	$ 12,204,400	$ 11,680,800
Student Services	$ 20,082,370	$ 18,164,100	$ 18,783,400
Institutional Support	$ 15,061,102	$ 14,635,600	$ 15,990,800
Oper. & Maint. of Plant	$ 12,822,785	$ 14,088,400	$ 13,687,300
Scholarships & Fellowships	$ 16,339,882	$ 18,044,100	$ 18,638,900
Total Expenses	$ 149,778,295	$ 148,872,600	$ 156,191,300

E&G Expenses by Natural Classification - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Salaries and Wages	$ 75,535,248	$ 76,362,200	$ 76,850,500
Fringe Benefits	$ 29,237,119	$ 28,957,400	$ 30,649,300
Travel	$ 2,626,694	$ 1,895,000	$ 2,008,500
Operating & Utilities	$ 24,573,939	$ 23,265,400	$ 27,687,200
Scholarships & Fellowships	$ 16,339,882	$ 18,044,100	$ 18,638,900
Capital	$ 1,465,413	$ 348,500	$ 356,900
Total Expenses	$ 149,778,295	$ 148,872,600	$ 156,191,300

E&G Unrestricted Budget Summary - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Beginning Fund Balance	$ 15,200,043	$ 9,298,538	$ 11,099,357
E&G Revenues	$ 153,003,265	$ 155,995,800	$ 156,943,800
E&G Expenses	$ 149,778,295	$ 148,872,600	$ 156,191,300
Mandatory Transfers	$ 518,243	$ 328,400	$ 325,000
Non-mandatory Transfers	$ 6,809,613	$ 6,699,900	$ 3,251,100
Ending Fund Balance	$ 11,097,157	$ 9,393,438	$ 8,275,757

Auxiliary Budget Summary - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Beginning Fund Balance	$ 1,591,190	$ 1,580,672	$ 1,561,761
Aux Revenues	$ 16,917,308	$ 17,473,700	$ 17,673,700
Aux Expenses	$ 6,801,561	$ 7,222,400	$ 7,235,800
Mandatory Transfers	$ 3,981,250	$ 5,596,000	$ 5,057,900
Non-mandatory Transfers	$ 6,161,784	$ 4,655,300	$ 5,666,800
Ending Fund Balance	$ 1,563,903	$ 1,580,672	$ 1,274,961

TOTAL Budget Summary - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Beginning Fund Balance	$ 16,791,233	$ 10,879,210	$ 12,661,118
Total Revenues	$ 169,920,573	$ 173,469,500	$ 174,617,500
Total Expenses	$ 156,579,856	$ 156,095,000	$ 163,427,100
Mandatory Transfers	$ 4,499,493	$ 5,924,400	$ 5,382,900
Non-mandatory Transfers	$ 12,971,397	$ 11,355,200	$ 8,917,900
Ending Fund Balance	$ 12,661,060	$ 10,974,110	$ 9,550,718

Breakdown of E&G Fund Balance - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	
	Beginning Fund Balance	**Ending Fund Balance**
Allocation for Encumbrances	$ 739,639	$ 270,194
Allocation for Working Capital	$ 3,296,280	$ 2,944,013
Special Allocations*	$ 9,737,998	$ 7,885,150
Unallocated Balance	$ 1,426,127	$ -
Total E&G Fund Balance	**$ 15,200,043**	**$ 11,099,357**
*2% to 5% Reserve	$ 7,554,985	$ 6,003,368
*Student Activity Fee	$ 693,638	$ 621,069
*Technology Access Fee	$ 1,430,213	$ 1,076,383
*Specialized Academic Course Fee	$ 59,162	$ 184,330
Total Special Allocations	$ 9,737,998	$ 7,885,150

	Proposed Budget FY2017-18	
	Beginning Fund Balance	**Ending Fund Balance**
Allocation for Encumbrances	$ 739,639	$ 739,639
Allocation for Working Capital	$ 3,296,280	$ 3,296,280
Special Allocations*	$ 5,262,620	$ 5,313,389
Unallocated Balance Covering Aux.	$ -	$ 44,130
Total E&G Fund Balance	**$ 9,298,539**	**$ 9,393,438**
*2% to 5% Reserve	$ 3,079,607	$ 3,130,376
*Student Activity Fee	$ 693,638	$ 693,638
*Technology Access Fee	$ 1,430,213	$ 1,430,213
*Specialized Academic Course Fee	$ 59,162	$ 59,162
Total Special Allocations	$ 5,262,620	$ 5,313,389

	Revised Budget FY2017-18	
	Beginning Fund Balance	**Ending Fund Balance**
Allocation for Encumbrances	$ 270,194	$ 270,194
Allocation for Working Capital	$ 2,944,013	$ 2,944,013
Special Allocations*	$ 7,885,150	$ 5,061,476
Unallocated Balance (due to rounding)	$ -	$ 74
Total E&G Fund Balance	**$ 11,099,357**	**$ 8,275,757**
*2% to 5% Reserve	$ 6,003,368	$ 3,179,694
*Student Activity Fee	$ 621,069	$ 621,069
*Technology Access Fee	$ 1,076,383	$ 1,076,383
*Specialized Academic Course Fee	$ 184,330	$ 184,330
Total Special Allocations	$ 7,885,150	$ 5,061,476

E&G Transfers - Actuals FY2016-17, Proposed Budget FY2017-18, & Revised Budget FY2017-18

	Actuals FY2016-17	Proposed Budget FY2017-18	Revised Budget FY2017-18
Debt Service and Unexpended Plant			
Debt Service Perf Contract	$ 518,243	$ 328,360	$ 324,990
Debt Service Fitness Center	$ 2,076,008	$ 2,030,490	$ 2,072,540
Debt Service Univ Center	$ 93,918	$ 89,850	$ 91,710
Debt Service Eblen Center	$ 206,619	$ 197,660	$ 201,750
Facilities Development (fee)	$ 965,779	$ 939,400	$ 939,400
Parking and Transportation	$ 878,465	$ 774,575	$ 789,575
West Property Purchase	$ 886,630	$ -	$ -
Extraordinary Maintenance	$ 90,000	$ 90,000	$ 90,000
Small Projects	$ 428,434	$ 1,115,800	$ 1,196,010
Total Debt Service & Unexp Plant	$ 6,144,096	$ 5,566,135	$ 5,705,975
Renewal and Replacement			
IT Computer Equipment	$ 377,110	$ 277,110	$ 277,110
Electronic Upgrades	$ 335,000	$ 350,000	$ 350,000
Equipment - Departments	$ 471,650	$ 160,000	$ 243,000
Reserves	$ -	$ 675,000	$ (3,000,000)
Total R&R	$ 1,183,760	$ 1,462,110	$ (2,129,890)
GRAND TOTAL All Transfers	$ 7,327,856	$ 7,028,245	$ 3,576,085

Reserves - Revised Budget FY2017-18 (bal. at 6-30-17)

	Unexpended Plant	
Land Purchases	$	3,897,198
New Construction:		
Science Building	$	10,288,762
Fitness & Rec Center	$	18,348,351
Parking & Transportation	$	2,872,310
Residence Hall Rvn & Roof	$	1,906,741
Roaden Center Rvn	$	5,649,946
Infrastructure & HVAC	$	4,712,539
Football Digital Board	$	2,731,109
Volpe Library Expansion	$	1,060,000
Engineering Master Plan	$	500,000
Extraordinary Maint.	$	1,438,609
Depts. Small Projects	$	643,141
Other Small Projects	$	962,713
Total Unexpended Plant	$	55,011,419
	Renewal and Replacement	
Auxiliary - Housing	$	13,330,047
Auxiliary - Other	$	6,622,925
Computer Center	$	2,404,661
Technology Update	$	862,847
Telecommunication	$	333,378
Printing & Photo Srv	$	232,418
Motor Pool	$	625,280
Craft Center R&R	$	724,410
Departmental R&R	$	1,098,203
University Reserve	$	6,091,590
Total R&R	$	32,325,759
GRAND TOTAL All Reserves	**$**	**87,337,178**

Budget Summary and Budget Analysis

The complete Budget Summary and Budget Analysis documents can be viewed on the Budget, Planning, Reporting and Analysis website:

Direct Link to document – **Summary**: https://www.tntech.edu/assets/usermedia/planning-finance/budgetary-information/Complete_TTU_Summary_-_October_Revised_FY17-18.pdf

Direct Link to document – **Analysis**: https://www.tntech.edu/assets/usermedia/planning-finance/budgetary-information/Complete_TTU_Analysis_Forms_-_October_Revised_FY17-18.pdf

Historical Budget documents (FY2011 through FY2018):

Budget **Summary**: https://www.tntech.edu/planning-and-finance/budgeting-and-planning/budgetary-information#octoberbudgetsummary

Budget **Analysis**: https://www.tntech.edu/planning-and-finance/budgeting-and-planning/budgetary-information#budgetanalysis

Office of the President

TENNESSEE TECH

October 19, 2017

Submitting on behalf of Tennessee Tech University (TTU), a crosswalk of organizational changes/updates with a proposed implementation date of January 1, 2018, as follows:

Academic Affairs

- Name change of Center for Teaching and Learning Excellence (CTLE) to "Center for Innovation in Teaching and Learning (CITL)."

- Merge of Innovation Institute (currently reporting to Digital and Distance Education) to the newly renamed Center for Innovation in Teaching and Learning (CITL). Unit reports via Accreditation, Assessment and Faculty Development.

- Name change of the Office of MBA Studies to "College of Business Graduate Office" to be more inclusive of all graduate programs the College now offers.

- Addition of the College of Fine Arts with realignment of the School of Art, Craft and Design (which includes the Joe L. Evins Appalachian Center for Craft-Academic Program) and the School of Music as direct reports to the new college.

Planning and Finance

- Reclassification of the Chief Information Technology Officer position to "Executive Director of Information Technology" and realign to report directly to Vice President of Planning and Finance.

- Eliminate Administration and Project Management units from Information Technology Services.

- Align Site Licenses/Contracts as direct report to Executive Director of Information Technology.

TTU Organizational Chart Crosswalk
Page 2, October 19, 2017

Planning and Finance continued

- Add Title IX as a direct report to Compliance as this area has assumed the University's compliance and reporting for Title IX.

- Realign Environmental Health and Safety to report directly to Facilities and Business Services.

- Capital Projects will remain as a standalone direct report to the Vice President for Planning and Finance with a broken line to Facilities and Business Services.

- Realign Facilities Use as a direct report to Purchasing and Contracts.

- Rename University Budgeting and Planning to "Budgeting, Planning, Reporting and Analysis." This change outlines the required responsibilities of reporting and analysis for this unit.

President

- Reclassification of the Assistant to the President for Strategic Projects position to "Chief Government Affairs Officer." Will continue reporting directly to the President.

- Creation of "Chief of Staff" position as a direct report to the President.

- Reclassification of the Associate Vice President for Communications and Marketing to "Chief Communications Officer" and realign to report directly to the President.

- Realign Internal Audit as a direct report to the Board of Trustees with a broken line to the President.

- Reclassification of the Associate Vice President for Enrollment Management positon to a "Vice President." Realign Enrollment Management to report directly to the President.

- Name Change of Enrollment Management and Student Success to "Enrollment Management and Career Placement."

TTU Organizational Chart Crosswalk
Page 3, October 19, 2017

President continued

- Name change of Office of Career Services to "Center for Career Development." Realign this area to report directly to Vice President of Enrollment Management and Career Placement.

- Realign International Education to report to Vice President of Enrollment Management and Career Placement.

- Realign New Student and Family Programs to report to Vice President of Enrollment Management and Career Placement.

University Advancement

- Add Crawford Alumni Center as a direct report to the Vice President. Split Alumni Engagement and Annual Giving and make independent reports to the Crawford Alumni Center.

- Remove University Development as unit. Align the three units of Corporate and Foundation Relations, Major Gifts, and Planned Giving to report directly to the Vice President for University Advancement.

Implementation: January 1, 2018

Dr. Philip B. Oldham, President

BOARD OF TRUSTEES

PRESIDENT — **Internal Audit**

- **Chief of Staff**
- **Government Affairs**
- **Intercollegiate Athletics**
- **University Counsel**
  - Board Secretary
- **Faculty Senate**
- **Staff Advisory Committee**
- **University Assembly**
  - Academic Council
    - University Standing Committees
  - Administrative Council
    - University Standing Committees
  - Information Technology Committee
  - International Affairs Committee
  - University Planning Committee

COMMUNICATION & MARKETING
- Communications & Marketing
  - Creative Services
  - Marketing
  - Printing Services
  - Web & Digital Media
- Public Relations
  - News & Communications
  - Media Production Center

ENROLLMENT MANAGEMENT & CAREER PLACEMENT
- Career Development
- Financial Aid
- International Education
- Military & Veterans Affairs
- New Student & Family Programs
- Recruitment
  - Admissions
  - Scholarships
- Registrar
- Student Success
  - Academic Services
  - Advisement Services

PLANNING & FINANCE
- Information Technology Services
  - Academic & Client Technologies
    - Systems Integration & Architecture
    - Service Center
    - Client Technologies Analysts
  - Enterprise Application Systems
  - Information Security
  - Networking & Operations
  - Site Licenses/Contracts
  - Systems Support
- Auxiliaries
  - Dining Services
  - Mail Services
  - University Bookstore
- Budgeting, Planning, Reporting & Analysis
- Business Office
  - Financial Reporting & Accounting
  - Funds Management
- Capital Projects
- Compliance
  - Title IX
- Cookeville Higher Education Campus
- Facilities & Business Services
  - Environmental Health & Safety
  - Telecommunications
- Human Resources
  - Diversity & Employee Relations
  - Employment Services
  - Payroll
  - Training/Records
- Purchasing & Contracts
  - Facilities Use

RESEARCH & ECONOMIC DEVELOPMENT
- Economic Development
- Millard Oakley STEM Center
- Sponsored Research
- Water Resources Center

STUDENT AFFAIRS
- Access & Diversity
  - Diversity Scholarship Program
  - Ethics & Diversity
  - Multicultural Affairs
- Counseling Center
- Dean of Students
  - Judicial Affairs
  - RUC Services
  - Student Activities & Campus Life
- Disability Services
- Eagle Card System
  - University Service Center
- J.J. Oakley Health Services
- Student Development
  - Residential Life
- University Police
- University Recreation & Fitness Center
  - Intramurals

UNIVERSITY ADVANCEMENT
- Advancement Services
  - Financial
  - Gift & Pledge
  - Information
  - Records & Research
  - Stewardship
- Corporate & Foundation Relations
- Crawford Alumni Center
  - Alumni Engagement
  - Annual Giving
- Major Gifts
- Planned Gifts

ACADEMIC AFFAIRS

Academic Support
- Joe L. Evins Appalachian Center for Craft (Administrative)
- Rural Development Institute

Accreditation, Assessment & Faculty Development
- Accreditation
- Assessment
- Center for Innovation in Teaching & Learning
- Faculty Development
- Quality Assurance Funding
- Quality Enhancement Program
- Undergraduate Research and Creative Activity

Angelo & Jennette Volpe Library
- Library & Learning Assistance
  - Learning Support

Digital & Distance Education
- Extended Programs
  - Distance Learning
  - Non-Credit Programs
  - Special Events & Projects
- Off-Campus Programs
- TNeCampus

Institutional Research

Military Science

Special Programs
- UNIV 1020
- Women's Center

College of Agriculture & Human Ecology
- School of Agriculture
- School of Human Ecology
- Student Success Center

College of Arts & Sciences
- Biology
  - Co-op Fisheries Unit
- Chemistry
- Communication
  - Oracle/WTTU
- Earth Sciences
- English
- Foreign Languages
- History
- Mathematics
- Physics
- Sociology & Political Science
- Student Success Center

College of Business
- Accounting & Business Law
- Decision Sciences & Management
- Economics, Finance & Marketing
- Graduate Office
- iCube
- Small Business Development Center
- Student Success Center

College of Education
- Counseling & Psychology
- Curriculum & Instruction
- Exercise Science, Physical Education & Wellness
- Student Success Center
- Teacher Education

College of Engineering
- General & Basic Engineering
- Chemical Engineering
- Civil & Environmental Engineering
- Computer Science
- Cybersecurity Education, Research and Outreach Center
- Electrical & Computer Engineering
- Energy Systems Research Center
- Manufacturing & Engineering Technology
- Manufacturing Research Center
- Mechanical Engineering
- Minority Engineering Programs
- Student Success Center

College of Fine Arts
- School of Art, Craft & Design
  - Joe L. Evins Appalachian Center for Craft (Academic Programs)
- School of Music

College of Graduate Studies

College of Interdisciplinary Studies
- Learning Villages
- School of Environmental Studies
- School of Interdisciplinary Studies
- School of Professional Studies
- Student Success Center

Honors College

Whitson-Hester School of Nursing

Jan. 1, 2018

Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: Severance of Procurement/Capital Projects

☐ Review	☒ Action	☐ No action required

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The FOCUS Act authorized the Tennessee Higher Education Commission (THEC) to receive requests from the six locally governed institutions (LGIs) to assume the performance of data systems, procurement and capital project planning after November 30, 2017. Tennessee Tech is requesting to assume responsibility for procurement retroactive to December 1, 2017. Additionally, Tennessee Tech is requesting to assume responsibility for capital planning and management effective July 1, 2018. Tennessee Tech is not requesting to assume data systems management at this time.

Procurement

In April 2017, THEC staff provided a memo to all LGI presidents outlining four foundational requirements for procurement severance. Tennessee Tech has provided the requested documentation supporting our compliance with the four requirements.

1. Procurement and Contract Policy Development
2. Process for complying with Fiscal Review Committee requirements for review and comment on proposed non-competitive contracts of longer than one year and payable value of more than $250,000
3. Process for filing of appropriate reports as required by Tennessee Statute or bylaws and policies
4. Agreement to continue to participate in TBR master, group, or statewide contracts until the full-term of the contract expires

Capital Project Planning and Management
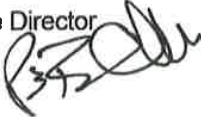
The first meeting with THEC to begin the severance process for capital project planning and management was scheduled for November 16, 2017. Policies for capital project planning and management will be completed by the end of January 2018. Other procedures necessary to fully comply with State regulations are currently being developed. Tennessee Tech staff expects to be prepared to assume this responsibility on July 1, 2018.

Office of the President

TENNESSEE TECH

MEMORANDUM

TO: Mike Krause, THEC Executive Director

FROM: Philip B. Oldham, President

DATE: October 5, 2017

RE: Procurement Severance Process Requirements

Tennessee Tech's temporary website at https://www.tntech.edu/planning-and-finance/purchasing/ttu-purchasing-and-contracts has been established that contains links to documentation as required for the procurement severance process.

1. Procurement and Contract Policy Development
   a. Links to policies and procedures for procurement and contracting
   b. Pro forma contracts and templates
   c. Indication that these documents meet at minimum the requirements of state and federal law (see attached memo and attestation from Dr. Claire Stinson)

2. Fiscal Review Committee
   a. Checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or amendment is under review
   b. Fiscal Review forms required to address non-competitive contracts and amendments
   c. Dr. Claire Stinson, Vice President for Planning and Finance (Phone: 931-372-3311, cstinson@tntech.edu) and Ms. Judy Hull, Director of Purchasing and Contracts (Phone: 931-372-3452, jmhull@tntech.edu) will represent Tennessee Tech in front of the Fiscal Review Committee.

3. Reporting Requirements
   a. Campus liaison responsible for meeting reporting requirements: Dr. Claire Stinson, Vice President for Planning and Finance (Phone: 931-372-3311, cstinson@tntech.edu)
   b. Examples of most recent versions of reports

4. Master Contract Severance:
   a. Tennessee Tech agrees to work with TBR and THEC on a case-by-case basis to identify the terms under which Tennessee Tech may exit a master contract before its full term is completed.
   b. Tennessee Tech further agrees to notify the TBR Assistant Vice Chancellor for Purchasing and Contracts which master contract(s) that we intend to exit at the end of its full contract term at least six months in advance of the contract expiration date.

c: Claire Stinson, TTU Vice President for Planning and Finance
   Judy Hull, TTU Director of Purchasing and Contracts

Procurement Severance Requirements

Tennessee Technological University

Procurement and Contract Policy Development

TTU Purchasing & Contracts – https://www.tntech.edu/planning-and-finance/purchasing/ttu-purchasing-and-contracts

Policies of Interest

- Policy 570: Contracts and Agreements
- Policy 571: Methods and Processes of Procurement
- Procurement Manual

Template Agreements & Forms – https://www.tntech.edu/planning-and-finance/purchasing/ttu-purchasing-and-contracts

Documents of Interest

- Template Request for Proposal (RFP)
- Template Request for Quotation (RFQ)
- Personal, Professional, Consultant Services Agreement (non-grant and grant)

Fiscal Review Committee

Fiscal Review Forms (https://www.tntech.edu/planning-and-finance/purchasing/ttu-purchasing-and-contracts)

Documents of Interest

- Fiscal Review Summary Sheet
- Fiscal Review Checklist
- Fiscal Review Non-Competitive Contract and Amendment Form

Fiscal Review Campus Representative:

    Dr. Claire Stinson (Primary Contact)

    Vice President for Planning and Finance

    PN 931-372-3311; email: cstinson@tntech.edu

Reporting Requirements

Report - https://www.tntech.edu/planning-and-finance/purchasing/ttu-purchasing-and-contracts

Master Contracts

Provided acknowledgment of, and agreement to, requirements for exiting master contracts

3

Agenda Item Summary

Date: December 11, 2017

Division: Planning and Finance

Agenda Item: Disclosed Food Services Project

| ☐ | Review | ☒ | Action | ☐ | No action required |

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

Recommendation and approval of one project for the Q2 FY 2017-18 Disclosure Amendment. This project is an addition to the TTU submittal for the 2017-18 Capital Budget.

TTU recently signed a ten-year contract with Chartwells to manage the food services program of the university. Chartwells will renovate and refresh existing food venues, and establish new food venues within the Roaden University Center and other facilities on campus over the next two years. All design and construction services necessary will be the responsibility of Chartwells; however, all proposed renovations will be reviewed with and approved by Tennessee Tech. Chartwells' current contract expires June 20, 2027.

Proposed renovations in this disclosure include the following:

- The Perch (located in New Hall North) will receive upgraded market, seating area and a new Student Choice concept
- McCord Hall will receive a Papa John's Pizza and Market 2020 concept
- The Birdfeeder (food truck) will be refreshed to include BBQ concept, external smoker, and dedicated pad with seating
- Campus wide digital ordering and express pick up for all foodservice locations
- Swoops Food Court will be updated with new Panda Express (or similar concept), market express, updated seating area and upgraded technology
- The Caf will receive a new finishing kitchen, enhanced salad bar and Mongolian Grill
- Starbucks will be refreshed with an updated look, finishes and signage
- The Local Chemist Coffee Shop will be located in the new Lab Science building

Institution	Project	Disclosure Year	Funding Source	Project Cost	Net New Sq. Ft.	TSSBA	Gifts	Grants	Auxiliary	Contractor Funds	Operating
TTU	Food Service Improvements	2017-18	Gift-in-Place - Chartwells Foodservice Contract	$ 3,000,000			$ 3,000,000				
TTU	Athletics Facilities Improvements										
TTU	Capitol Quad Steam Line Replacement										
TTU	Residence Hall/Living & Learning Community										
TTU	Engineering and Research Facility										
TTU	Facilities Services Complex										
TTU	Fire Alarm System Updates										
TTU	Poultry Research Facility										
TTU	Volpe Library First Floor Expansion										
TTU	Residence Hall Improvements										
TTU	Parking & Transportation Improvements - Phase Two										

Agenda Item Summary

Date: December 11, 2017

Agenda Item: Policy 224, Academic Actions Notification

| | Review | ⊠ | Action | | No action required |

_____

PRESENTER(S): Dr. Mark Stephens, Interim Provost

PURPOSE & KEY POINTS: Policy 224 is revised to align with the Tennessee Higher Education Commission (THEC) policy related to the notification of academic actions.

Tennessee Technological University
Policy No. 224

Academic Actions Notification
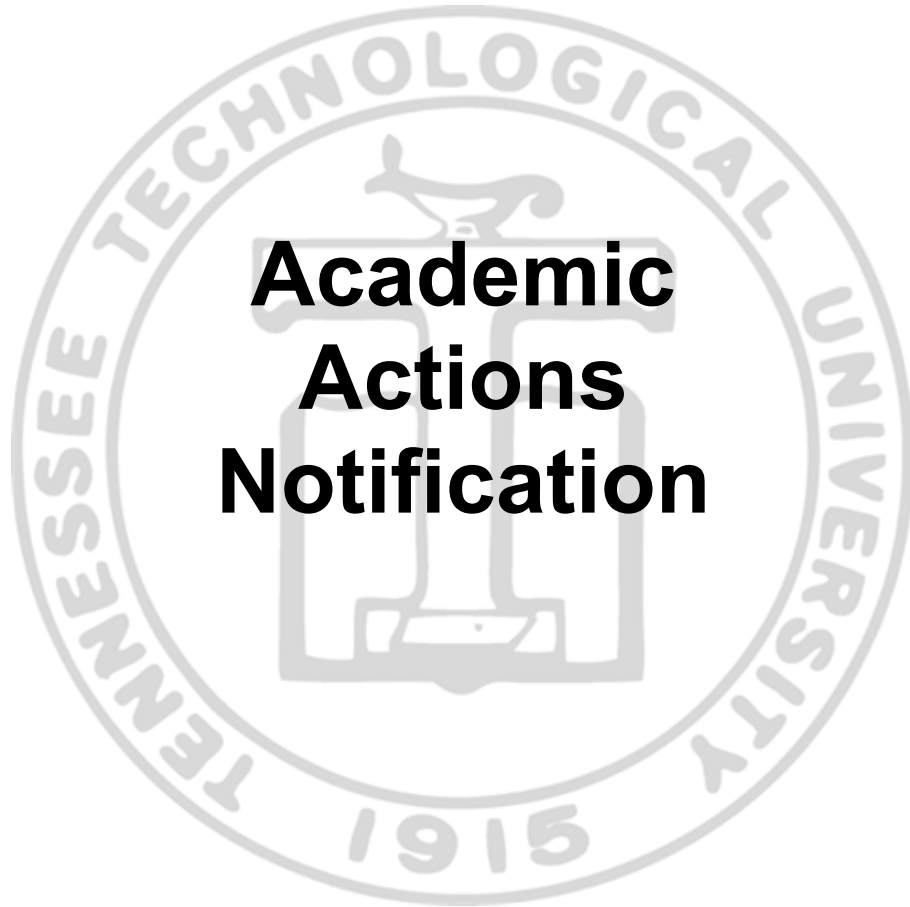
Effective Date: July 1, 2017

Policy No.: 224
Policy Name: Academic Actions Notification
Policy Subject: Academic Actions Notification
Date Revised: December 11, 2017

I.   Purpose

This policy establishes an approval process for submitting required notifications of Tennessee Tech's academic actions to the Tennessee Higher Education Commission (THEC) in order to maintain the state's Academic Program Inventory (API).

II.   Review

This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Senior Associate Provost or the Associate Provost, with recommendations for revision presented to the Academic Council, University Assembly, and the Board.

III.   Policy

A. Tennessee Tech hereby adopts THEC policy A1.5 (Academic Actions Notification), as may be amended from time to time.

B. Tennessee Tech will notify THEC of academic program actions as required by THEC in order to maintain the accuracy of the API for Tennessee Tech's academic programs. Academic program actions eligible for reporting include:

1. Establishment of a certificate program less than 24 semester credit hours regardless of degree level.

2. Name change for existing academic program.

3. Name change for existing concentration within an academic program.

4. Establishment of a new concentration within an existing academic program.

5. Change (increase or decrease) in the number of hours of an existing academic program.

6. Consolidation of two or more existing academic programs into a single academic program without an essential change in the original approved curriculum and without a net gain in the number of programs.

7. Extension of an existing academic program to an approved off-campus center.

1

8. Change of the primary delivery mode for an existing academic program. The extension to 100 percent off-campus delivery requires additional action if the location of delivery is to be converted from an off-campus site to a center.

9. Inactivation of an existing academic program or concentration. If the inactivated academic program or concentration is not reactivated within a period of three years, the academic program or concentration will automatically be terminated and removed from the institution's inventory.

10. Reactivation of an academic program or concentration that was placed on inactivation within the past three years. The date of inactivation and the date of the proposed reactivation must be provided.

11. Termination of an academic program or concentration. A teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices* Statement and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges*, Procedure Three, should accompany the notification of termination. As the immediate interests of currently enrolled students and faculty are impacted by the termination of an academic program or concentration, timely communication of this decision to students and faculty is important.

C. Any academic action made pursuant to this policy must also comply with Tennessee Tech Policy 221 (Substantive Change).

D. Request for any academic actions outlined in Section B must undergo institutional approval processes at Tennessee Tech.

1. An academic unit requesting an academic action must prepare a memo of request and complete an appropriate THEC A1.5 Form (Form A1.5A to A1.5K) provided at the Provost's Office website.

2. An academic unit requesting an academic action must submit the memo and the THEC A1.5 Form to the following offices/committees, as appropriate, for review and approval within Tennessee Tech:

   a. Departmental faculty

   b. College curriculum committee, dean or his/her designee

   c. University Curriculum Committee (if undergraduate level) or Graduate Studies Executive Committee (if graduate level)

   d. Academic Council

   e. Provost and Vice President for Academic Affairs

2

E. The Provost's Office will submit all academic actions outlined in Section B to THEC, designating that each action has been approved through appropriate institutional processes, using the THEC's notification reporting protocol as provided on the THEC website.

F. The Provost's Office will present the approved notifications to the Tennessee Tech Board of Trustees (Board) quarterly but the notifications will not require the Board approval.

G. Dates of notification to THEC of institutionally approved academic actions as outlined in Section B are:

1. May 15 for all actions approved between Jan 1 and April 30

2. August 15 for all actions approved between May 1 and July 30

3. January 15 for all actions approved between Aug 1 and Dec 31

G. Tennessee Tech's procedures and forms for academic actions can be found at the Provost's Office website.

H. The President may modify the terms and requirements of this policy, consistent with THEC policies, rules, regulations, or requirements.

IV.   Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

V.   Citation of Authority for Policy

T.C.A. § 49-8-203(a)(1)(B)
THEC Policy A1.5 Academic Actions Notification

Approved by:

　　Academic Council: February 22, 2017; October 11, 2017

　　University Assembly: April 19, 2017; November 29, 2017 (pending)

　　Board of Trustees: March 23, 2017; December 11, 2017 (pending)

3

Agenda Item Summary

Date: December 11, 2017

Agenda Item: Policy 225, New Academic Programs

☐ **Review**   ☒ **Action**   ☐ **No action required**

_____

PRESENTER(S): Dr. Mark Stephens, Interim Provost

PURPOSE & KEY POINTS: Policy 225 is revised to align with the Tennessee Higher Education Commission (THEC) policy related to new academic programs.

Tennessee Technological University
Policy No. 225

New Academic Programs

Effective Date: July 1, 2017

Policy No: 225
Policy Name: New Academic Programs
Policy Subject: New Academic Programs

      I.   **Purpose**

This policy establishes an approval process for new academic programs at Tennessee Tech, consistent with the corresponding policy (A1.0) of the Tennessee Higher Education Commission.

      II.   **Review**

This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Senior Associate Provost or the Associate Provost, with recommendations for revision presented to the Academic Council, University Assembly, and the Board of Trustees.

      III.   **Policy/Procedure**

    A. Tennessee Tech hereby adopts THEC policy A1.0 (New Academic Programs: Approval Process), as may be amended from time to time.

    B. THEC has the statutory responsibility to review and approve new academic programs. As outlined in THEC Policy A1.0, the process in developing a new academic program in excess of 24 semester credit hours includes the following essential steps:
        1. Letter of Notification (LON)
        2. Evaluation of LON
        3. New Academic Program Proposal (NAPP)
        4. External Judgment
        5. Post-External Judgment and THEC Action

    C. Any proposals for new academic programs made pursuant to this policy must also comply with Tennessee Tech Policy 221 (Substantive Change).

    D. Preparation and Submission of Letter of Notification
        1. Upon consideration by the academic unit, college and Provost's Office to develop a new academic program, the academic unit requesting the new academic program shall prepare a Letter of Notification (LON).
            a. To seek initial approval from the college dean and the Provost's Office, the academic unit requesting the new academic program must address questions on the Tennessee Tech "New Program Proposals Check List" (posted in the Provost's Office website). This includes the THEC-required feasibility study that addresses the following criteria:
                1) Student Interest for the proposed academic program

1

2) Local and Regional Need/Demand
3) Employer Need/Demand
4) Future Sustainable Need/Demand

   b. Following the initial approval, the academic unit requesting the new academic program shall prepare a LON and include all required items on the "THEC Letter of Notification Checklist" for new academic programs. The LON must address the criteria for review as outlined in THEC Policy A1.0.
   c. The academic unit requesting the new academic program shall send the LON to the college dean and the Provost's Office for review and approval.

2. The Provost's Office will send the approved LON to the Tennessee Tech Board of Trustees (Board) for review and approval.

3. After the Board's approval, the Provost's Office will submit to THEC the LON with following documents for the proposed new academic program:
   a. Tennessee Tech Cover Form with appropriate signatures
   b. The Feasibility Study
   c. A letter from Tennessee Tech President signifying support from the Board
   d. Timeline for development and implementation
   e. THEC Financial Projection Form

E. Upon receiving THEC's approval of the Letter of Notification, the academic unit requesting the new program shall prepare a New Academic Program Proposal (NAPP). A New Academic Program Proposal must undergo institutional and governing board approval processes at Tennessee Tech.

1. The NAPP should complement the LON by addressing the following criteria in the NAPP Checklist (THEC A1.0):
   a. Curriculum
   b. Academic Standards
   c. Program Enrollment and Graduates
   d. Administrative Structure
   e. Faculty Resources
   f. Library and Information Technology Resources
   g. Support Resources
   h. Facilities and Equipment
   i. Marketing and Recruitment
   j. Assessment/Evaluation
   k. Accreditation

2

    l. Funding
2. An academic unit requesting a new academic program must submit the NAPP to the following offices/committees, as appropriate, for review and approval within Tennessee Tech:

  a. Departmental faculty

  b. College curriculum committee, dean or his/her designee

  c. University Curriculum Committee (if undergraduate level) or Graduate Studies Executive Committee (if graduate level)

  d. Academic Council

  e. Provost and Vice President for Academic Affairs

3. The Provost's Office will send the approved NAPP to the Board for review and approval.
4. After the Board's approval, the Provost's Office will send the approved NAPP and a TTU Cover Letter with appropriate signatures to THEC for review and approval.

F. External Judgment
1. External consultants may be required for baccalaureate and graduate programs. THEC staff will determine if a review by an external authority is required before framing a recommendation to the Commission.
2. The unit and college requesting the new program will be asked to propose a list of potential external reviewers. Individuals used in the development stage as external consultants may not serve as external reviewers. The criteria for potential external reviewers are outlined in THEC Policy A1.0.
3. THEC will notify Tennessee Tech or the Board of the selected reviewer(s) and provide a list of questions for the external reviewer(s) to address during the review. Tennessee Tech may add questions to the THEC review questions.
4. Reviewer(s) must provide concurrently a written report in response to the questions to Tennessee Tech and THEC staff within 30 days of the site visit.
5. Tennessee Tech will be responsible for inviting the external reviewer(s), all scheduling, expenses, and contracting with the external reviewers.

G. Post-External Judgment and THEC Action
1. Within 30 days of receipt of the external review, Tennessee Tech must propose to THEC solutions for all issues identified by the reviewer(s).
2. Based on the proposed revisions, THEC will choose one of three determinations:

  a. Support

  b. Not support

  c. Defer Support

  The description of each action is outlined in THEC A1.0.

3

IV.   Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

V.   Citation of Authority for Policy

T.C.A. § 49-8-203(a)(1)(B)

THEC Policy A1.0 (New Academic Program: Approval Process); THEC Letter of Notification (LON) Checklist and New Academic Program Proposal (NAPP) Checklist

VI.   Approved by:

Academic Council: February 22, 2017; November 15, 2017

University Assembly: April 19, 2017; November 29, 2017 (pending)

Board of Trustees: March 23, 2017; December 11, 2017 (pending)

4

Agenda Item Summary

Date: December 11, 2017

Agenda Item: Letter of Notification for Ph.D. in Counseling & Supervision

☐ **Review**	☒ **Action**	☐ **No action required**

_____

PRESENTER(S): Dr. Mark Stephens, Interim Provost

PURPOSE & KEY POINTS: Academic Affairs wishes to submit a Letter of Notification to THEC, proposing a doctoral program as an addition to graduate level programs of study in the department of Counseling and Psychology in the College of Education. THEC policy requires Board approval of the Letter.
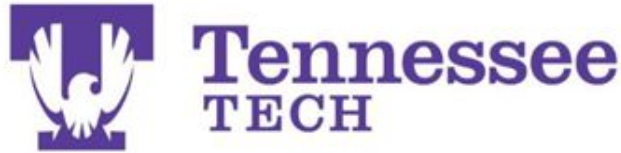
Letter of Notification
Ph.D. in Counseling and Supervision

In accordance with TBR policy A-010 Guidelines for Academic Program Letters of Intent and Proposals, Tennessee Tech University (TTU) proposes a doctoral program as an addition to graduate level programs of study in the department of Counseling and Psychology in the College of Education.

Program, name, degree designation and CIP code:

This proposed Ph.D. in Counseling and Supervision (C&S) will provide currently licensed and/or licensure eligible mental health professional and school guidance counselors with instruction in advanced therapeutic techniques. Candidates will also gain experience and expertise in both teaching and supervision of licensure preparation programs which currently exist within the department. The concentration is Counseling and Supervision. The CIP Code is 08.13.1101.00.

Proposed Implementation Date:

Program is proposed for implementation in Fall, 2019.

Academic Program Liaison (APL) name and contact information:

Dr. Barry Stein
Chairperson of Counseling & Psychology
Tennessee Technological University
bstein@tntech.edu
(931) 372-3562

Purpose and Nature of Program:

The purpose of this program is to provide advanced educational opportunities for counselor and future counselor educators in an accredited, regionally accessible program in order to expand and enhance the mental health services offered in the Upper Cumberland area and throughout Tennessee.

This Ph.D. program will enhance TTU's mission to be recognized as a leader in providing research and instruction in order to meet the needs of the Upper Cumberland region and the State of Tennessee.

Alignment with state master plan and institutional mission:

1

In accordance with the State Master Plan for higher education and the goals of the Complete College Tennessee Act of 2010, this program will increase degree production to assist in maintaining the current Carnegie status, as a doctoral level research university.

The proposed Ph.D. in Counseling and Supervision program is consistent with TTU's strategic plan (Flight Plan) to increase graduate enrollment and degree completion, while also addressing the growing and unique needs of TTU's service area.

Feasibility Study:

   Student interest: A recent survey by our department of undergraduate psychology majors, graduate students at TTU and beyond, and professional counselors across the nation revealed strong interest in the proposed Ph.D. program that would keep the enrollment at capacity for the foreseeable future. Specifically, 68% of the 45 undergraduate psychology majors who responded to the survey were interested in enrolling in the program. There are currently 220 psychology majors at TTU, and these students would be ready to enter the Ph.D. program in approximately 2 to 4 years. A survey of graduate students (N=38) enrolled in TTU's counseling concentrations revealed that 69% were interested in enrolling in the proposed Ph.D. program. There are currently about 40 students enrolled in these counseling programs at TTU and these students would be ready to enter the Ph.D. program in 1 to 2 years. There was also interest in the program from graduate students enrolled at other institutions in the state. Specifically, 25% of the 18 student respondents indicated they would be interested in enrolling in the proposed program.

   We also surveyed professional counselors (with Master's degrees) through the American Counseling Association's list-serve. The latter group would be ready to enter the program immediately. Our survey results indicated that 41% of the 30 respondents were interested in enrolling in the proposed Ph.D. program. About half of the professional counselor respondents who indicated they were interested in enrolling in the proposed Ph.D. program were located in Tennessee within 80 miles of TTU. The other half of professional counselor respondents who were interested in the proposed Ph.D. program at TTU were located throughout the U.S. The latter finding indicates that the program would attract students from an extremely large group of professional counselors throughout the U.S. who are interested in getting a Ph.D. (one individual who wanted to attend the program currently lives in Hawaii).

   Local and regional need/demand: Currently, there is not a Ph.D. program in Counseling and Supervision in a predominantly rural community in Tennessee. TTU has an established commitment to enrich the lives of people and to expand opportunities in both the Upper Cumberland and surrounding service area. In addition to providing opportunities for students, it will also provide this underserved area with trained educators and clinicians to serve the needs of the population, as well as provide far-reaching opportunities for graduates and constituents across the State and nation.

2

Nationally, there is a shortage of mental health professionals across the United States. Half of the counties in the U.S. are without a single mental health professional (Washington Post, 2015). Schools are not fairing much better. There is a national shortage of school counselors according to American School Counselor Association's most recent data. The recommended ratio of students to school counselors is 250 to 1, but the recent data found that across the U.S. the average number of students to school counselor is 491 to 1 and in some instances only one school counselor to over 600 students (ASCA). Few states meet the recommended ratio of 250-to-1, and Tennessee is not exception with an average of 341 students per school counselor. An additional area of need and an underserved population is for citizens struggling with substance use disorders. Again, in the area of addiction treatment there is a nationwide shortage of substance disorder treatment professionals (PEW). With the problem of drug addiction, school violence, community disasters and recurring episodes of extreme violence being described as being "epidemic"," catastrophic", and a "crisis", the demand is great and growing for mental health professionals to work in a variety of locations. The proposed program will help to meet the shortages by training educators to help create more counselors and counseling supervisors to work regionally and across the country.

There is a considerable cost to the State and communities in our service area when there are inadequacies in providing mental health services. The National Institute of Mental Health (NIMH) and the U.S. Bureau of the census (2016) estimate that Tennessee has about 57,000 adult citizens with Schizophrenia and about 113,000 individuals with bipolar disorder. Of the 57,000 adults with schizophrenia, 22,657 are untreated and of the 113,000 with bipolar disorder, 58,003 are untreated. People with untreated mental illnesses comprise one third of the homeless population. Many of these individuals who do not get proper treatment/counseling end up incarcerated at considerable cost to the public. It is estimated that 16% of the 43,678 individuals incarcerated in Tennessee suffer from mental illness and the cost to the state and local communities is estimated to be $50,000 per inmate, per year (2010). In addition to these financial costs, there is also considerable psychological costs to the society that is associated with suicides and the subsequent trauma, as well as spousal abuse/murder from untreated mental illness.

Employer need/demand: According to the U.S. Department of Labor, Bureau of Labor Statistics, "employment of mental health counselors and marriage and family therapists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations (2016-2017). Growth is expected in both occupations as more people have mental health counseling services covered by their insurance policies." Also, school counselors' job outlook for the same period is expected to grow 8 percent. Since the U.S. Department of Health considers the Upper Cumberland region a medically underserved area and mental health services are included in that classification, TTU represents a critical element in closing this gap.

Future sustainable need/demand: The need for more counselors will increase the need for more counselor and counselor supervisors. As a result, this will require additional doctoral level faculty members and supervisors across the country, specifically

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in the Upper Cumberland area as the population continues to grow and become more diverse.

Program Costs/Revenues:

Yearly Anticipated cost for the first year is ~$182,000. Subsequent yearly cost is indexed for inflation and is itemized in the attached budget.

1. The department will need 1 additional full-time faculty ($58,000 + benefits) to meet CACREP accreditation requirements. The department recently received an 8 year accreditation for the 60 hour master's program in clinical mental health counseling. The proposed Ph.D. program will build on the 60 hour master's program.
2. Approximately $36,000 will be needed for adjuncts to cover courses existing faculty will be released from to teach Ph.D. courses.
3. Additional operating funds to support the program are $5000/year.
4. Two assistantships are included to insure that the program can quickly be reviewed by CACREP for accreditation and allow all subsequent graduates to have CACREP credentials. Most students will either continue their private mental health practices or take out loans to finance their future higher level salaries in mental health fields. There will also be adjunct teaching opportunities for these Ph.D. students because they have Master's degrees. Cost =~ $54,000.

Anticipated revenue from tuition and fees calculated at in state tuition rates and adjusted for tuition increases. (see attached budget).

1. In year 1 anticipated enrollment is 7.5 FTE students: ~ $102,000
2. In year 2 anticipated enrollment is 15 FTE students: ~ $213,000
3. In year 3 anticipated enrollment is 22.5 FTE students: ~ $332,000
4. State funding for 3-4 Ph.D. graduates per year after 2 years should positively impact state funding ~ $60,000/year although this additional revenue is not included in the attached budget projections.
5. The availability of the Ph.D. program is also expected to increase enrollment in the department's Counseling Master's programs although the additional revenue that might result from the Master's program in not included in the attached budget projections.

Existing programs offered at public and private Tennessee institutions:

Based on current THEC Academic Program Inventory for the TN Board of Regents and the UT systems, there are two doctoral degrees offered which may have some similarities to this proposed program in Counselor Education and Supervision. Specific to this consideration are: 1) University of Memphis, which offers an Ed.D. in

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Counseling and Personnel Services (CIP:08.13.1101.00) and 2) University of TN, Knoxville, which offers a Ph.D. in Counselor Education (CIP:08.13.102.00).

The distance of these two programs in East and West Tennessee, (Knoxville and Memphis respectively) compared to the location of this proposed program in Middle Tennessee, may make full collaboration difficult, but we will explore mutually beneficial activities to benefit the enrichment of all programs.

In the mid-State area, TSU currently offers doctoral degrees in Counseling Psychology and School Psychology, but does not offer a doctoral degree in Counseling and Supervision so this will not create competition for this proposed program due to the fact that Counseling Psychology and School Psychology have a different scope of practice and different state licensing requirements than the proposed program at TTU. MTSU does not offer a doctoral degree in Counselor Education and Supervision. Private schools in the mid-State area, including Vanderbilt, Lipscomb, and Belmont Universities do not offer any similar doctoral degrees. Trevecca Nazarene University offers a doctoral degree in Clinical Counseling; tuition for this program is considered prohibitive to those who have expressed an interest in pursuing this type of Ph.D. at TTU. Therefore, the proposed program at TTU is considered a good fit for the middle Tennessee region. (See also data outlined in the following tables.)

The following data outlines current operational Ph.D. programs in the broader geographic service area:

City and State	University Name	Distance in miles from TTU's Cookeville campus
Knoxville, TN	University of TN	103.23
Memphis, TN	University of Memphis	291.91
Athens, GA	University of GA	255.11

The following data outlines current similar but non-duplicative operational Ph.D. programs in surrounding states of the Southeast region of the United States:

State	Universities with CACREP accredited public Ph.D. programs
Georgia	Georgia State University; University of Georgia
Alabama	University of Alabama; Auburn University
Arkansas	University of Arkansas
Mississippi	University of Mississippi; Mississippi State
South Carolina	University of South Carolina
Kentucky	None
Virginia	University of Virginia; William & Mary; Virginia Tech; Old Dominion University
North Carolina	University of North Carolina/Greensboro; University of North Carolina/Charlotte; North Carolina State University

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Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
Tennessee Technological University
Ph.D. in Counseling and Supervision

Seven-year projections are required for doctoral programs.
Five-year projections are required for baccalaureate and Master's degree programs
Three-year projections are required for associate degrees and undergraduate certificates.
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures							
A. One-time Expenditures							
New/Renovated Space	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	-	-	-	-	-	-	-
Library	-		-	-	-	-	-
Consultants	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
CACREP Accreditation Site visit	-	-	3,500	-	-	-	-
Sub-Total One-time	$ -	$ -	$ 3,500	$ -	$ -	$ -	$ -
B. Recurring Expenditures							
Personnel							
Administration							
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Faculty							
Salary	$ 94,000	$ 95,740	$ 97,532	$ 99,378	$ 101,279	$ 108,237	$ 110,404
Benefits	30,080	30,637	31,210	31,801	32,409	34,636	35,329
Sub-Total Faculty	$ 124,080	$ 126,377	$ 128,742	$ 131,179	$ 133,688	$ 142,873	$ 145,733
Support Staff							
Salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-	-	-
Sub-Total Support Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Graduate Assistants							
Salary	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 24,000
Benefits	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00	1,872.00
Tuition and Fees* (See Below)	27,350	28,444	29,582	30,765	31,996	33,275	34,606
Sub-Total Graduate Assistants	$ 53,222	$ 54,316	$ 55,454	$ 56,637	$ 57,868	$ 59,147	$ 60,478
Operating							
Travel	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Printing	-	-	-	-	-	-	-
Assessments/Equipment	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Other	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Sub-Total Operating	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Total Recurring	$ 182,302	$ 185,693	$ 189,196	$ 192,816	$ 196,556	$ 207,020	$ 211,212
TOTAL EXPENDITURES (A + B)	$ 182,302	$ 185,693	$ 192,696	$ 192,816	$ 196,556	$ 207,020	$ 211,212

*If tuition and fees for Graduate Assistants are included, please provide the following information.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Base Tuition and Fees Rate	$ 13,675.00	$ 14,222.00	$ 14,790.88	$ 15,382.52	$ 15,997.82	$ 16,637.73	$ 17,303.24
Number of Graduate Assistants	2	2	2	2	2	2	2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue							
Tuition and Fees[1]	102,563	213,330	332,303	352,268	366,359	381,013	396,254
Institutional Reallocations[2]	79,740	(27,637)	(139,607)	(159,452)	(169,803)	(173,993)	(185,042)
Federal Grants[3]	-	-	-	-	-	-	-
Private Grants or Gifts[4]	-	-	-	-	-	-	-
Other[5]	-	-	-	-	-	-	-
BALANCED BUDGET LINE	$ 182,302	$ 185,693	$ 192,696	$ 192,816	$ 196,556	$ 207,020	$ 211,212

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fees will be generated in the first year and increase with each cohort admitted to a maximum enrollment of 23 FTE in year 4.

Tution increases are included in projections and based on an average increase of about 4%.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

(5) Please provide information regarding other sources of the funding.

Source of Strength Counseling{S.O.S.Counseling)
441 E. Broad St, STE B *Cookeville, TN 38501
Fax: 931-520-0767* www.sourceofstrengthcounseling.com
Counselors: Jerri Cross, Ed.S., LPC/MHSP, CPSII, NCC 931-214-0527
Karla J. Duke, Ed.S, LPC/MHSP, NCC 931-303-7789

October 1, 2017

Please accept this letter of support in regard to Tennessee Technological University development of PhD in Counseling and Supervision program. As an Alumni of TTU Counseling Program as well as involvement in providing professional supervision for interns and practicum students, I have had the pleasure of both exposures to TTU as a student and professional. TTU Counseling and Supervision Professors have made significant strides in providing students with the highest quality Counseling academic and professional preparedness. I feel the PhD program in Counseling and Supervision would provide the next step in a well-rounded program to allow the mental health community the provision of high quality trained professionals in every level of academic achievement.

It is without reservation I support Tennessee Technological University in pursuing and development of PhD in Counseling and Supervision. Should you have any questions regarding this letter, please do not hesitate to contact me at (931) 214-0527or via email at jerricrosslpc@gmail.com .

Respectfully,

Jerri Cross, Ed.S., LPC/MHSP, CPSII, NCC

September 26, 2017

Dr. Barry Stein
Department of Counseling Psychology
Box 5031/TTU
Cookeville, TN 38501

Dear Dr. Stein,

I have three degrees from Tennessee Technological University. I am very much in support of the Ph. D. program as an individual and as someone who provides internships to the students of your program. I truly believe the addition of a Ph. D. program will enhance and make TTU one of the better and more rounded schools that offers a PhD.

If I can be of further assistance, please feel free to contact me at (615) 453-1606 or (931) 528-0051.

Sincerely,

Myrna K. Kemp, PhD. LPC MHSP

Assistant Regional Director
LifeCare/OCH
1420 W. Baddour Pkwy., St 240
Lebanon, TN 37087

446 Metroplex Drive, Suite A-100 • Nashville, TN 37211
417 Harding Drive, Suite B • Lebanon, TN 37087
665 South Jefferson Avenue • Cookeville, TN 38501

Stein, Barry

From:	Stein, Barry
Sent:	Wednesday, September 27, 2017 1:26 PM
To:	Loftis, Mark
Cc:	Elizabeth Honeycutt
Subject:	FW: RE PhD in Counseling and Supervision

From: Jan Sellers [mailto:jansellers@tadcenter.com]
Sent: Wednesday, September 27, 2017 1:21 PM
To: Stein, Barry <BStein@tntech.edu>
Subject: RE PhD in Counseling and Supervision

Dear Dr. Stein,

Please consider this email as support for the proposed PhD program in Counseling and Supervision. I think this is an excellent idea and one that would greatly benefit counselors if implemented. There isn't a program such as this in the area and I feel it would of great interest to many current and future counselors. I am very pleased this is a real possibility for such a prestigious school as Tennessee Tech University.
Please feel free to email me if any other need arises. Thank you for your consideration!

Jan B. Sellers, PhD/LPC-MHSP
TAD Center/Executive Director
Rule 31 Listed Family Mediator
jansellers@tadcenter.com

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Stein, Barry

From:	Robert Ridley <bobridley@robertmridleylpc.com>
Sent:	Monday, October 02, 2017 2:24 PM
To:	Stein, Barry
Cc:	Loftis, Mark
Subject:	TTU proposed PhD in Counseling and Supervision

Dear Dr Stein:

I have learned that my Alma Mater is developing a doctoral program in Counseling and Supervision. I am writing to express my support for this initiative and to wish you success in establishing this vital program in our community.

When I finished my studies for the MA in Educational Counseling and Counselor Education, I would have been pleased to continue toward the doctorate at TTU if that had been available then. However, I could not continue in Cookeville, and the logistics of studying at one of the programs available in other cities were not favorable for me then.

But now that the TTU program has achieved CACREP accreditation, and our department is attracting capable scholars from a wider geographic area, it seems very likely that these students will be continuing their work somewhere following completion of the CACREP accredited Master's program. These students would likely enroll in and benefit from a doctoral program here at our university.

Thank you for your leadership in this promising development at TTU.

Sincerely,

--
Robert M. Ridley, LPC/MHSP
TTU MA graduate 1999

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HARDING UNIVERSITY
PROFESSIONAL
COUNSELING
CLINICAL & SCHOOL

Date: 10/6/17

Tennessee Higher Education Commission
Letter of Support for the Proposed Doctoral Program in Counseling and Supervsion For
Tennessee Tech University:

Please accept this letter of support for Tennessee Tech University's proposal to create an
additional doctoral degree track in Counseling and Supervision with the intent to meet CACREP
accreditation standards and eventually seek accreditation for the doctoral program. I am a
professor in the CACREP accredited masters and education specialist program at Harding
University's Professional Counseling Program based in Memphis, and I fully endorse the
addition of this degree because many of my students will have the opportunity to benefit from it.
As you may know, CACREP is becoming the standard of accreditation in the field of counseling
because it elevates that level of professional practice and training for students seeking to become
Licensed Professional Counselors. By creating this new and exciting opportunity, Tennessee
Tech will be rasining the standard of education and thus the quality of practitioners in our field
as they receive more training in this advanced doctoral degree. As a professor, I will utilize this
resource for my students who show clear distinction among the peers and will be well suited for
a Ph.D. program. Should you have any questions or need any additional information regarding
my support please feel free to contact me.

Sincerely,

Dr. Kevin Shelby, LPC-MHSP
Assistant Professor of Counselor Education
Prefessional Counseling, Clinical and School
Harding University
1000 Cherry Rd.
Memphis, TN. 38127

Public Chapter No. 3 **PUBLIC ACTS, 2010** **1**

PUBLIC CHAPTER NO. 3

FIRST EXTRAORDINARY SESSION

SENATE BILL NO. 7006

By Kyle, Woodson, Gresham, McNally, Berke, Yager, Bunch, Herron, Tate, Finney, Norris

Substituted for: House Bill No. 7008

By Michael Turner, Ferguson, Lois DeBerry, Harry Brooks, Naifeh, Fitzhugh, Harwell, Hackworth, Maddox, Montgomery, Yokley, Dunn, Shaw, Coley, Hardaway

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 7, Chapter 8, Chapter 9, relative to higher education.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. This act shall be known and may be cited as the "Complete College Tennessee Act of 2010".

SECTION 2. Tennessee Code Annotated, Section 49-7-202, is amended by deleting subdivision (c)(3)(C) in its entirety.

SECTION 3. Tennessee Code Annotated, Section 49-7-202, is amended by deleting subdivisions (c)(1) and (c)(2) in their entireties and by substituting instead the following language:

(1) Develop a statewide master plan for future development of public universities, community colleges and technology centers with input from the board of regents and the University of Tennessee board of trustees. The commission shall engage public universities, community colleges and technology centers for input during the creation of the master plan. The commission shall construct a statewide master plan that directs higher education to be accountable for increasing the educational attainment levels of Tennesseans. This master plan shall be reviewed and revised as deemed appropriate by the commission. This plan shall include, but not be limited to, the consideration of the following provisions:

(A) Addressing the state's economic development, workforce development and research needs;

(B) Ensuring increased degree production within the state's capacity to support higher education; and

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **2**

(C) Using institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research;

(2) In consultation with the respective governing boards, approve institutional mission statements concurrent with the adoption of each revised statewide master plan. An institutional mission statement shall characterize the institution by stating its distinctiveness in degree offerings by level and focus and student characteristics including, but not limited to, non-traditional students and part-time students, and shall address institutional accountability for the quality of instruction, student learning and, where applicable, research and public service to benefit Tennessee citizens. Nothing contained in this act shall prohibit any institution from pursuing research and related activities that are consistent with the institution's mission;

(3) Make recommendations to the governing boards of the various institutions and the governor, as well as the general assembly, through the Education Committees of the Senate and the House of Representatives on the implementation of the master plan. Funding recommendations made by the commission shall reflect the priorities of the approved master plan. In developing the master plan, the commission shall engage regional and statewide constituencies to ensure that the document supports the development of a public agenda to provide higher education opportunities to benefit Tennessee citizens. In doing so, the commission shall establish a master plan that requires a broad degree of regional cooperation between postsecondary institutions with secondary institutions and business, civic and community leaders;

(4) Develop, after consultation with the board of regents and the University of Tennessee board of trustees, policies and formulae or guidelines for fair and equitable distribution and use of public funds among the state's institutions of higher learning that are consistent with and further the goals of the statewide master plan. The policies and formulae or guidelines shall result in an outcomes-based model. In developing an outcomes-based model, the commission shall consider factors unique to community colleges. This model shall emphasize outcomes across a range of variables that shall be weighted to reinforce each institution's mission and provide incentives for productivity improvements consistent with the state's higher education master plan. These outcomes shall include end of term enrollment for each term, student retention, timely progress toward degree completion and degree production and may also include, but not necessarily be limited to, student transfer activity, research, and student success, as well as compliance with transfer and articulation principles in subsection (e) of this section;

(A) The policies and formulae or guidelines as are developed by the commission shall include provisions for capital outlay programs and operating expenses, and shall be utilized to determine the higher education appropriations recommendation. The commission shall submit the revised higher education funding formula to the office of legislative budget analysis and the comptroller of the treasury no later than December 1 of each year. The commission shall also report any projected tuition increases for the next academic year to the office of legislative

Public Chapter No. 3   PUBLIC ACTS, 2010   3

budget analysis and the comptroller of the treasury no later than December 1 of each year. The office of legislative budget analysis and the comptroller of the treasury shall each provide comments on the higher education funding formula to the chairs of the education and finance, ways and means committees of both houses of the general assembly;

(B) Additionally, the policies and formulae or guidelines shall provide for the consideration of the impact of tuition, maintenance fees and other charges assessed by each institution in determining the fair and equitable distribution of public funds as required by this subdivision (4). The commission shall therefore review tuition, maintenance fees and other charges assessed by each institution and make recommendations to the governing boards of the various institutions regarding adjustments;

(C) In the implementation of this function, the commission, in cooperation with the Commissioner of Finance and Administration and the comptroller of the treasury, shall establish uniform standards of accounting, records and statistical reporting systems in accordance with accepted national standards, which standards shall be adhered to by the various institutions in preparing for submission to the commission statistical data and requests for appropriations;

(D) The commission shall have no authority for recommending individual technology centers' operating budgets nor in approving or disapproving the transfer of any funds between technology centers deemed necessary by the board of regents to carry out the provisions of Acts 1983, Ch. 181. For fiscal years ending on and after June 30, 2013, the commission shall have no authority for recommending individual community colleges operating budgets or in approving or disapproving the transfer of any funds between community colleges as may be determined necessary by the board of regents;

(E) Before any subsequent amendment or revision to the formulae or guidelines for fair and equitable distribution and use of public funds among the state's institutions of higher education shall become effective, the amendment or revision shall be presented to the Education and Finance, Ways and Means Committees of the Senate and House of Representatives for review and recommendation;

SECTION 4. Tennessee Code Annotated, Section 49-7-202, is amended by deleting subsections (e) and (f) in their entireties and by substituting instead the following:

(e)(1) The commission shall develop a university tract program within the University of Tennessee and the Tennessee board of regents systems consisting of sixty (60) hours of instruction that can be transferred and applied toward the requirements for a bachelor's degree at the public universities. The tract shall consist of forty-one (41) hours of general education courses instruction and nineteen (19) hours of pre-major courses instruction, or elective courses instruction that count toward a major, as prescribed by the commission, which shall consider the views of

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **4**

chief academic officers and faculty senates of the respective campuses. Courses in the university tract program shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities.

(A) An associate of science or associate of arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. Notwithstanding this subdivision (A), admission into a particular program, school or college within the university; or into the University of Tennessee, Knoxville shall remain competitive in accordance with generally applicable policies.

(i) The forty-one (41) hour lower division general education core common to all state colleges and universities shall be fully transferable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category (for example, natural sciences or mathematics) within the forty-one (41) hour general education core shall also be fully transferable and satisfy that subject category of the general education core at any public community college or university.

(ii) The nineteen (19) hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferable as a block satisfying lower division major requirements to any state university offering that degree program major.

(2) It is the legislative intent that community college students who wish to earn baccalaureate degrees in the state's public higher education system be provided with clear and effective information and directions that specify curricular paths to a degree. To meet the intent of this section, the commission, in consultation with the board of regents and the University of Tennessee board of trustees, shall develop, and the board of regents and the University of Tennessee board of trustees shall implement the following:

(A) A common course numbering system, taking into consideration efforts already undertaken, within the community colleges to address the requirements of subdivision (e)(1) of this section; and

(B) Listings of course offerings that clearly identify courses that are not university parallel courses and therefore not designed to be transferable under the provisions of subdivision (e)(1) of this section.

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(3) The provisions of this subsection (e) shall be fully implemented no later than the fall 2011 semester. Beginning with the fall 2010 semester and continuing until this subsection is fully implemented, prior to the beginning of each semester, the commission shall report to the chairs of the Education and Finance, Ways and Means Committees of both the House of Representatives and the Senate on the progress made toward completion of the nineteen (19) pre-major course blocks provided in subsection (e)(1)(A)(ii) of this section.

(f) The commission shall have ongoing responsibility to update and revise the plans implemented pursuant to subsections (d) and (e) and report to the chairs of the Education and Finance, Ways and Means Committees in both the House of Representatives and the Senate no later than October 1 of each year on the progress made toward full articulation between all public institutions.

SECTION 5. Tennessee Code Annotated, Section 49-7-202(h), is amended by deleting the last sentence in its entirety and by substituting instead the following:

The committee shall prepare an annual report on its recommendations and shall make that report to the governor, the select oversight committee on education and the members of the Senate and House Education and Finance Committees by November 1 of each year.

SECTION 6. Tennessee Code Annotated, Section 49-7-202, is amended by adding the following language as a new subsection (g):

(g) Notwithstanding any law or rule to the contrary, the commission in consultation with the board of regents and the University of Tennessee board of trustees, shall develop policies under which any person who satisfies the admissions requirements of any two-year institution governed by the board of regents and any four-year institution governed by the board of regents or the University of Tennessee board of trustees may be admitted to both such institutions. These policies shall be adopted and implemented by the board of regents and the University of Tennessee board of trustees no later than July 1, 2010.

SECTION 7. Tennessee Code Annotated, Title 49, Chapter 7, Part 1, is amended by adding the following language as a new section:

Section 49-7-147. Notwithstanding any law to the contrary, after July 1, 2012, four-year institutions governed by the board of regents and the University of Tennessee board of trustees shall not offer remedial or developmental courses, as those terms are defined by the higher education commission, to any student. However, any such four-year institution may coordinate efforts with any two-year institution governed by the board of regents so that the two-year institution may provide the remedial or developmental courses.

SECTION 8. Tennessee Code Annotated, Section 49-8-101, is amended by adding the following language as a new subsection (c):

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **6**

(c) Notwithstanding any provision of law to the contrary, the board of regents, in consultation with the Tennessee Higher Education Commission, shall establish a comprehensive statewide community college system of coordinated programs and services to be known as the Tennessee community college system.

(1) It is the legislative intent that the Tennessee community college system operate as a unified system with individual campuses, teaching centers and teaching sites as necessary to maximize the effectiveness of the system in enhancing student success and increasing the numbers of college degrees held by Tennesseans.

(2) In order to carry out the provisions of this subsection (c), the board shall develop a plan to transition from the existing system of thirteen (13) independently managed institutions to a comprehensive statewide community college system managed as a unified system. Such plan shall identify any statutory changes needed to accomplish the transition.

(3) As part of its plan, the board shall identify and implement consolidation of services among institutions and standardization of processes between institutions in order to improve efficiency and effectiveness in all functional areas, including, but not limited to, student services, academic support and institutional support.

(4) The plan shall also incorporate the use of block scheduling and cohort programming as a means of delivering educational programs within the Tennessee community college system. Programs developed pursuant to this provision shall be developed in a manner that results in the opportunity for more rapid and significantly higher rates of program completion through structured degree programs that incorporate fixed course offerings that meet the requirements for the degree being offered on a pre-determined schedule.

(5) In carrying out the provisions of this subsection (c), the Tennessee community college system shall pursue strategies to create mutually beneficial relationships with technology centers such that certificate programs may be offered at community college sites and community college courses may be offered at technology centers.

(6) The provisions of this subsection (c) shall be fully implemented no later than July 1, 2012.

SECTION 9. Tennessee Code Annotated, Title 49, Chapter 9, is amended by adding the following language as a new part:

Section 49-9-1501. The purpose of this part is to accomplish the following:

(1) Foster economic growth by significantly increasing the number of science, technology, engineering and mathematics doctoral students

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **7**

produced at the University of Tennessee, Knoxville and other state universities;

(2) Accelerate the state's economic and workforce development efforts in the field of energy sciences and engineering;

(3) Support the continued development of clean energy technologies and jobs in Tennessee;

(4) Leverage for the purposes set forth herein the existing capabilities of the University of Tennessee, Knoxville and Oak Ridge National Laboratory;

(5) Elevate the status of the University of Tennessee, Knoxville as a top tier national research institution through expanded collaboration with the Laboratory;

(6) Encourage and facilitate the development of an interdisciplinary program in energy science and engineering at the University of Tennessee, Knoxville that shall provide students an opportunity to undertake transformative research activities;

(7) Promote and develop support for collaborative research and development by interdisciplinary teams of University of Tennessee, Knoxville, and other state university faculties and the Oak Ridge National Laboratory in energy-related fields;

(8) Foster and promote research in science, technology, engineering and mathematics that encourages entrepreneurial opportunities in Tennessee; and

(9) Expand the number of University of Tennessee, Knoxville graduate students conducting their graduate research and education at the Oak Ridge National Laboratory working with laboratory scientific staff and using the unique facilities of the laboratory.

Section 49-9-1502.

(a) The University of Tennessee is authorized to establish an academic unit of the University of Tennessee, Knoxville for interdisciplinary research and education in collaboration with the Oak Ridge National Laboratory.

(b) The chancellor of the University of Tennessee, Knoxville and the director of the Oak Ridge National Laboratory are authorized to enter into an agreement concerning collaboration in interdisciplinary research and education designed to accomplish the purposes of this part. The provisions of this agreement shall address matters including, but not limited to, the appointment and oversight of graduate students, the appointment of ORNL staff as faculty, and the development of interdisciplinary curricula between the two (2) institutions. Nothing in this

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **8**

part shall limit in any way the authority of the United States Department of Energy with regard to the ownership and operation of Oak Ridge National Laboratory.

SECTION 10. Notwithstanding any law to the contrary, nothing in this part shall be deemed or construed to abrogate in any way the applicability of federal law relative to the Oak Ridge National Laboratory, its management and operation.

SECTION 11. Tennessee Code Annotated, Title 49, Chapter 8, is amended by adding the following language as a new part:

Section 49-8-1401.

(a) Recognizing the potential leverage and synergy that can be achieved by collaboration among the public and private entities, it is hereby declared that the University of Memphis, the University of Tennessee Center for the Health Sciences and St. Jude Children's Research Hospital are lead collaborators in the Memphis Research Consortium.

(b) The Memphis Research Consortium, a collaborative venture with other leading research and business entities in Memphis created to promote long-term economic development and job creation, shall explore and develop strategies and plans for establishing and enhancing opportunities for research and development in industries including public health, medical devices, medical and healthcare, bio-based products and chemical manufacturing, logistics and supply chain, computational and computer sciences, and learning technologies and related fields. Such strategies and plans, and the development thereof, may include, but not be limited to, participation by other institutions of higher education, hospitals and other health services providers, organizations engaged in the promotion of public health, medical devices, medical and healthcare, bio-based products and chemical manufacturing, logistics and supply chain, computational and computer sciences, learning technologies, bioscience, and bioengineering and related business and research, as well as industrial and commercial enterprises engaged in business activities related to these areas.

(c) It is further declared to be the legislative intent that the University of Memphis, the University of Tennessee Center for the Health Sciences, and other collaborators shall report progress toward developing such strategies and plans to the standing committees on education no later than February 1, 2011.

SECTION 12. On or before December 1, 2010, the Tennessee Higher Education Commission shall submit to the chairs of the education and finance, ways and means committees of both houses of the general assembly a side-by-side comparative analysis of the funds projected to be received by each public institution of higher education for the 2011-2012 fiscal year under both the revised funding formula and the old formula, as if the old formula were still in effect for the 2011-2012 fiscal year.

Public Chapter No. 3   **PUBLIC ACTS, 2010**   **9**

SECTION 13. An audit of the Tennessee Higher Education Commission, the University of Tennessee board of trustees and the board of regents may be conducted by the comptroller of the treasury. If such audit is conducted, the audit shall specifically focus on overlap in mission, cost inefficiencies, management practices and the restructuring of higher education stipulated by the implementation of this act. If such audit is conducted, the audit shall be submitted to the Education Committees of the House of Representatives and the Senate for review and recommendation.

SECTION 14. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to that end the provisions of this act are declared to be severable.

SECTION 15. This act shall take effect upon becoming a law, the public welfare requiring it.

PASSED: January 21, 2010

RON RAMSEY
SPEAKER OF THE SENATE

KENT WILLIAMS, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 26th day of January 2010

PHIL BREDESEN, GOVERNOR

Flight Plan Overview

Fall, 2013

8/2/2013

Outline

TTU TENNESSEE TECH UNIVERSITY

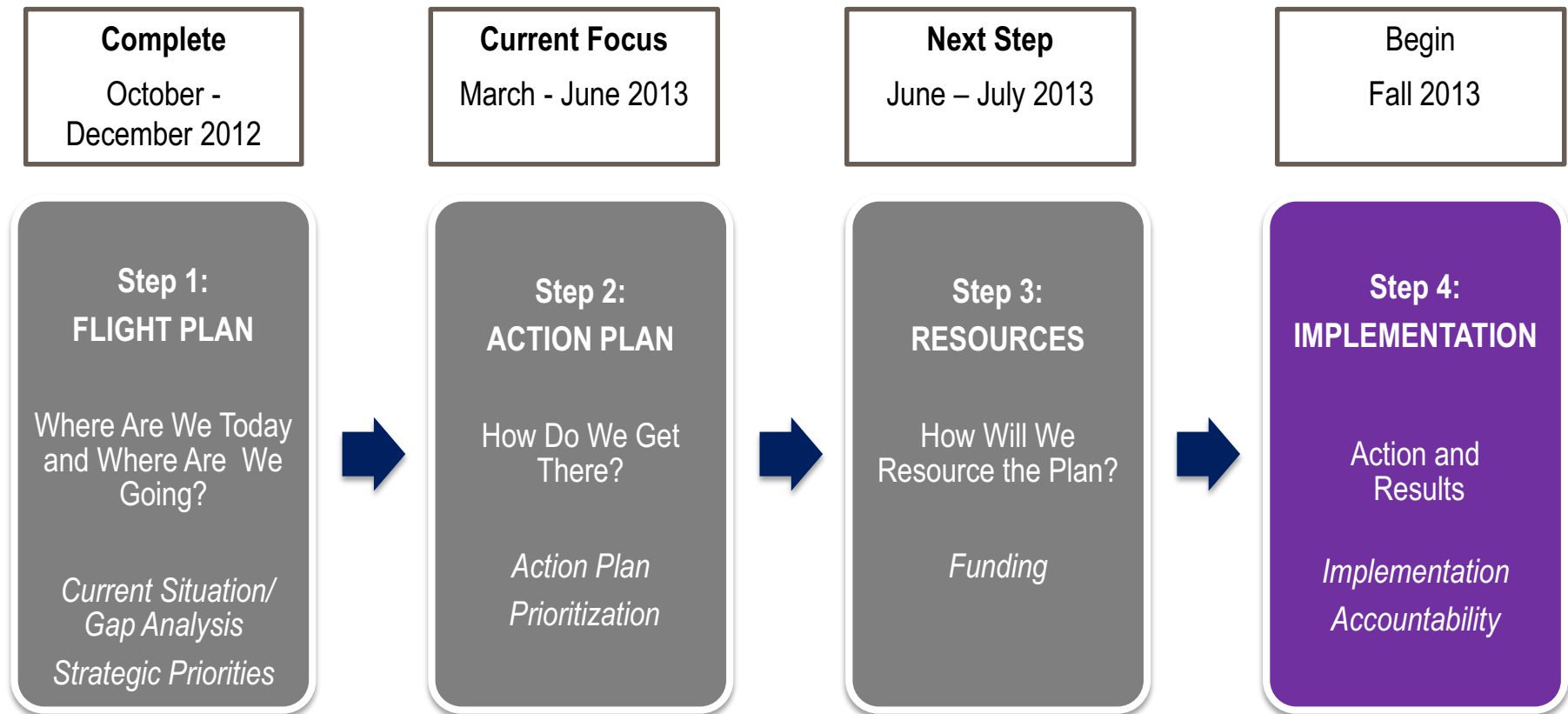# WHAT IS FLIGHT PLAN?

Objectives

Flight Plan serves as a blueprint that guides Tennessee Tech's path forward.

- Develop a process that engages stakeholders in the development of a long-term plan

- Complete a fact-driven review of Tennessee Tech's current state

    – Use data to compare Tennessee Tech to selected peers

    – Gather stakeholder perspectives through engagement and interviews

    – Identify the implications of external factors impacting TTU, including the Complete College Tennessee Act

- Determine strategic directions to position the University for continued success in the future

- Establish a process to turn directions into action

Outcome - Flight Plan will identify specific actions that advance Tennessee Tech. It will support a vision that builds on Tech's unique differentiators and enhances its value to the residents of the State of Tennessee.

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Timeline

TTU TENNESSEE TECH UNIVERSITY

The Flight Plan first evaluated TTU's current situation and identify strategic priorities. Supporting action plans were developed for priority actions to support implementation in Fall 2013.

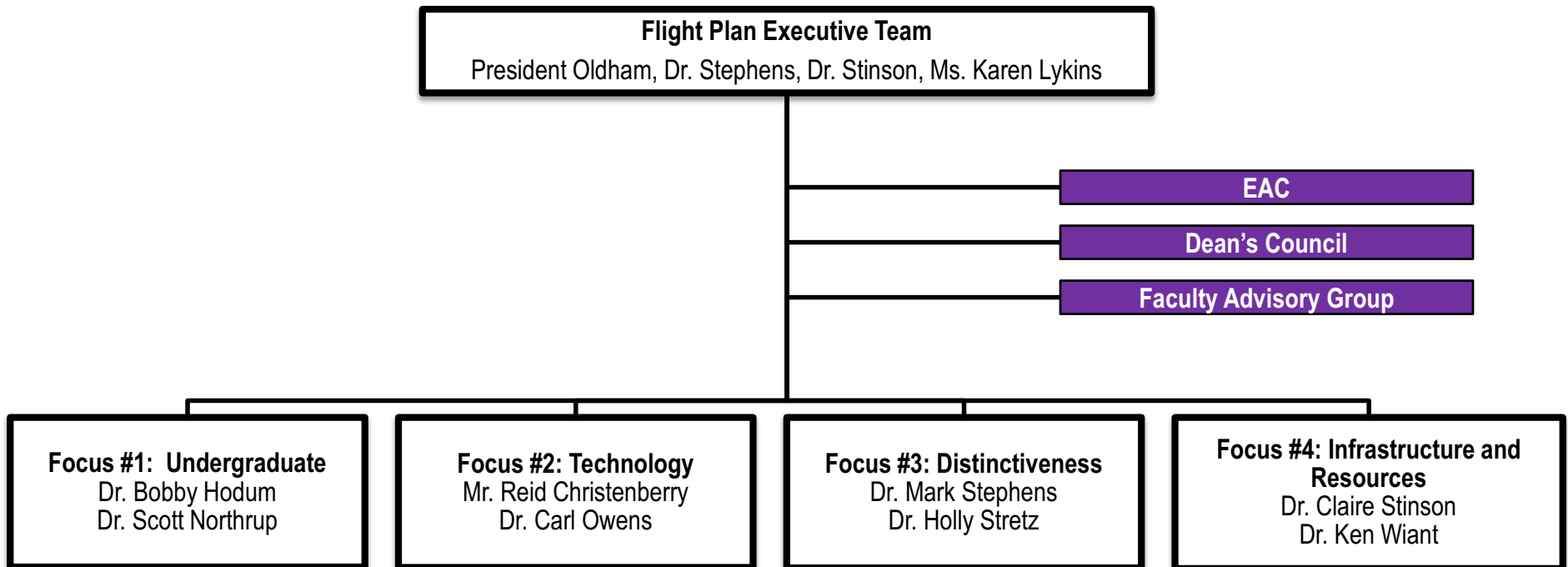| **Complete** October - December 2012	**Current Focus** March - June 2013	**Next Step** June – July 2013	Begin Fall 2013
Step 1: **FLIGHT PLAN** Where Are We Today and Where Are We Going? *Current Situation/ Gap Analysis* *Strategic Priorities*	**Step 2:** **ACTION PLAN** How Do We Get There? *Action Plan* *Prioritization*	**Step 3:** **RESOURCES** How Will We Resource the Plan? *Funding*	**Step 4:** **IMPLEMENTATION** Action and Results *Implementation* *Accountability*

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Stakeholder Engagement

Faculty, staff and students were engaged in the *Flight Plan* process through multiple focus groups and feedback points. The following individuals comprised the original *Flight Plan* Steering Committee.

Member	Position
Dr. Susan Elkins	Vice President for Extended Programs and Regional Development
Mr. Lee Gatts	Student Government Association President
Dr. Melissa Geist	Associate Professor, Nursing
Dr. Robert Hodum	Associate Vice President for Enrollment Management and Student Success
Dr. Glenn James	Director of Institutional Research
Dr. David Larimore	Professor, Research Methods in Education
Ms. Karen Lykins	Associate Vice President for Communications & Marketing
Dr. Brian O'Connor	Faculty Senate President; Associate Professor, Mathematics
Dr. Carl Owens	Professor, Curriculum and Instruction
Dr. Joseph Rencis	Dean of Engineering, Clay N. Hixson Chair for Engineering Leadership, and Professor of Mechanical Engineering
Dr. Mark Stephens	Interim Provost, Vice President for Academic Affairs
Dr. Claire Stinson	Vice President for Business and Planning
Mr. Mark Wilson	Athletics Director

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Action Plan Engagement

Nearly 50 faculty, staff and students are now actively engaged in the action plan process. Co-leaders representing academic and administrative areas have been assigned to lead each Flight Plan focus area.

Flight Plan Executive Team
President Oldham, Dr. Stephens, Dr. Stinson, Ms. Karen Lykins

EAC

Dean's Council

Faculty Advisory Group

Focus #1: Undergraduate
Dr. Bobby Hodum
Dr. Scott Northrup

Focus #2: Technology
Mr. Reid Christenberry
Dr. Carl Owens

Focus #3: Distinctiveness
Dr. Mark Stephens
Dr. Holly Stretz

Focus #4: Infrastructure and Resources
Dr. Claire Stinson
Dr. Ken Wiant

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TTU TODAY:
WHERE ARE OUR GAPS?

Gap Analysis – Metrics

TTU TENNESSEE TECH UNIVERSITY

The Steering Committee identified 10 executive-level accountability metrics to include in a peer comparative analysis ("Gap analysis"). Six of the ten metrics align with Complete College Tennessee Act objectives.

Areas of Focus	Rationale	Metrics
Undergraduate Education	• Core focus area aligned with mission • Aligns with state completion agenda	• ACT Score Range • FTE Enrollment • *Bachelor's Degrees Conferred** • *Retention Rate (1st to 2nd Year)** • *Six-Year Graduation Rate**
Graduate Education	• Continues to push Tech toward new directions	• *Doctoral Degrees Conferred** • *Master's Degrees Conferred**
Research	• Opportunities to enhance connection to industry and innovate	• *Total Research Expenditures/Full-time Tenured Faculty**
Financial Resources	• Requirement to enable any strategic direction	• Operating Expenditures per Student FTE • Endowment per Student FTE

* Related or Similar to Complete College Tennessee Act Metrics

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Gap Analysis – Peer Selection

TTU TENNESSEE TECH UNIVERSITY

The Committee agreed upon a set of selection of criteria to select peers for the gap analysis, while also allowing for additions to be made based on round-table discussions.

Initial Selection Criteria

- Enrollment size
- STEM focus
- Carnegie Classification
- Undergraduate to Graduate Student Ratio
- Academic / degree profile
- Level of urbanization
- Geographic Region
- Comprehensive university
- Public Institution

Selection Metrics
(Used to Identify Candidate Peers)

- Comparable Undergraduate Enrollment (5,000 – 15,000
- Comparable Graduate Enrollment (500 – 5,000)
- % of Bachelor's Degrees in STEM Fields/Top Engineering Schools
- Carnegie Classification (Master's Large, Research High, Research Very High)
- Comparable Degree of Urbanization
- Southern Geography

Final Selection Round: Exceptions Based on Previous History

In addition to selecting *Flight Plan* peers, the other eight public universities in Tennessee were vetted for consideration; the Committee selected four of the eight to be included in a separate Gap Analysis.

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Gap Analysis – Peer List

TU TENNESSEE TECH UNIVERSITY

TTU established three peer groups for provide the ability to assess comparative performance on different levels. Gap analyses were prepared for the "National" and "Tennessee" peers.

Aspirational *Aspirational Examples/ Case Studies*	National Peers *National Gap Analysis*	Tennessee Peers *Tennessee Gap Analysis*

▪ All Metrics
  – Clemson University
▪ Undergraduate
  – Miami University (Ohio)
  – James Madison
▪ Graduate and Research
  – SUNY-Binghamton
  – Univ. of New Hampshire
	▪ Louisiana Tech
	▪ South Dakota State
	▪ Murray State
	▪ New Mexico State
	▪ Univ. of Alabama-Huntsville
	▪ Univ. of Idaho
	▪ Univ. of Maine
	▪ Appalachian State
		▪ Univ. of Memphis
		▪ East Tennessee State
		▪ Middle Tennessee State
		▪ Univ. of Tennessee-Chattanooga

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Gap Analysis – National Peers

TTU TENNESSEE TECH UNIVERSITY

Areas of Focus	Metrics	TTU	Comparative Group	TTU vs. Comparative Group
Undergraduate Education	ACT Score Range (75th/25th Percentile)	26/20	26/20	**Equal**
	FTE Enrollment	9,266	9,329	-63
	Bachelor's Degrees Conferred[1]	1,704	1,800	-96
	Retention Rate (1st to 2nd Year)	73%	77%	-4 Pts.
	Six-Year Graduation Rate	50%	54%	-4 Pts.
Graduate Education	Doctoral Degrees Conferred	18	41	-23
	Master's Degrees Conferred	347	552	-205
Research	Total Research Expenditures per Full-time Tenured Faculty Member	$55K	$156K	-$101K
Financial Resources	Operating Expenditures per Student FTE[2]	$11,402	$15,222	-$3,820
	Endowment per Student FTE[3]	$5,844	$8,057	-$2,213

1. Bachelor's Degrees Conferred is not published on TTU's Common Data Set. TTU's figure comes from Office of Institutional Research
2. Operating expenditures includes instruction, academic support, student services, institutional support, operation of plant, and scholarships and fellowships
3. US News Endowment Data

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Data Source: Common Data Set 2011 - 2012, NSF Research Survey 2010, IPEDS Data Center, US News, Audited Financial Statements

Gap Analysis – Tennessee Peers

TTU TENNESSEE TECH
UNIVERSITY

Areas of Focus	Metrics	TTU	Comparative Group	TTU vs. Tennessee Group
Undergraduate Education	ACT Score Range (75th/25th Percentile)	26/20	25/20	**+1/0**
	FTE Enrollment	9,266	14,041	-4,775
	Bachelor's Degrees Conferred	1,696	2,574	-878
	Retention Rate (1st to 2nd Year)[1]	81%	79%	**+2 Pts.**
	Six-Year Graduation Rate[2]	56%	49%	**+7 Pts.**
Graduate Education	Doctoral Degrees Conferred	18	73	-55
	Master's Degrees Conferred	347	725	-378
Research	Research and Service per Full-time Tenured Faculty Member (THEC Definition)	$31K	$60K	-$29K
Financial Resources	Operating Expenditures per Student FTE[3]	$11,402	$15,098	-$3,696
	Endowment per Student FTE[4]	$5,844	$7,571	-$1,727

1. Retention rate reflects the THEC definition and includes those students that were enrolled at either the admitting institution or another Tennessee public institution the following year.
2. Six-year graduation rate reflects the THEC definition and includes those students who graduated from the admitting institution and/or another Tennessee Public university.
3. Operating expenditures includes instruction, academic support, student services, institutional support, operation of plant, and scholarships and fellowships. UT- Chattanooga is not included in the average of the comparative group. FY2010 Data used as FY2011 was not available for all institutions.
4. FY2011 US News endowment data and 2011 THEC Factbook enrollment data used.

Data Source: THEC Factbook 2012-13, Common Data Set 2011 - 2012, Business and Fiscal Affairs, IPEDS Data Center, US News, Audited Financial Statements

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Undergraduate Education
CURRENT POSITION

TENNESSEE TECH
UNIVERSITY

- Students expressed the advising model, registration/scheduling system, and bottleneck classes as opportunities for improvement.

- Academic advising is inconsistent with some, but not all, colleges providing strong advising services to their students.

- Retention and graduation rates have remained strong relative to Tennessee peers, but continues to lag behind *Flight Plan* and aspirational peers.

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Technology
CURRENT POSITION

TENNESSEE TECH UNIVERSITY

- The demand for better services has been driven by the exponential increase in use of technology, including the number of mobile devices students bring to campus.

- Students have also detailed their desire to receive information via digital channels and perform university business processes through more convenient methods.

- Faculty and staff have acknowledged there is very little funding for ongoing experimentation or pilot projects in adopting leading-edge technology.

- *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on technology-forward experience into curriculum and the need for technology infrastructure to support research computing.

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Distinctiveness
CURRENT POSITION

TTU TENNESSEE TECH UNIVERSITY

- *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on real-world problem solving into undergraduate curriculum by concentrating on co-curricular activities (study abroad, co-op learning, service learning, and undergraduate research).

- Faculty teams expressed a need for resources to incubate high-potential, interdisciplinary research ideas to ready opportunities for external funding.

- Overall graduate degrees offerings and research dollars are below expectations for the "Technological" institution of the state of Tennessee. Faculty wish to grow degree offerings in areas of market need and to better align with CCTA expectations.

- A focus on use of technology is needed to bring TTU closer to its position as the technological university in the State of Tennessee. This also includes new technology-based and innovative academic offerings and teaching methods.

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Resources and Infrastructure
CURRENT POSITION

TENNESSEE TECH
UNIVERSITY

- TTU requires a new enrollment model to realize Flight Plan objectives. This includes the development of a data-driven enrollment model and improved use of scholarships to increase student yield.

- Stakeholders expressed a desire for a more developed infrastructure to support the needs of students, faculty, and the community. For example, stakeholders frequently cited need for increased green space, more commuter parking spots, enhanced student facilities, and greater dining capacity.

- Many of TTU's current business processes are out-of-date and inefficient, specifically the hiring and procurement processes.

Flight Plan Focus Areas

TTU TENNESSEE TECH UNIVERSITY

Based on a full internal assessment of TTU's current state, including the gap analysis, four strategic improvement directions emerged as *Flight Plan* focus areas.

1. Improve Undergraduate Student Experience	2. Transform Technology
▪ Enhance quality of undergraduate student experience ▪ Improve academic advising ▪ Increase degrees conferred and retention; reduce time-to-degree ▪ Focus on incoming student quality and diversity ▪ Improve student recruitment and use of scholarships	▪ Enhance technology capabilities ▪ Improve technology infrastructure systems, and support services ▪ Support faculty in the application of technology in the classroom

3. Create Distinctive Programs and Invigorate Faculty	4. Expand Financial Resources and Modernize Infrastructure
▪ Expand research and faculty scholarly activity ▪ Support faculty collaboration and development ▪ Evaluate structure where appropriate to promote cross-disciplinary and integrated programs and scholarship ▪ Improve graduate recruitment, incoming student quality, enrollment and degrees conferred ▪ Provide undergraduate research opportunities	▪ Identify new revenue streams ▪ Grow endowment and private funding levels ▪ Develop campus and modernize physical infrastructure

ACTION AND IMPLEMENTATION

Flight Plan Summary

TENNESSEE TECH UNIVERSITY

TTU VISION

4
FOCUS AREAS

UNDERGRADUATE EDUCATION

TECHNOLOGY

DISTINCTIVENESS

INFRASTRUCTURE AND RESOURCES

12
PRIORITY ACTIONS

1. FRESHMEN FLIGHT PATH
2. ACADEMIC ADVISING
3. HIGH-DEMAND COURSE CAPACITY
4. TECHNOLOGY SERVICE TO STUDENTS
5. TECHNOLOGY INFRASTRUCTURE AND INNOVATION
6. UNDERGRADUATE CO-CURRICULAR PROGRAM
7. MULTIDISCIPLINARY RESEARCH INNOVATION
8. NEW GRADUATE PROGRAMS
9. TECHNOLOGY IN TEACHING
10. ENROLLMENT, TUITION AND SCHOLARSHIPS
11. PHYSICAL INFRASTRUCTURE PRIORITIES
12. EFFICIENCY AND EFFECTIVENESS

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METRICS

UNDERGRADUATE
1. ACT SCORE RANGE
2. FTE ENROLLMENT
3. BACHELOR'S DEGREES
4. RETENTION RATE
5. SIX-YEAR GRADUATION RATE

GRADUATE AND RESEARCH
6. DOCTORAL DEGREES
7. MASTER'S DEGREES
8. RESEARCH EXPENDITURES PER FACULTY

FINANCIAL
9. OPERATING EXPENDITURES PER STUDENT
10. ENDOWMENT PER STUDENT

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Flight Plan Summary – 2013 to 2014

TTU TENNESSEE TECH UNIVERSITY

PRIORITY	PLAN	PILOT	RESOURCE	IMPLEMENT
Freshmen Flight Path				
Academic Advising				
High-Demand Course Capacity				
Technology Service to Students				
Enrollment, Tuition, and Scholarships				
Efficiency and Effectiveness				
IT Infrastructure and Innovation				
Co-curricular Undergraduate Program				
Multidisciplinary Research Innovation Incubator				
New Graduate Programs				
Technology in Teaching				
Physical Infrastructure Priorities				

READY FOR ACTION

2013 to 2014 Action Focus: Implementation; outcomes

- Initiatives ready for action or address an immediate need
- Resources allocated for 2013 to 2014
- Outcomes expected

TRANSFORMATIONAL

2013 to 2014 Action Focus: Pilot programs; resource plans

- Large, multi-year initiatives
- Further planning and stakeholder engagement required
- Pilot projects
- Full resource plans needed

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Objectives

The action and implementation plan process engaged stakeholder to identify high-impact actions aligned with Flight Plan and develop high-level implementation plans.

- Address gaps in the four areas of focus: undergraduate education, technology, distinctiveness, and infrastructure/resources

- Engage academic and administrative leaders to identify and prioritize opportunities for both immediate and long-term improvement

- Identify the necessary investments needed

- Establish an expectation for accountability, assessment, and continuous improvement

- Surface opportunities for operational effectiveness

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Process

TTU TENNESSEE TECH
UNIVERSITY

The *Flight Plan* focus areas serve as the foundation for the action plan process. The objective of this process is to surface university-level priorities for the 2013 to 2014 academic year.

COMMITMENTS

- Major improvement directions categories for each focus area

ACTIONS

- Specific actions to support commitments, includes both short-term and long-term actions

PRIORITY ACTIONS

- Actions designated as high-impact; university-level priorities for the 2013 to 2014 academic year

IMPLEMENTATION PLANS

- Resource, milestones and accountability plans to support priority actions

FLIGHT PLAN FOCUS AREAS
UNDERGRADUATE EDUCATION
TECHNOLOGY
DISTINCTIVENESS
INFRASTRUCTURE AND RESOURCES

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Implementation Plans

For Flight Plan priority actions, implementation plans were developed to provide a data-driven view of the context, rationale, and resources required for each proposed action.

Illustrative Example

Context for Action

Description, Objectives, & Metrics

Resources & Accountability

Milestones

Action Steps

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Priority Actions

TTU TENNESSEE TECH UNIVERSITY

Flight Plan is supported by 12 priority action plans related to Undergraduate Education, Technology, Distinctiveness, and Infrastructure and Resources.

Team	Supporting Action Plan Profiles
Undergraduate Education	3
Technology	2
Distinctiveness	4
Infrastructure and Resources	3

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Priority Actions

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
1 **Freshmen Flight Path**	Implement an early intervention first-year retention program for freshmen focusing on class attendance	Improve retention through early, proactive intervention
2 **Academic Advising**	Establish a consistent approach to academic advising that expands the number of professional advisors and enhances the faculty-student mentorship role	Increase retention and graduation rates by ensuring consistency and focusing on success in the freshmen year
3 **High-Demand Course Capacity**	Identify high-demand courses and add additional capacity through hiring faculty and effectively using classroom space	Increase graduation rates by providing students access to courses needed to graduate on time
4 **Technology Service to Students**	Improve technology service to students by meeting student need for connectivity and support	Support a technology-forward student experience

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Priority Actions

TTU TENNESSEE TECH UNIVERSITY

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
5 IT Infrastructure and Innovation	Create an IT strategic plan to strengthen technology capabilities in infrastructure and services; establish a fund to promote innovation	Build technology capabilities representative of a premier technological university
6 Co-curricular Undergraduate Program	Redesign TTU's undergraduate programs to emphasize co-curricular activity in order to better prepare students to solve real-world problems	Increase graduation rates by proving students with a distinctive and relevant undergraduate experience
7 Multidisciplinary Research Innovation	Establish Innovation for Distinctiveness in Education and Applied Sciences, an incubator to cultivate promising and distinctive research opportunities	Expand funded research by surfacing prospects for new, distinctive research opportunities
8 New Graduate Programs	Offer new graduate degree programs in high-demand, distinctive areas	Increase Master's and PhD degrees conferred to align with CCTA objectives

Priority Actions

TTU TENNESSEE TECH
UNIVERSITY

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
9 Technology in Teaching	Provide faculty advanced support to increase adoption of digital learning practices and technology innovation in the classroom	Increase graduation rates and student success; support faculty innovation in teaching
10 Enrollment, Tuition, and Scholarships	Evaluate undergraduate and graduate enrollment and tuition; improve use of scholarships	Broaden financial resources through sustained growth; strengthen TTU's ability to recruit excellent students
11 Physical Infrastructure Priorities	Enrich and modernize university physical infrastructure	Improve the experience of students, faculty and staff
12 Efficiency and Effectiveness	Streamline administrative requirements by simplifying business processes and leveraging technology to improve effectiveness	Ensure effective stewardship of financial resources by increasing administrative efficiency

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Undergraduate Action Plan

TENNESSEE TECH UNIVERSITY

FOCUS #1 – UNDERGRADUATE EDUCATION
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Improve student success through early intervention
- ❑ Freshmen Flight Path

Commitment Two: Establish a dual approach to academic advising, both improving support for class registration and strengthening student-faculty mentorship
- ❑ Academic Advising

Commitment Three: Reduce time-to-degree
- ❑ High-Demand Course Capacity

Commitment Four: Improve the undergraduate experience
- ❑ Technology Service to Students
- ❑ Athletics Flight Plan Supplemental

Commitment Five: Advance enrollment practices
- ❑ Enrollment, Tuition and Scholarships

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Technology Action Plan

TENNESSEE TECH UNIVERSITY

FOCUS #2 – TECHNOLOGY
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Improve Technology Service
- ❑ Technology Service to Students

Commitment Two: Strengthen Technology Infrastructure and Promote Innovation
- ❑ IT Infrastructure and Innovation

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Distinctiveness Action Plan

TTU TENNESSEE TECH UNIVERSITY

FOCUS #3 – DISTINCTIVENESS
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Redesign TTU's Undergraduate Programs to Better Prepare Students to Solve Real-World Problems

❑ Co-Curricular Undergraduate Program

Commitment Two: Establish New Distinctive, Collaborative Programs

❑ Multidisciplinary Research Innovation

Commitment Three: Offer New Graduate Degrees

❑ New Graduate Degrees

Commitment Four: Invigorate and Support Faculty

❑ Technology in Teaching

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Resources and Infrastructure Action Plan

TENNESSEE TECH UNIVERSITY

FOCUS #4 – RESOURCES AND INFRASTRUCTURE
DRAFT ACTION PLAN

Commitment One: Cultivate a Sustainable Financial Model

- ❑ Enrollment, Tuition, and Scholarships
- ❑ Maximize Complete College Tennessee Act Allocated Dollars

Commitment Two: Enrich Physical Infrastructure to Enhance the Student Experience and Support the Academic Mission

- ❑ Physical Infrastructure Priorities

Commitment Three: Improve Efficiency and Effectiveness

- ❑ Efficiency and Effectiveness

Commitment Four: Generate New External Resources

- ❑ TTU Foundation
- ❑ Increase External Grant Funding and Commercialization

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RESOURCES

Overview

TTU TENNESSEE TECH UNIVERSITY

Resources required to support the Priority Action implementation plans were organized into two categories.

Near-term Investments

- Resource estimates and requests that will fund priority action plans during the 2013-14 year.
- Funding incorporated in 2013-14 plan

Longer-term Investments

- Resource estimates and requests that will fund priority action plans during the 2014-2015 year and beyond.
- Resource plans will need to be developed in the 2013-14 year

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Summary of Resources

Priority Action	2013-14 Resource Committed	Resource Plan To Be Developed 2013-14
1. Freshmen Flight Path Program	●	
2. Academic Advising	●	
3. Relieve High-Demand Courses	●	
4. Technology Service to Students	●	
5. Technology Infrastructure and Innovation	● (Partial)	●
6. Co-curricular Undergraduate Program	● (Partial)	●
7. Multi-Disciplinary Research		●
8. New Graduate Programs		●
9. Technology in Teaching		●
10. Enrollment, Tuition, and Scholarships	●	
11. Physical Infrastructure Priorities		●
12. Efficiency and Effectiveness	●	

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Sources of Funds

TENNESSEE TECH
UNIVERSITY

The following funding strategies have been employed at public universities which have made performance advancements and can be applied to *Flight Plan*.

Source	Examples
Operational Effectiveness	▪ Strong focus on operational effectiveness measures to "reinvest" in the academic enterprise
Enrollment and Tuition Balance	▪ TTU has conveyed its desire to increase both in-state and out-of-state undergraduate enrollment, in addition to graduate enrollment
Retention	▪ Many of *Flight Plan*'s Undergraduate Education priority actions are designed to increase retention and graduation, keeping student tuition dollars on campus and increasing overall success in the CCTA funding formula.
Gifts and Endowment Support	▪ Development of strategic campaigns to reinforce broad university priorities

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IMPLEMENTATION AND ACCOUNTABILITY

Overview

Those responsible for overseeing the Priority Action implementation plans will be held accountable for reporting to the *Flight Plan* executive team as well as measure success against operational and *Flight* Plan metrics.

Accountability

- Priority Action leaders will appointed for each of the 12 priority actions and have an implementation team made up of representatives from applicable departments.

Reporting

- The Priority Action leaders will report directly to their individual focus group leaders, who will be responsible for regular reporting on progress to the *Flight Plan executive team.*

Communication

- Regular communications to campus stakeholder groups

Metrics

- The *Flight Plan* Gap analysis metrics will be updated on an annual basis under the direction of the *Flight Plan* executive team.
- Operational metrics included in individual plans will supplement this reporting with more frequent updates.

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Structure

TENNESSEE TECH UNIVERSITY

The following structure illustrates a suggested structure to implementation.
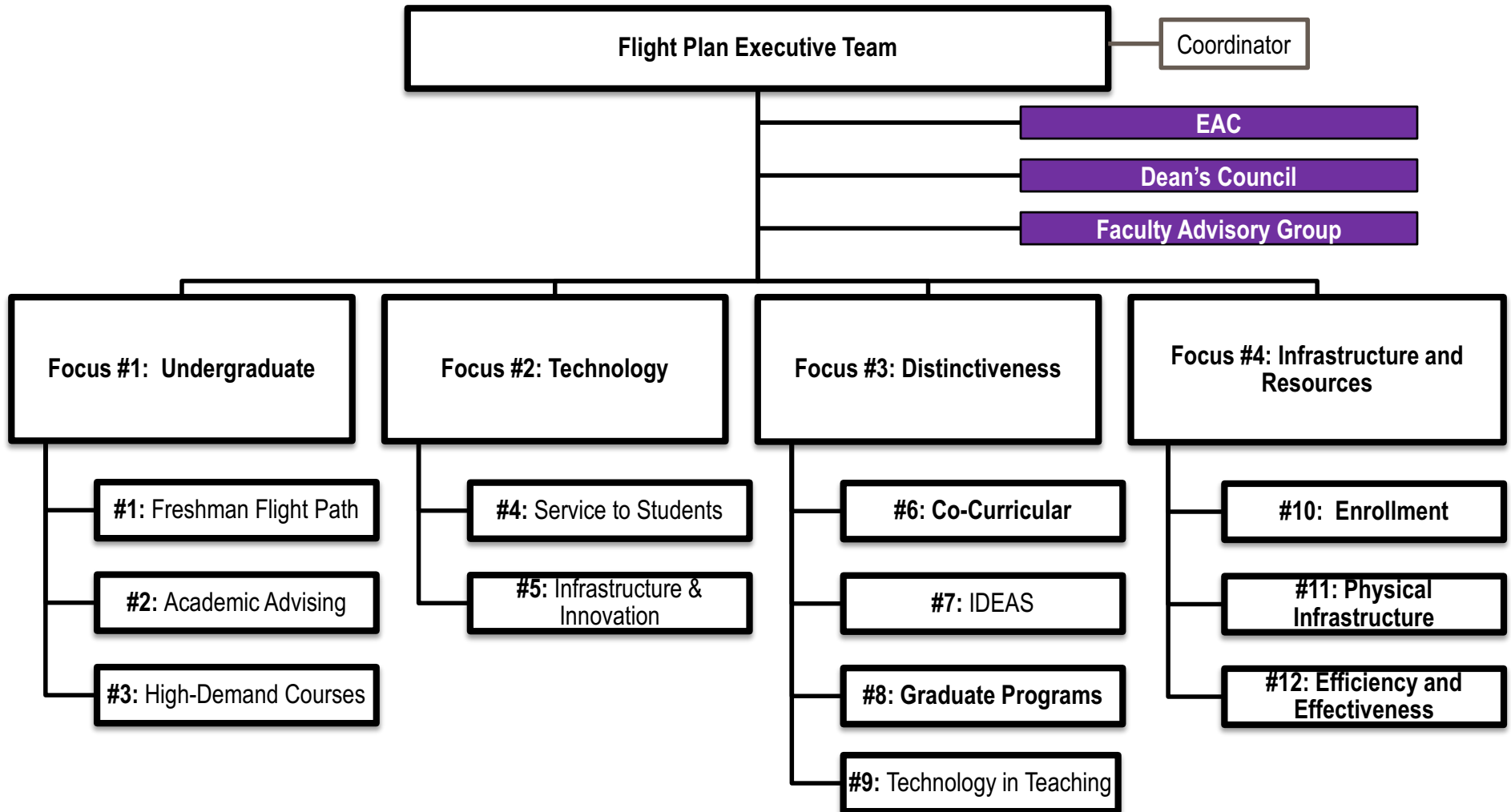
Progress Reporting

The lines of communication will depend on regular updates and accountability for progress reporting.

Executive Metrics

TTU TENNESSEE TECH UNIVERSITY
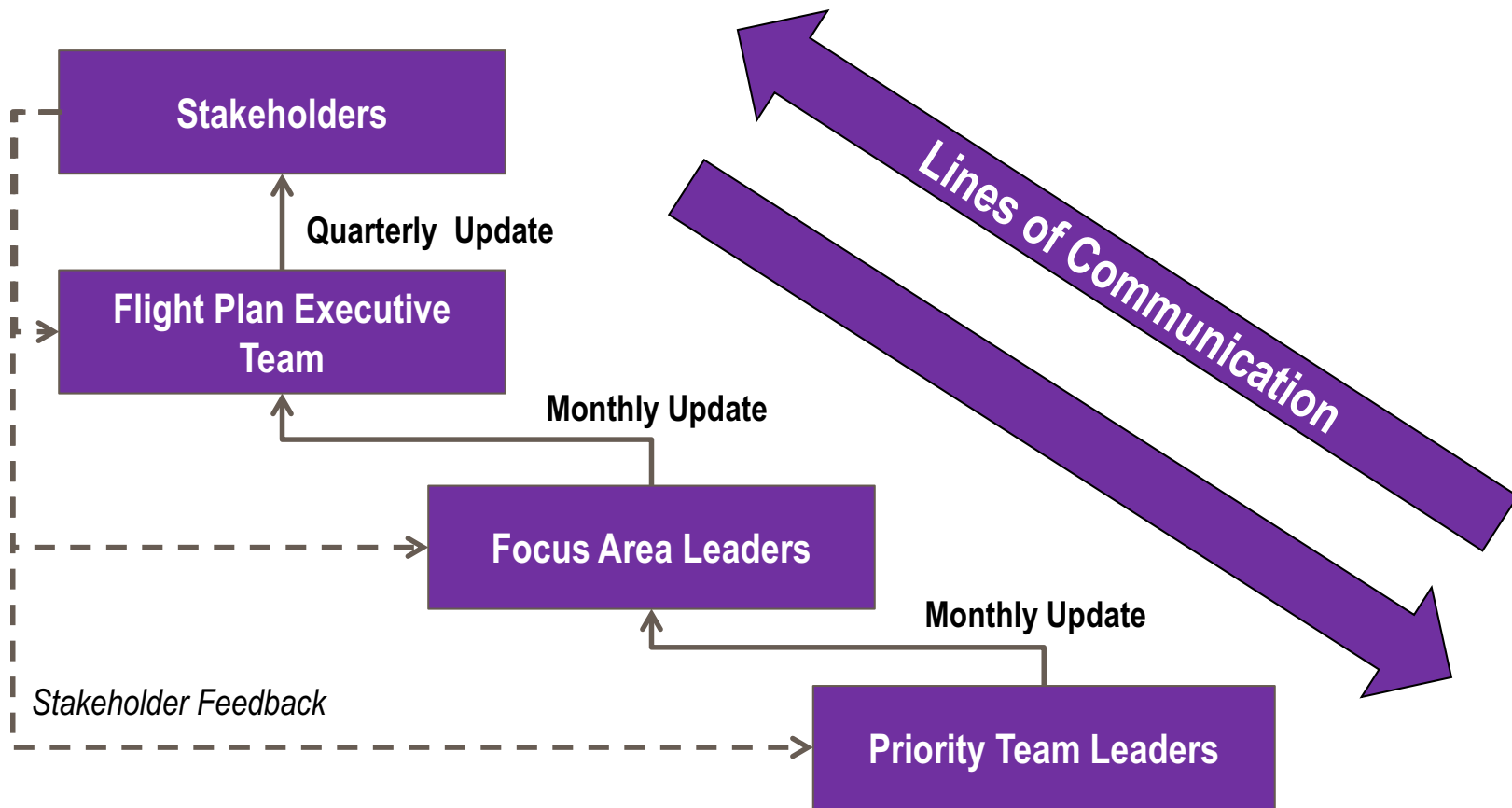
The ten executive-level metrics included in the *Flight Plan* Gap Analysis will be refreshed concurrently.

		FLIGHT PLAN FOCUS AREAS		
Metrics	**Undergraduate**	**Technology**	**Distinctiveness**	**Infrastructure & Resources**
Undergraduate Education — ACT Score Range (75th/25th Percentile)	●			
FTE Enrollment	●			
Bachelor's Degrees Conferred[1]	●	●	●	
Retention Rate (1st to 2nd Year)	●	●	●	
Six-Year Graduation Rate	●	●	●	
Graduate Education — Doctoral Degrees Conferred		●	●	
Master's Degrees Conferred		●	●	
Research — Total Research Expenditures per Full-time Tenured Faculty Member		●	●	
Financial Resources — Operating Expenditures per Student FTE				●
Endowment per Student FTE				●

While operational metrics will be tracked at smaller intervals, formal reports on *Flight Plan* metrics should be delivered by the *Flight Plan* executive team to the President on an **annual** basis.

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Operational Metrics

TTU TENNESSEE TECH UNIVERSITY

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
Flight Path	Undergraduate / Technology	Fall-to-spring retention rate	**Annually**
		# of student intervention visits per semester	**Semester**
		% of freshmen with 2.0 GPA or higher per semester	**Semester**
Academic Advising	Undergraduate	# of students eligible to return that register on-time	**Semester**
		# of withdrawals	**Semester**
		Professional Advisor-to-student ratio in the colleges	**Semester**
High-Demand Courses	Undergraduate	Seat and classroom utilization ratios (EMS)	**Semester**
		Number of students needing courses vs. capacity (DW)	**Semester**
Technology Service to Students	Technology	# of Wi-Fi "Dark Spots"	**Monthly**
		# of Tech Service Desk Visits	**Monthly**
		# of Switches/Access Points Across campus	**Monthly**

Operational Metrics

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
Technology Innovation	Technology / Resources & Infrastructure	Central IT Operating Expenditures/ Student FTE	**Annually**
		# of Users Per Central IT Staff FTE	**Annually**
Co-Curricular Undergraduate	Distinctiveness	# of students participating in undergraduate research	**Semester**
		# of students receiving credit for study abroad coursework	**Semester**
		# of students receiving co-op positions (particularly in engineering)	**Semester**
		# of students in service learning programs	**Semester**
Multidisciplinary Research	Distinctiveness	# of cross-appointments for faculty members	**Annually**
		# of projects funded through the innovation incubator	**Annually**

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Operational Metrics

TTU TENNESSEE TECH
UNIVERSITY

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
New Graduate Programs	Distinctiveness	# of Graduate Degrees offered	Semester
		# of graduate students enrolled	Semester
		# of Ph.D. students enrolled	Semester
Technology in Teaching	Distinctiveness / Technology	# of faculty participating in course redesigns	Semester
		# of redesigned courses	Semester
Enrollment, Tuition, and Scholarships	Resources & Infrastructure / Undergraduate	Net tuition revenue	Semester
		In-state vs. out-of-state mix	Annually
Physical Infrastructure Priorities	Resources & Infrastructure	Progress towards development and completion of the landscaping master plan	Annually
		# of parking spaces	Annually
		# of descriptive signs posted outside of campus buildings	Annually
Efficiency and Effectiveness	Resources & Infrastructure / Technology	Time to complete a new hire process	Semester
		Number of suppliers in an individual product category; % spend on contract	Annually

Stakeholder Communication

TTU TENNESSEE TECH UNIVERSITY

TTU will be responsible for communicating updates on the priority actions to four primary stakeholder groups.

Stakeholder

Faculty	Administrators	Students/Parents	External Stakeholders
• Faculty Advisory Group • Dean's Council • Faculty Senate **Staff** • Staff Updates	• EAC • Dean's Council	• Existing and Future Students • Parents	*Sources of Potential Funding* • TBR • TN Legislature • Foundation • Alumni and Friends • Corporations *Other Partners* • Community • Potential Employers

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Stakeholder Communication

TTU TENNESSEE TECH UNIVERSITY
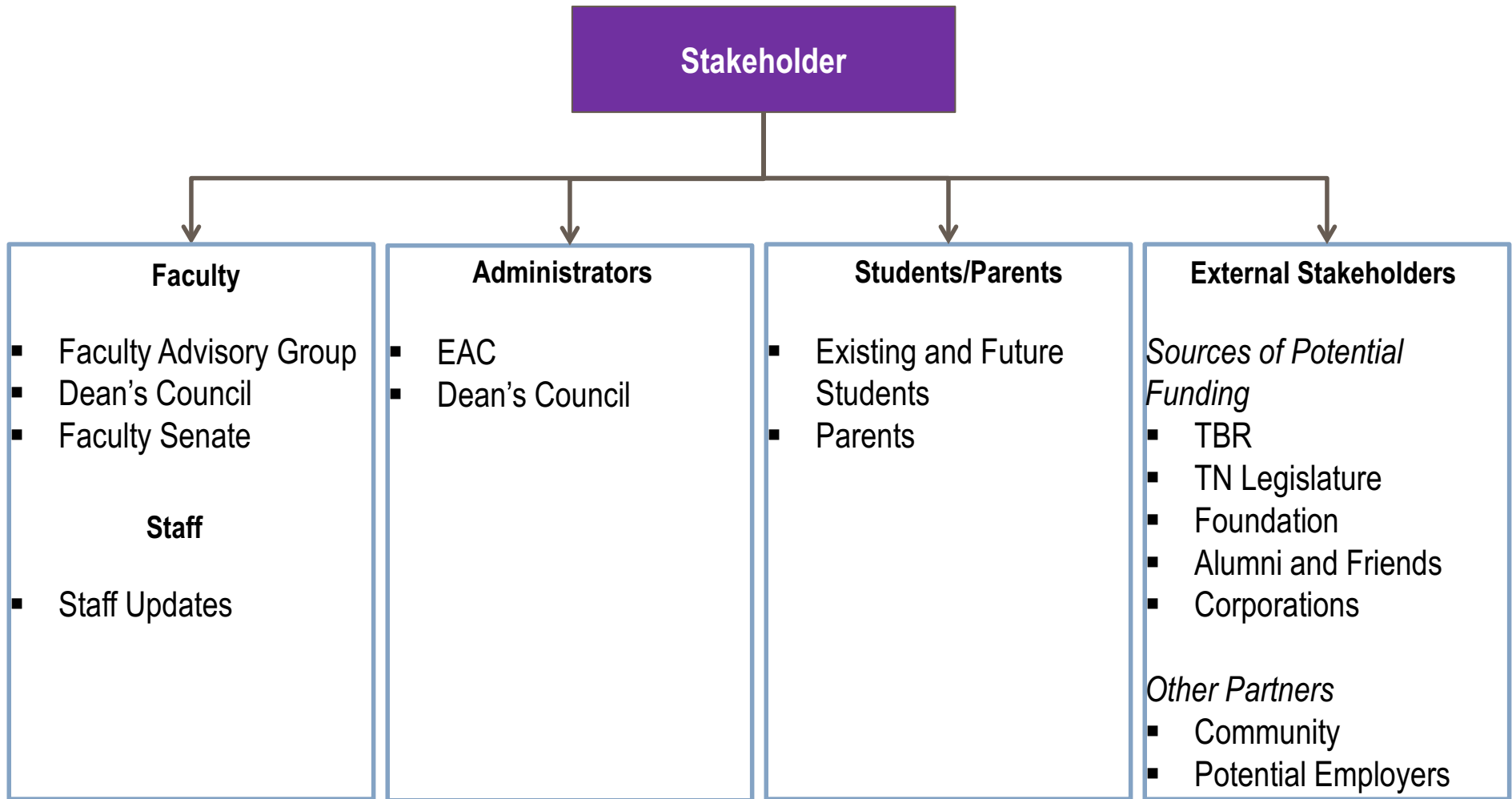
The following chart outlines communication types and timing Flight Plan launch.

Stakeholder Group	Description	Mode of Delivery	Timing
University Stakeholders	▪ Faculty ▪ Administrators ▪ Staff ▪ Students	▪ Articles ▪ Printed Materials ▪ Website ▪ Meetings	▪ *Fall*– Vision, Flight Plan launch ▪ *Spring* – Implementation updates, "wins", stakeholder feedback
TBR	▪ Tennessee Board of Regents	▪ Executive Meeting ▪ Printed Materials	▪ *Fall* – Executive briefing w/ TBR ▪ *Spring* – Executive-level metrics update, status update
Other Stakeholders	▪ Alumni ▪ Parents ▪ Regional Partners ▪ State Legislative Advocates ▪ Community	▪ Articles/Alumni Magazine ▪ Printed Materials ▪ Website	▪ *Fall*– Vision, Flight Plan launch, select meetings ▪ *Spring* – "Wins"

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Implementation Plan Timeline and Milestones

TTU TENNESSEE TECH UNIVERSITY

Near-term priority actions will be completed throughout the 2013-2014 school year while long-term priority actions will commence in fall, 2014.

Milestone	2013						2014								
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Finalize Draft Plans	■														
Near-term Resource Estimates Confirmed and Funded		■													
Implementation Teams Commence Near-Term Projects			■	■	■	■	■	■	■	■	■				
Discuss Long-term Funding Options							■	■	■	■					
Complete Near-Term Implementation Plans												■	■		
Secure Long-term Funding														■	
Launch Long-term Implementation Plans															■

△ **Quarterly Update to Campus Community**

NEXT STEPS

Action Plan

MILESTONES

TTU TENNESSEE TECH UNIVERSITY

We are currently in the implementation plan finalization and community roll out phase for *Flight Plan* priorities.

Timeline	Milestones	Status
February 2013	▪ Leaders and teams appointed ▪ Kick-off discussion held ▪ Timetable established	✓
March 2013	▪ Action plan structure complete – Improvement directions and candidate actions	✓
April/May 2013	▪ Prioritization and sequencing of actions complete – Designate Flight Plan priorities – Identify unit-level improvement directions – High-level timetables and sequencing	✓
May 2013	▪ Supporting implementation plans for Flight Plan priorities complete – Context, actions and milestones – Resource estimates – Accountability plan	✓
June 2013	▪ Finalize priorities and implementation plans ▪ Budget review and commitments complete	✓
July 2013	▪ Implementation begins	Current Focus
August 2013	▪ Roll out to the community	Current Focus

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APPENDIX A:
COMPLETE IMPLEMENTATION PLANS

Implementation Plans

Implementation plans were developed to identify specific near-term actions for improvement, promote communication among stakeholders, and support implementation.

- Implementation plan profiles include:
    - Rationale and strategic objectives
    - Near-term action steps
    - Resource requirements
    - Implementation considerations
    - Accountability plan
    - Key success metrics for measuring progress

- Plans were used as a method of communicating and gathering feedback:
    - Shared with key stakeholders for early feedback and buy-in
    - Used to clarify resource needs

- Plans were also designed to promote accountability for implementation

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TTU TENNESSEE TECH UNIVERSITY

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#1 – Freshmen Flight Path
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

Freshmen Flight Plath is an early intervention system intended to improve first-to-second year retention.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Implement the newly-created *Freshman Flight Path,* an early intervention system (EIS), and first-year retention program for freshmen • Provide faculty members with an accurate, easy-to-use, and technology-enabled class roll system	**Objective** • Improve 1st-to-2nd year retention among freshmen through early intervention for students who exhibit high-risk characteristics for drop out (poor class attendance) **Link to *Flight Plan*** • Retention ties in to most aspects of the undergraduate experience and supports CCTA goals • Retention also enhances financial resources by minimizing students lost after the first year	***Flight Plan* Metrics** • 1st to 2nd year retention rate • Six-Year Graduation Rate **Operational Metrics** • Fall-to-spring retention rate • # of student intervention visits per semester • % of freshmen with 2.0 GPA or higher per semester

#1 – Freshmen Flight Path
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Freshmen Flight Path supports an early intervention strategy, which is consistent with current trends in higher education.

Context	Peers/ Trends in Higher Education
• TTU has seen flat levels of 1st-to-2nd year retention among first-time, full-time freshmen • Retention has remained strong relative to Tennessee peers, but continues to lag behind *Flight Plan* and aspirational peers • By targeting the attendance record of struggling students, TTU can provide an alternative path for success by intervening early in the process and potentially keeping the student on the proper course towards a degree	**Peers** • Mississippi State University uses its "Pathfinders Program" to assist incoming freshmen in getting easily transitioned to college life – Professors and instructors are encouraged to report student absences so that Pathfinders staff can offer assistance to those who are having trouble • UT-Chattanooga has its "Freshmen Academic Success Tracking Initiative" which tracks freshmen class attendance **Trends in Higher Education** • Implementing an EIS must successfully bring together the student, an academic advising system, and the Office of Enrollment Management / Academic Retention • As many states continue to explore outcomes-based funding models, ideas that strengthen undergraduate retention will continue to thrive

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#1 – Freshmen Flight Path
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on structuring the program, rolling out a pilot program, and selecting attendance tracking software.

Action Steps
Near-Term (1 to 6 Months)
❑ Structure Freshmen Flight Path program; define role of faculty, staff and RAs
❑ Establish faculty buy-in on program and direction of system
❑ Train staff and RA's on how to successfully intervene with students missing classes
❑ Roll-out pilot program in Fall, 2013
❑ Define requirements for attendance software that can link into Banner or another TTU database via mobile units or ID cards
❑ Select system and begin implementation
Mid-Term (6 to 12 Months)
❑ Engage pilot faculty and advisors for real-time feedback on issues/successes of system
❑ Conduct student focus groups
❑ Train faculty on technology-based roll system
Long-Term (12+ Month)
❑ Launch program to all freshman (to include attendance)
❑ Gage success of program by monitoring both *Flight Plan* and operational metrics
❑ Determine any applicable revisions to program (expand variables to track)
❑ Issue communication to community on successes of new system

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#1 – Freshmen Flight Path
MILESTONES

TU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Flight Path Structure	■	■																
Technology Systems Requirements	■	■																
Train Staff and RAs		■	■															
Soft Launch of Pilot Program		■	■	■	■													
Technology Evaluation					■	■												
Vendor Selection, Systems Training and Implementation							■	■	■	■								
Engage Pilot Faculty Feedback								■	■									
Engage Student Feedback								■	■	■								
Metric Evaluation											■	■	■	■	■			
Revise Program												■	■	■	■			
Launch All-Freshmen Program														■	■	■		

#1 – Freshmen Flight Path
RESOURCES

TTU TENNESSEE TECH UNIVERSITY

Freshmen Flight Path will require an estimated $75K in recurring resources to complete the actions outlined; additional one-time funds will be required for the attendance system (TBD).

Resource Estimates

Category	Recurring	One-Time
Labor	$55,000	$0
Non-Labor	$20,000	TBD – Attendance System
Total	**$75,000**	**$0**

Detailed Description of Resource Needs

- **Labor**
    - Hire a Director of Retention Service ($55,000 Base)
    - Payments to Residential Advisors and other Interventionists
- **Non-Labor**
    - Purchase technology-enabled attendance system (Cost TBD)
    - Travel to stay up-to-date with latest research and best practices

#1 – Freshmen Flight Path
ACCOUNTABILITY

A cross-functional team will need to be assembled to lead implementation.

Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team
Project Leader – Director of Retention Services

Suggested Representation
- Enrollment Management
- Residence Life
- Faculty
- Technology

Accountability Plan
Flight Plan Leaders ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup

Implementation Team
▪ Project Leader – Director of Retention Services
▪ Project team to include representation from:
  – Enrollment Management
  – Residence Life
  – Faculty Rep
  – Technology

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
  – Progress to completion
  – Issues preventing on-time completion
  – Feedback on items that should be communicated to other Action Plan teams

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#2 – Academic Advising
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The academic advising plan establishes a two-prong system of advising by expanding the number of professional advisors to support the registration process and refining the faculty role as mentor.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Develop a professional advising system to improve class registration counseling • Expand the role of the "professional advisor" to ensure a student's registration process is aligned with the forecasted degree path and time-to-degree • Build up the student-faculty relationship where the faculty member mentors the student on career and course recommendations	**Objective** • Provide a consistent experience in academic advising • Improve effective use of faculty time in advising • Develop a simpler process for freshmen registration **Link to _Flight Plan_** • Targeting the complete advising process from freshman registration through commencement improves the student experience and demonstrates commitment to increasing the number of four-year graduates	**_Flight Plan_ Metrics** • Bachelor's Degrees Conferred • 1st to 2nd year retention rate • Six-Year Graduation Rate **Operational Metrics** • # of students eligible to return that register on-time • # of withdrawals • Professional Advisor-to-student ratio in the colleges

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#2 – Academic Advising
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

The plan addresses student feedback on access and consistency of advising; similar academic advising systems are in place at undergraduate aspirational peers.

Context	Peers/ Trends in Higher Education
• During the *Flight Plan* process, students communicated inconsistent advising experiences • Certain colleges were able to provide exemplary advising services while others struggled to graduate students in four years due to inaccurate advice • Students do not have a self-service method for verifying their progress towards degree requirements	**Peers** • Aspirational peers James Madison University and Miami University assign all Freshman a professional advisor to assist with academic planning, the registration process, and exploring academic programs and careers **Trends in Higher Education** • Scholars have sought to prove that there is an undeniable link between academic advising and student retention • Many universities include advising as a critical component of a faculty member's yearly evaluation • Colleges have attempted to automate the advising process as much as possible by offering "self-service" solutions before students meet with in-person advisors

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#2 – Academic Advising
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will focus on hiring and allocating professional advisors into colleges.

Action Steps
Near-Term (1 to 6 Months)
❏ Hire a Director of Advisement Services
❏ Develop plan for professional advisor integration into colleges
❏ Secure additional funding for professional advisors
❏ Designate physical space for professional advisors to take appointments in the colleges (if necessary)
❏ Interview and hire advisors; distribute new hires among the colleges
❏ Establish consistent professional development programs for faculty and professional advisors
❏ Engage faculty on the new process and their enhanced role in mentorship
❏ Train advisors on Degree Works / Visual Flow Charts and TTU systems
❏ Issue communication to student and parent community on advising changes
Mid-Term (6 to 12 Months)
❏ Introduce DegreeWorks and appointment scheduling to students
❏ Structure and pilot faculty mentorship program
Long-Term (12+ Month)
❏ Implement any changes to the system based off of constituent feedback
❏ Roll out professional advising and faculty mentorship program to campus

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#2 – Academic Advising
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hire a Director of Advisement Services	■	■																
Professional Advising Integration and Resource Plan	■	■	■															
Physical Space and Support Systems Plan			■	■														
Professional Development Plan			■	■														
Faculty Communications and Feedback				■	■													
New Staff Hiring and Training					■	■	■											
Student and Parent Communications						■	■											
Structure Faculty Mentorship Program						■	■											
Launch Pilots							■	■										
Student Feedback/ Focus Groups									■	■								
Improvements to System/ Add Advisors as Needed											■	■	■	■				
Roll Out to Campus														■	■			

#2 – Academic Advising
RESOURCES

TENNESSEE TECH
UNIVERSITY

Freshmen Flight Path will require an estimated $785K in recurring resources to hire a Director of Advisement Services and additional professional advisors.

Resource Estimates

Category	Recurring	One-Time
Labor	$775,000	$0
Non-Labor	$10,000	$0
Total	**$785,000**	**$0**

Detailed Description of Resource Needs

- **Labor**
  - Hire Director of Advisement Services ($70,000)
  - Hiring of 15 Professional Advisors ($705,000)

- **Non-Labor**
  - Operating and Travel Budget

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#2 – Academic Advising
ACCOUNTABILITY

TTU TENNESSEE TECH UNIVERSITY

A cross-functional team will need to be assembled to lead implementation.

Provost
Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team
Project Leader – Director of Advisement Services

Suggested Representation
- Enrollment Management
- Existing College Advisors
- Faculty
- Deans

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup
Implementation Team ▪ Project Leader to be appointed: Director of Advisement Services ▪ Project team to include representation from: 　– Enrollment Management 　– Existing College Advisors (Representative) 　– Faculty Rep 　– Deans (Education, Arts & Sciences, Engineering)
Status Reporting ▪ Monthly status reports to be submitted to Flight Plan Leaders ▪ Reports will include: 　– Progress to completion 　– Issues preventing on-time completion 　– Feedback on items that should be communicated to other Action Plan teams

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#3 – High-Demand Courses
IMPLEMENTATION PLAN

TTU TENNESSEE TECH
UNIVERSITY

The plan to add capacity to high-demand courses focuses on adding new faculty lines in needed areas and improving the utilization of space and scheduling.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Identify high-demand courses and add additional capacity • Evaluate classroom capacity and space issues via the newly implemented Event Management software • Hire faculty positions in areas with high-demand courses • Utilize a more robust summer program	**Objective** • Eliminate course availability issues that prevent students from graduating on time • Promote better space usage by aligning classroom needs with accurate student counts **Link to *Flight Plan*** • Reducing time-to-degree is a critical, and necessary, component of *Flight Plan* • Adding faculty lines to provide additional capacity will support student graduation rates and retention	***Flight Plan* Metrics** • Bachelor's Degrees Conferred • 1st to 2nd Year Retention Rate • Six-Year Graduation Rate **Operational Metrics** • Seat and classroom utilization ratios • Number of students needing courses vs. capacity

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#3 – High-Demand Courses
CONTEXT FOR ACTION

TENNESSEE TECH UNIVERSITY

The plan provides additional capacity in required classes to allow students to make progress towards graduating in their anticipated time frame.

Context	Peer Context/ Trends in Higher Education
• Students conveyed feedback to the *Flight Plan* steering committee that many classes did not have enough seats to fulfill student demand • The lack of section availability can prevent students from registering and delay graduation • To date, no event/classroom management system is in place for faculty/staff to quickly address space needs	**Peer Context** • At Clemson University, "TBA sections" of traditionally high demand courses can be used to provide enrollment when the number of seats released is not sufficient – The TBA section allows the student to enroll in the course and be considered "full-time" – An additional "Section Migration tool" can help departments identify optimal times for new sections and/or move the students out of the TBA section • James Madison University offers many of their most popular and high-demand courses during the summer session **Trends in Higher Education** • The California State University System is trying to utilize online classes and technology to relieve class bottlenecks • Similar to James Madison, many schools try to utilize summer session for additional offerings of high-demand courses

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#3 – High-Demand Courses
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will focus on identifying departments and courses most in need of additional faculty positions.

Action Steps
Near-Term (1 to 6 Months) ❑ Evaluate registration patterns to identify high-demand courses ❑ Launch new event management software system ❑ Utilize software and qualitative interviews to further review areas of high-demand courses ❑ Develop multi-year faculty hiring plan to address high-demand courses (Provost) **Mid-Term (6 to 12 Months)** ❑ Evaluate space utilization data to review opportunities to optimize schedule ❑ Benchmark against metrics ❑ Engage faculty and student feedback **Long-Term (12+ Month)** ❑ Revise processes

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#3 – High-Demand Courses
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Identify High-Demand Courses	■	■	■															
Launch Event Management Software			■															
Develop Capacity Plan for Year 1				■	■													
Develop Multi-Year Faculty Hiring Plan				■	■													
Begin Hiring Faculty for Year 1					■	■												
Launch New Course Sections							■											
Space Utilization and Scheduling Optimization							■	■	■									
Evaluate Capacity Expansion through Summer School and On-line Courses								■	■									
Develop Capacity Plan for Year 2										■	■							
Confirm Faculty Hiring Plan for Year 2										■	■							
Begin Hiring Faculty for Year 2												■	■	■				
Launch New Course Sections															■			

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#3 – High-Demand Courses
RESOURCES

TENNESSEE TECH UNIVERSITY

Relieving high-demand courses will require an estimated over $1 million in recurring resources to hire approximately 12 faculty positions.

Resource Estimates

Category	Recurring	One-Time
Labor	$1,045,000	$0
Non-Labor	$0	$0
Total	**$1,045,000**	$0

Detailed Description of Resource Needs

- **Labor**
  - Resources to add ~12 Faculty positions

- **Non-Labor**
  - Operating and Travel Budget

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#3 – High-Demand Courses
ACCOUNTABILITY

TTU TENNESSEE TECH UNIVERSITY

A cross-functional team will need to be assembled to lead implementation.

Provost
Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team

Project Leader – Member of Provost's office with Responsibility for Hiring Faculty

Suggested Representation

- Provost's Office
Enrollment Management (Registrar)
- - Coordinator for Event Management System

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup

Implementation Team
▪ Project Leader: Member of Provost's office
▪ Project team to include representation from:
   – Provost's Office
   – Enrollment Management/Registrar
   – Coordinator for Event Management System

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#4 – Technology Service to Students

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to improve technology services to students with an emphasis on Wi-Fi connectivity and support.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Improve technology service to students by meeting student need for connectivity and service: – Ubiquitous Wi-Fi – Technology Service Desk – Student TechSpot	**Objective** • Provide students with reliable and innovative technology services • Support the TTU brand as a technology-forward experience **Link to _Flight Plan_** • Transforming technology is one of the core improvement directions of _Flight Plan_ • Improving and scaling technology service to students improves the student experience	**_Flight Plan_ Metrics** • 1st to 2nd Year Retention Rate • Bachelor's Degrees Conferred • Six-Year Graduation Rate • Master's Degrees Conferred • Doctoral Degrees Conferred **Operational Metrics** • # of Wi-Fi "Dark Spots" • # of Tech Service Desk Visits • # of Switches / Access Points Across campus

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#4 – Technology Service to Students
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Improving service to students addresses major points of feedback from the *Flight Plan* process and helps TTU become more competitive with peers.

Context	Peers/ Trends in Higher Education
• Throughout the *Flight Plan* planning process, students frequently mentioned gaps in basic technology services • The demand for better services has been driven by the exponential increase in the number of mobile devices students bring to campus • Students have also detailed their desire to receive information via digital channels and perform university business processes through more convenient methods • While device usage has surged, students have no access to service or opportunities to purchase additional devices on campus	**Peer Context** • Each of the Flight Plan aspirational peers have robust, reliable campus-wide Wi-Fi networks that have been evaluated against customer service surveys • Students are able to purchase Dell and Apple computers through the university contracts • Customers have access to tech support staff who are able to do warranty repairs and answer basic questions on hardware, purchasing, and software installation **Trends in Higher Education** • Universities are quickly adapting to student pressure/demand for reliable and quality technology support services and Wi-Fi coverage • Push mobile app technology has made it simpler for many university departments to quickly provide students with vital information on a myriad of topics

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#4 – Technology Service to Students
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on expanding Wi-Fi and adding support services for students.

Action Steps
Near-Term (1 to 6 Months)
❑ Finalize installation of switches and access points for ubiquitous Wi-Fi
❑ Secure a location for a technology service desk and Student TechSpot (preferably combined) and renovate if necessary
❑ Hire employees for service desk
❑ Train student employees
❑ Acquire equipment
❑ Plan Student TechSpot format and secure funding
Mid-Term (6 to 12 Months)
❑ Launch technology service desk
❑ Establish TechSpot support services
❑ Develop Student TechSpot store or contract with outside vendor
Long-Term (12+ Month)
❑ Launch Student TechSpot store

73

#4 – Technology Service to Students
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Finalize installation of switches and access points	■	■																
Locate and fund Service Desk/TechSpot			■	■														
Hire and train employees					■	■	■											
Launch service desk							■											
Develop plan and resource estimates for TechSpot								■	■									
Develop TechSpot										■	■	■	■	■				
Launch TechSpot															■			

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#4 – Technology Service to Students
RESOURCES

TENNESSEE TECH
UNIVERSITY

The resources required for Wi-Fi and services are included in the broader technology plan. Additional estimates that may be required for TechSpot are to be determined next year.

Resource Estimates

Category	Recurring	One-Time
Labor	Included in Technology Plan	
Non-Labor		
Total		

Detailed Description of Resource Needs

- **Labor**
    - Included in technology plan
- **Non-Labor**
    - TBD

75

#4 – Technology Service to Students
ACCOUNTABILITY

TTU TENNESSEE TECH UNIVERSITY

This plan will be led out of IT.

Reid Christenberry
Dr. Carl Owens

Implementation Team
Project Leader – TBD

Suggested Representation
- IT Staff
- Student Representation

Accountability Plan
Flight Plan Leaders
▪ Technology Leaders - Reid Christenberry, Dr. Carl Owens
Implementation Team
▪ Project Leader to be appointed from IT staff
▪ Project team to include representation from:
– IT Staff
– Student representation
Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
– Progress to completion
– Issues preventing on-time completion
– Feedback on items that should be communicated to other Action Plan teams

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#5 – IT Infrastructure and Innovation

IMPLEMENTATION PLAN

TENNESSEE TECH UNIVERSITY

The objective of this implementation plan is to fortify the technology infrastructure at TTU and promote future innovation through a dedicated IT strategic plan.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Develop an information technology strategic plan that fortifies TTU's IT infrastructure and enables innovation for the future – Complete an ad-hoc evaluation of research and academic computing • Create a Technology Innovation Fund to generate new ideas and implement advanced capabilities in academics and research • Add staff resources to address technological gaps	**Objective** • Increase overall performance of infrastructure and support staff through additional hires • Evaluate opportunities to create a technology innovation fund to add representation from stakeholders on use of funds **Link to _Flight Plan_** • Necessity to provide dedicated resources that support innovation and growth • Ability to support the goals of Focus Group # 4	**_Flight Plan_ Metrics** • Supportive of all metrics **Operational Metrics** • Central IT Operating Expenditures/ Student FTE • # of Users Per Central IT Staff FTE

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#5 – IT Infrastructure and Innovation
CONTEXT FOR ACTION

Tennessee Tech University

Similar to trends at many universities, TTU intends to address technology gaps to increase competitiveness and implement incentives to encourage innovation and stakeholder participation.

Context	Peers/ Trends in Higher Education

• Technology capabilities were widely acknowledged as a performance gap during the Flight Plan process
 	
• Faculty and Staff have acknowledged there is very little funding for ongoing experimentation or pilot projects in adopting leading-edge technology
	Peer Context
	
	• Miami University uses a portion of their student technology fee as funding for "innovative student-focused technology projects submitted by students, faculty or staff"
	
	• The University System of Georgia has placed in its guidelines for a technology fee that innovative uses of technology is an emphasis
	
	Trends in Higher Education
	
	• Most universities are building advanced IT capabilities to improve service to students and advance competitiveness in instruction and research
	
	• Certain universities have created hybrid funds that, in addition to having a commercialization/research emphasis, are dedicated to innovative academic technology projects that:
	   – Improve the quality of instruction
	   – Create a differentiator for attracting higher caliber students to the University

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#5 – IT Infrastructure and Innovation
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on implementing the technology staffing plan, creating the strategic plan, and governing the TIF development.

Action Steps
Near-Term (1 to 6 Months)
❑ Brief faculty on process to create a new strategic plan
❑ Launch an ad-hoc committee to review research computing needs
❑ Form strategic planning committee with representation from faculty, administrators, students, and IT staff
❑ Develop baseline assessment to peers on IT metrics
❑ Begin creation of a three year Information Technology Strategic Plan and corresponding resource plan
❑ Begin hiring additional resources for year one
Mid-Term (6 to 12 Months)
❑ Have the IT strategic planning committee develop a governance structure, including a process to create and manage the TIF charter (guidelines, and reasonable expectations for annual allocations)
❑ Launch IT strategic plan to campus and community
❑ Secure initial funding for TIF
❑ Begin taking proposals for technology projects
❑ Make decisions on funded projects
Long-Term (12+ Month)
❑ Provide funding for initial round of projects
❑ Review performance metrics to peers

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#5 – IT Infrastructure and Innovation
MILESTONES

TU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Announce IT Strategic Plan	█	█																
Ad-Hoc Committee on Research Computing		█	█	█	█													
IT Strategic Plan			█	█	█	█												
Resource Plan for IT Strategic Plan and Research Computing						█												
Governance Structure and TIF Structure							█	█										
Launch IT Strategic Plan							█	█										
Secure TIF Funding for Pilot Project								█	█									
Receive Proposals for TIF and Select Pilot Project									█	█	█							
Determine Resource Allocations for IT Strategic Plan and TIF												█	█					
Launch Formal TIF Initiative														█				
Launch 2014 IT Strategic Initiatives (Consistent with Plan)															█	█	█	

#5 – IT Infrastructure and Innovation
RESOURCES

The technology plan calls for $500K to augment the IT staff at TTU by 11 staff positions with additional resources to be allocated to IT. Plans for additional resources will result from the planning processes outlined in this action plan.

Resource Estimates

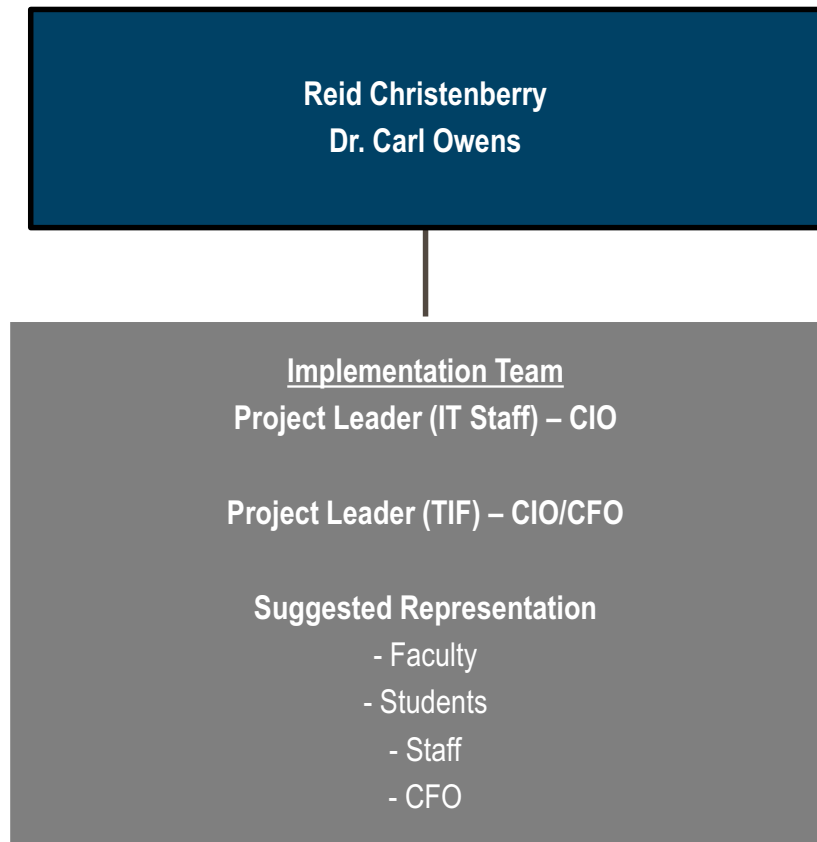| Category	Recurring	One-Time
Labor	TBD	
Non-Labor		
Total		

Detailed Description of Resource Needs

- **Labor**
  - 11 staff position hires to IT services (Year 1)
  - Additional positions to be determined; funding secured
- **Non-Labor**
  - TBD

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#5 – IT Infrastructure and Innovation
ACCOUNTABILITY

This plan will be led out of IT with significant stakeholder engagement.

Reid Christenberry
Dr. Carl Owens

Implementation Team
Project Leader (IT Staff) – CIO

Project Leader (TIF) – CIO/CFO

Suggested Representation
- Faculty
- Students
- Staff
- CFO

Accountability Plan
Flight Plan Leaders   ▪ Technology Leaders - Reid Christenberry, Dr. Carl Owens

Implementation Team
 ▪ The CIO will lead the IT strategic plan
 ▪ The strategic plan will be crafted by a committee with representation from:
    – Faculty
    – Staff
    – Students
    – CFO

Status Reporting
 ▪ Monthly status reports to be submitted to Flight Plan Leaders
 ▪ Reports will include:
    – Progress to completion
    – Issues preventing on-time completion
    – Feedback on items that should be communicated to other Action Plan teams

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#6 – Co-Curricular Undergraduate Programs

IMPLEMENTATION PLAN

TTU TENNESSEE TECH
UNIVERSITY

The objective of this plan is to augment the overall student experience for undergraduates by promoting and encouraging, co-curricular activities.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Redesign TTU's undergraduate programs to emphasize co-curricular activity in order to better prepare students to solve real-world problems
 	
   – Promote Undergraduate Research (URECA Funds)
 	
   – Expand co-ops
 	
   – Sponsor service learning
 	
   – Encourage study abroad
	Objective
	• Emphasize the co-curricular undergraduate experience to distinguish TTU from peers
	
	• Align the requests of potential employers with undergraduate curricula
	
	• Promote cross-discipline work
	
	Link to _Flight Plan_
	• Increase co-curricular undergraduate programs to establish a distinctive environment at TTU
		Flight Plan Metrics
		• 1st to 2nd Year Retention Rate
		
		• Six Year Graduation Rate
		
		• Bachelor's Degrees Conferred
		
		Operational Metrics
		• Number of students participating in undergraduate research
		
		• Number of students receiving credit for study abroad coursework
		
		• Number of students receiving co-op positions (particularly in engineering)
		
		• Number of students in service learning programs

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#6 – Co-Curricular Undergraduate Programs
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

There is the desire among faculty and students to enhance current programs and highlight the opportunities available from alternative learning experiences.

Context	Peers/ Trends in Higher Education

• *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on real-world problem solving into undergraduate curriculum
 	
• While undergraduate engineering students are frequently able to secure co-op positions during the year, students from other disciplines would like similar experiences
 	
• Increasing service learning opportunities complements THEC's plan for comprehensive skill development
	Peer Context:
	• SUNY-Binghamton provides an alternate transcript that details a student's co-curricular and leadership activities
	
	• Miami University includes co-curricular experiences with the Honors program
	
	• Clemson University offers both online (classroom) and outside-the-classroom co-curricular experiences
	
	Trends in Higher Education:
	• Purdue University found that "highly-engaged" students in co-curricular activities had higher retention and success rates
	
	• The AAUC has highlighted a number of high-impact educational opportunities, including:
	  – Collaborative assignments/projects
	  – Undergraduate Research
	  – Service learning/Community-based Learning
	  – Diversity/Global Learning
	  – Capstone Projects / Internships

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Data Source: http://www.aacu.org/leap/hip.cfm; http://www.purdue.edu/newsroom/research/2011/111206GordonCoCurricular.html

#6 – Co-Curricular Undergraduate Programs
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term opportunities will focus on establishing an administration for tracking co-curricular participation and encouraging participation to both faculty and students.

Action Steps
Near-Term (1 to 6 Months)
❏ Appoint a faculty-led group to develop strategy and implementation oversight for co-curricular program expansion
❏ Establish an Office of Undergraduate Research
❏ Launch pilot undergraduate research projects
❏ Coordinate existing co-curricular programs and evaluate ways to make programs more robust
❏ Evaluate opportunities to recognize co-curricular achievements for student records
Mid-Term (6 to 12 Months)
❏ Identify requirements for co-curricular activities and connect them with evaluation criteria
❏ Develop expansion plans with resource estimates for study abroad, service learning and co-ops
Long-Term (12+ Month)
❏ Launch co-curricular transcript
❏ Evaluate co-curricular requirement

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#6 – Co-Curricular Undergraduate Programs
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Appoint faculty oversight group on co-curricular programs	■	■																
Establish an Office of Undergraduate Research		■	■															
Undergraduate Research Program Development				■	■	■												
Coordinate Co-Curricular Programs / Develop Ideas				■	■	■												
Undergraduate Research Pilot Programs							■	■	■									
Co-Curricular Program Evaluation and Student Record Creation Plan (Co-Curricular Transcript)							■	■	■									
Co-Op Expansion Plan and Resources										■	■	■						
Study Abroad Expansion Plan and Resources										■	■	■						
Service Learning Expansion Plan and Resources										■	■	■						
Resource Decisions													■					
Launch Co-Curricular Transcript														■				
Expand Co-Op, Study Abroad and Service Learning														■	■	■	■	■

#6 – Co-Curricular Undergraduate Programs
RESOURCES

The initial phase plan calls for nearly $300K to add resources to support undergraduate research. Future resources will be required to address co-cop, study abroad and service learning expansion.

Resource Estimates

Category	Recurring	One-Time
Labor	$60,000	$0
Non-Labor	$230,000	$0
Total	**$290,000**	**$0**

Detailed Description of Resource Needs

- **Labor**
  - Necessary personnel to establish an Office of Undergraduate Research (Director, release time, administrative staff, etc.)
- **Non-Labor**
  - Additional URECA funds
  - Equipment and office expenses
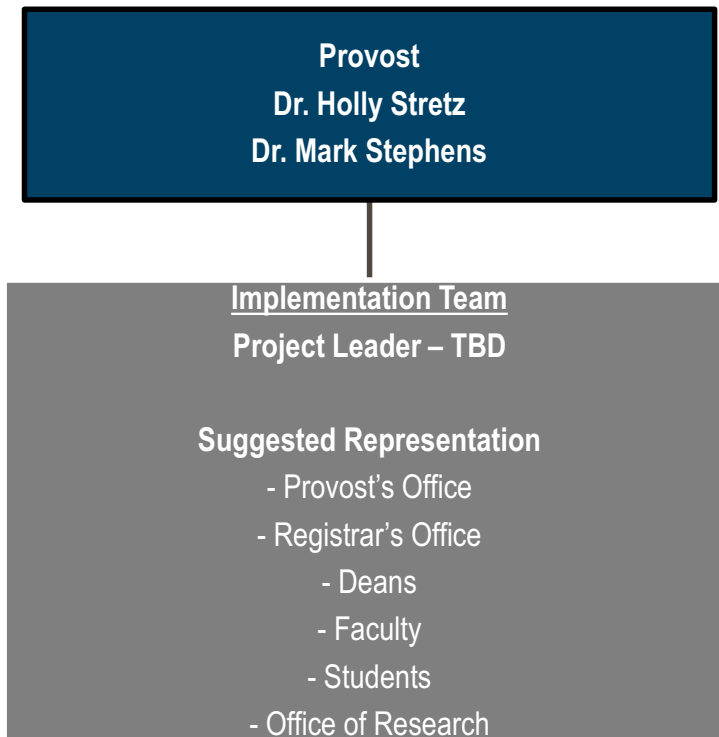 - Faculty development
  - Marketing

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#6 – Co-Curricular Undergraduate Programs
ACCOUNTABILITY PLAN

This plan will be led out of the Provost's Office.

Provost
Dr. Holly Stretz
Dr. Mark Stephens

Implementation Team
Project Leader – TBD

Suggested Representation
- Provost's Office
- Registrar's Office
- Deans
- Faculty
- Students
- Office of Research

Accountability Plan
Flight Plan Leaders   ▪ Provost   ▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens
Implementation Team   ▪ Project Leader- To be appointed   ▪ Team to include representation from: – Provost's Office   – Registrar's Office   – Deans   – Faculty   – Students   – Office of Research
Status Reporting   ▪ Monthly status reports to be submitted to Flight Plan Executive Team   ▪ Reports will include: – Progress to completion   – Issues preventing on-time completion   – Feedback on items that should be communicated to other Action Plan teams

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#7 – Research Innovation

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this action plan is to develop an incubator system to promote inter-disciplinary research among faculty members.

Action Summary – INNOVATION INCUBATOR (IDEAS)		
Description	**Objective**	**Success Metrics**
• Create a Multidisciplinary Innovation Incubator to cultivate promising and distinctive research opportunities with an end goal of promoting commercialization • Develop common criteria (NSF-style) and faculty oversight to select promising ideas and provide short-term support to ready the opportunity for external funding	**Objective** • Surface prospects for new, distinctive research opportunities • Offer new, collaborative programs that fit the educational needs of the state of Tennessee **Link to *Flight Plan*** • Invigorating faculty to collaborate and explore research opportunities is an essential component of *Flight Plan*	***Flight Plan* Metrics** • Total Research Expenditures/Full-time Tenured Faculty • Doctoral Degrees Conferred • Master's Degrees Conferred **Operational Metrics** • Number of cross-appointments for faculty members • Number of projects funded through the innovation incubator

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#7 – Research Innovation
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

IDEAS is intended to identify, select, and cultivate new interdisciplinary research opportunities on a competitive basis.

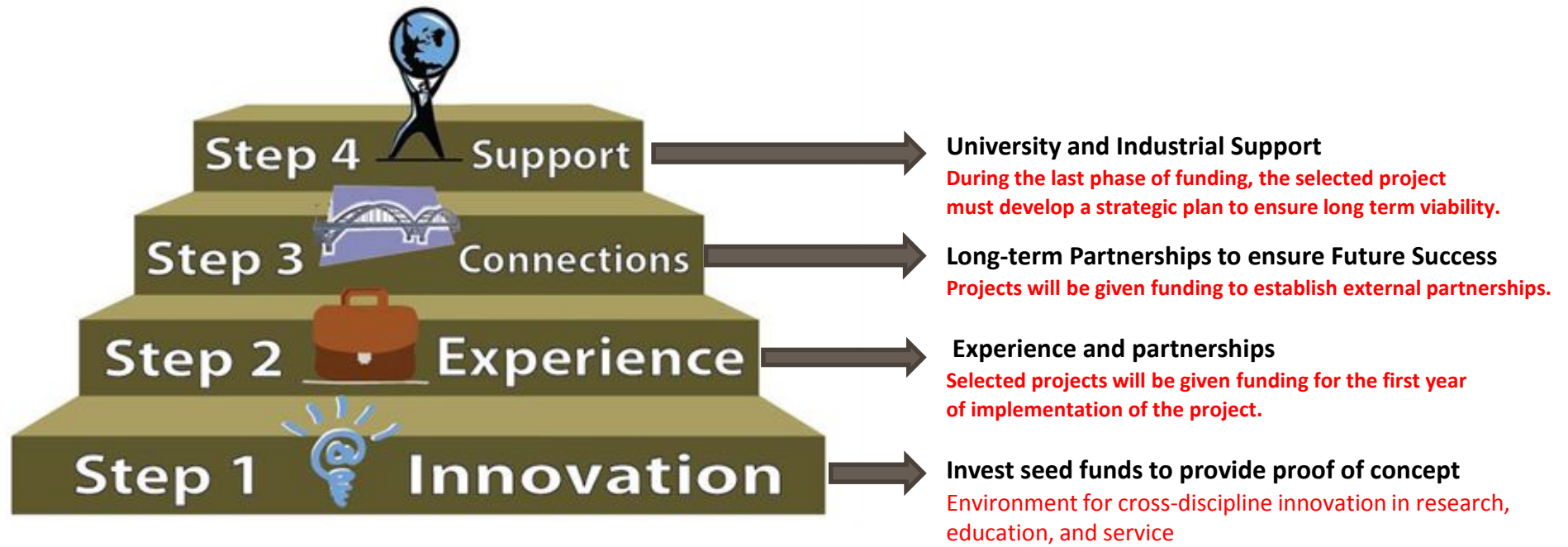| Context	Peers/ Trends in Higher Education
• As the only "Technological" university in the state of Tennessee, TTU requires a more robust research and innovation profile • Creating a NSF-style application process can support innovative faculty members with new, and distinctive, interdisciplinary research ideas • The idea is to support faculty teams over a short period of time to incubate and ready the opportunity for external funding	**Peer Context:** • The Clemson University CyberInstitute serves as an "incubator of transdisciplinary research, empowering students, researchers, and educators to contribute, and compete in, today's knowledge-based economy" • The CyberInstitute engages with scholars and researchers in all disciplines, including those in the humanities and social sciences, to help them "leverage existing resources and take advantage of new knowledge and technologies to transform their research" **Broad Trends in Higher Education:** • Inter-disciplinary research/collaboration that produces technological innovation is a focus of funding agencies

Data Source: http://cyberinstitute.clemson.edu/about; http://edudemic.com/2013/01/innovative-universities/

#7 – Research Innovation
CONCEPTUAL MODEL

TTU TENNESSEE TECH UNIVERSITY

The following is a conceptual model that the Committee may consider as it develops the incubator.

IDEAS

Incubator for Distinction in Education and Applied Sciences

Step 4 — Support → **University and Industrial Support**
During the last phase of funding, the selected project must develop a strategic plan to ensure long term viability.

Step 3 — Connections → **Long-term Partnerships to ensure Future Success**
Projects will be given funding to establish external partnerships.

Step 2 — Experience → **Experience and partnerships**
Selected projects will be given funding for the first year of implementation of the project.

Step 1 — Innovation → **Invest seed funds to provide proof of concept**
Environment for cross-discipline innovation in research, education, and service

*Graphics created by Dennis George

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#7 – Research Innovation
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will concentrate on establishing a governance structure for funding ideas and requesting proposals.

Action Steps
Near-Term (1 to 6 Months) ❏ Establish a governance structure for the innovation committee ❏ Adopt selection criteria and terms of support (timeframe, deliverables, expectations, resources) ❏ Launch ad-hoc research computing review (note: action to be sponsored in technology team) **Mid-Term (6 to 12 Months)** ❏ Call for proposals for additional pilot projects(s) ❏ Receive report of findings **Long-Term (12+ Month)** ❏ Secure funding for additional pilot projects ❏ Re-think patents and invention disclosures to foster innovation ❏ Incentivize faculty to start new ventures

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#7 – Research Innovation
MILESTONES

TU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Establish governance structure and committee	■	■																
Develop selection criteria and terms of support			■	■	■	■												
Ad-hoc committee on research computing (via technology team)			■	■	■	■												
Pilot project funding and selection							■	■	■	■	■							
Call for additional proposals											■	■						
Secure funding for second round of pilot projects													■	■				
Revisions to criteria and terms based on pilot													■	■				
Fund second round of pilot projects															■	■		

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#7 – Research Innovation
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH
UNIVERSITY

This plan will be led out of the Research Office.

Vice President, Research
Dr. Holly Stretz
Dr. Mark Stephens

Implementation Team
Leader – TBD

Suggested Representation
- Office of Research
- Provost's Office
- Faculty Representation

Accountability Plan
Flight Plan Leaders
▪ Vice President, Research
▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens
Implementation Team
▪ Project Leader- Research (TBD)
▪ Project team to include representation from:
– Office of Research
– Provost's Office
– Faculty
Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
– Progress to completion
– Issues preventing on-time completion
– Feedback on items that should be communicated to other Action Plan teams

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#8 – New Graduate Programs
IMPLEMENTATION PLAN

The objective of this plan is to increase the total number of graduate and Ph.D. degrees conferred with new offerings in high-demand fields.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Offer new Graduate Degrees in high-demand fields • Educate and support faculty on the structure for evaluating and developing new graduate programs	**Objective** • Increase the quantity and quality of TTU's Graduate Degrees • Offer new programs in growing fields, especially STEM-related fields **Link to _Flight Plan_** • Adding new degree programs is a major component of _Flight Plan_ • Graduate degree programs in targeted areas will increase the research emphasis of the institution and provide more STEM-related offerings to students	**_Flight Plan_ Metrics** • Doctoral Degrees Conferred • Master's Degrees Conferred • Total Research Expenditures/Full-time Tenured Faculty **Operational Metrics** • Number of Graduate Degrees offered • Number of graduate students enrolled • Number of Ph.D. students enrolled

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#8 – New Graduate Programs
CONTEXT FOR ACTION

TTU TENNESSEE TECH
UNIVERSITY

Offering new, targeted graduate programs aligns with CCTA goals, while simultaneously fulfilling demand from Tennessee residents for certain programs.

Context	Peers/ Trends in Higher Education
• Moving forward, the added emphasis on increasing TTU's research profile will call for the institution to add additional Master's Degree offerings and/or concentrations • The Complete College Tennessee Act metrics include both PhDs and Master's Degrees conferred • To date, the majority of faculty have misconceptions about the evaluation and approval process for establishing new Graduate programs	**Peer Context:** • Not all aspirational peers are currently offering Professional Science Master's programs • James Madison University is launching an Online Ph.D. Program in Nursing in Spring, 2014 • University of New Hampshire's Ph.D. in Nursing program offers online and hybrid classes as part of the curriculum **Trends in Higher Education:** • "New advanced practice nurses can anticipate needing or being strongly encouraged to get a doctor of nursing practice (D.N.P.) degree beginning in about 2015"- *US News* • Between 2008 and 2010, the number of universities offering a Master's degree in Professional Sciences nearly doubled as students see the degree as "hybrid" and "agile" – NYTimes.com

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Data Source: USNews.com; http://www.nytimes.com/2010/12/27/education/27iht-educLede.html?pagewanted=all&_r=0

#8 – New Graduate Programs
ACTION STEPS

TENNESSEE TECH UNIVERSITY

Near-term actions will focus on clarifying the process to launch new graduate programs.

Action Steps
Near-Term (1 to 6 Months)
❑ Develop a clear, and communicative, methodology for faculty to establish new graduate programs, including multi-disciplinary programs
❑ Hold a symposium to teach faculty about the process
❑ Launch additional Professional Sciences Master's (PSM) Degree concentrations
❑ Develop, and communicate, protocols on PSM concentrations
Mid-Term (6 to 12 Months)
❑ Continue launching additional Professional Sciences Master's Degree concentrations
❑ Faculty begin writing proposals for new programs
❑ Faculty review new proposals with Provost's office and make decisions
Long-Term (12+ Month)
❑ Complete proposal for Nursing Ph.D. Program with ETSU

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#8 – New Graduate Programs
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Clarify methodology for new or expanded graduate programs			■	■	■													
Add initial PSM concentrations to the Master's Program					■													
Host workshop for faculty on creating new programs					■													
Continue developing and launching PSM concentrations					■	■	■											
Provost's Office receives faculty proposals on new programs								■	■	■								
Send Ph.D. in Nursing proposals (with ETSU) to TBR for approval											■							

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#8 – New Graduate Programs
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH
UNIVERSITY

This plan will be led out of the Provost's Office.

Provost
Dr. Holly Stretz
Dr. Mark Stephens

Implementation Team
Project Leader – TBD

Suggested Representation
- Provost's Office
- Deans
- Faculty

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens

Implementation Team
▪ Leader- To be appointed
▪ Project team to include representation from:
   – Provost's Office
   – Deans
   – Faculty

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

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#9 – Technology in Teaching
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to promote digital learning techniques to interested faculty and encourage them to revamp their undergraduate courses.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Invigorate and support faculty to offer advanced support for technology in teaching
  o Course Redesign (flipping classrooms, hybrid courses)
  o Approach for incorporating MOOCs and other digital innovations
  o Provisioned Mobile Devices
  o Classroom Technology Upgrade
 	
• Utilize the TBR's new relationship with *Coursera* to capitalize on opportunities that fit well with the desires of TTU's faculty
	Objective
	• Promote digital instruction that suits faculty interests and fulfills demand for more instant communication channels
	
	Link to *Flight Plan*
	• Supporting faculty as they approach technology in the classroom is another pillar of *Flight Plan*
	
	• This action enables interactive learning with a digital component and incorporates hybrid class learning techniques to fulfill student demand
		***Flight Plan* Metrics**
		• 1st to 2nd Year Retention Rate
		
		• Six Year Graduation Rate
		
		• Master's Degrees Conferred
		
		• Bachelor's Degrees Conferred
		
		Operational Metrics
		• Number of faculty participating in course redesigns
		
		• Number of redesigned courses

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#9 – Technology in Teaching
CONTEXT FOR ACTION

TENNESSEE TECH UNIVERSITY

Digital instruction methods are becoming increasingly integrated among aspirational peers, and offer an additional medium for distribution of education.

Context	Peers/ Trends in Higher Education
• Student feedback informed the *Flight Plan* steering committee of a desire to have content delivered through multiple formats • Utilizing mobile technology and "Flipped classrooms" offers alternatives to the traditional classroom and fulfills the needs of those students seeking an alternative experience • General classroom technology upgrades are needed to bring TTU closer to market competitors by offering a comparable, if not enhanced, experience • The recent TBR agreement with *Coursera* can assist TTU administration, as well as faculty, by offering a proven platform for experimenting with new online formats	**Peer Context:** • Each of the five aspirational peers are either practicing the "Flipping the Classroom" model or are in the process of exploring implementation • Miami University recently implemented their The Top 25 Project focusing on redesigning the university's highest enrollment courses and placing the student at the very center of the learning experience **Trends in Higher Education:** • Both faculty and administrators are actively searching for the best way to utilize mobile technology in the classroom • Universities are investing in "smart" classrooms that can easily interact with different types of mobile devices to enhance the classroom experience and allow students better access to faculty content

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#9 – Technology in Teaching
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term efforts will concentrate on educating faculty about different opportunities while determining the best course of action for applying technology in the classroom.

Action Steps
Near-Term (1 to 6 Months)
❑ Engage faculty on course redesign process
❑ Hold an assessment period to determine prospective courses for re-design by enrollment and faculty interest
❑ Determine technological needs in the classroom to implement re-designed courses
❑ Develop resource plan for implementation
❑ Engage colleges on necessary upgrades to technology
❑ Select pilot courses based on assessment period results and faculty desires
Mid-Term (6 to 12 Months)
❑ Secure release time for selected faculty
❑ Redesign courses (hybrid course, Flip the Classroom, etc.)
❑ Implement mobile device usage in classroom
Long-Term (12+ Month)
❑ Launch pilot courses

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#9 – Technology in Teaching
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Faculty engagement	■	■																
Course re-design Assessment Period		■	■	■	■	■												
Overall classroom technology assessment			■	■	■	■												
Define need, determine approach to service, and establish criteria and terms of course selection						■	■											
Engage colleges and experiment with pilot programs							■	■	■	■								
Evaluate pilot programs and develop plan for broader initiative										■	■							
Develop resource plan and secure resources for Year 1												■						
Engage colleges to identify courses tor program													■					
Redesign applicable courses														■	■	■	■	
Launch Redesigned courses																		■

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#9 – Technology in Teaching
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led out of the Provost's Office.

Provost
Distinctiveness - Dr. Holly Stretz / Dr. Mark Stephens
Technology – Dr. C. Owens / R. Christenberry

Implementation Team
Leader – TBD

Suggested Representation
- Provost's Office
- Deans
Faculty
- CIO's Office

Accountability Plan
Flight Plan Leaders
▪ Provost
▪ Distinctiveness - Dr. Holly Stretz, Dr. Mark Stephens
Implementation Team
▪ Project Leader- Provost
▪ Project team to include representation from:
– Provost's Office
– Deans
– Faculty
– CIO and IT Staff
Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
– Progress to completion
– Issues preventing on-time completion
– Feedback on items that should be communicated to other Action Plan teams

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#10 – Enrollment, Tuition, and Scholarships

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to institute a data-driven enrollment model to evaluate and optimize enrollment.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Assess current state of enrollment management offices to determine future priorities • Implement a data-driven enrollment and tuition model • Evaluate current and future in-state and out-of-state undergraduate enrollment plans • Increase scholarships through fundraising	**Objective** • Sustain and grow undergraduate enrollment • Improve usage of scholarship dollars to target specific groups of students (out-of-state, high performing, etc.) to broaden total financial resources **Link to *Flight Plan*** • A data-driven enrollment and tuition model represents a proactive approach to targeted enrollment growth	***Flight Plan* Metrics** • Undergraduate FTE Enrollment • Bachelor's Degrees Conferred • Operating Expenditures per Student FTE **Operational Metrics** • Net tuition revenue • In-state vs. out-of-state mix

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#10 – Enrollment, Tuition, and Scholarships
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

To date, scholarship dollars are provided to students without significant data to support their potential return on investment to the institution.

Context	Peers/ Trends in Higher Education
• TTU has very limited control over tuition due to legislative constraints • A data-driven enrollment and tuition model is not currently in place • Student and administrator feedback determined that financial aid packages are not conveyed to prospective students early enough in the admissions process	**Peer Context:** • Clemson University embarked on an enrollment management assessment to forge a long-term and data-driven methodology for admissions and financial aid **Trends in Higher Education:** • Universities use discounting for a variety of strategic purposes • While tuition discounting has traditionally been practiced at small, private institutions (with high rates), medium-to-large public schools have also begun adopting these practices • "Tuition discounting reached a record high in 2011-12 at private nonprofit colleges, but that common technique for attracting students often failed to have the desired effect, especially at small, less-selective institutions" – NACUBO

Data Source: http://chronicle.com/article/Small-Private-Colleges-Lose/139091/?cid=at&utm_source=at&utm_medium=en

#10 – Enrollment, Tuition, and Scholarships
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will focus on evaluating the current state and implementing a fully-functional model; in the long-term, scholarship decisions will be made via the model.

Action Steps
Near-Term (1 to 6 Months)
❑ Assessment of admissions data, current processes, and technology capabilities
❑ Evaluation of current enrollment strategy for TTU residents and non-residents
❑ Prioritize future changes in strategy and operations
❑ Start scholarship fundraising efforts
Mid-Term (6 to 12 Months)
❑ Structure the beginnings of a data-driven enrollment and tuition model that integrates scholarship and financial aid offerings to make admissions and financial aid offerings in a timely manner (comparable to other TBR institutions)
❑ Develop the model
❑ Train enrollment management and admissions staff
❑ Launch model
Long-Term (12+ Month)
❑ Apply new model to admissions and financial aid decisions for the entering transfer class in Spring, 2014 and all students in Fall, 2015

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#10 – Enrollment, Tuition, and Scholarships
MILESTONES

Tennessee Tech University

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Admissions Assessment	■	■	■															
Financial Aid Assessment	■	■	■															
Evaluation of Current Strategies	■	■	■															
Finalize Action Steps and Resource Plan			■															
Scholarship Fundraising			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Begin Structuring Data-Driven Financial Aid Decision Model				■														
Develop Model					■	■	■											
Launch Model							■											
Continuous review, model evaluation, and improvement							■	■	■	■	■	■	■	■	■	■	■	■
Apply Model to Decision Making							■	■	■	■	■	■	■	■	■	■	■	■

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#10 – Enrollment, Tuition, and Scholarships
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led through a combination of the Business Office and Office of Enrollment Management.

Infrastructure - Dr. Claire Stinson, Dr. Ken Wiant
Undergraduate - Dr. Bobby Hodum

Implementation Team
Leader – TBD

Suggested Representation
- Enrollment Management
- Financial Aid
- CFO Office

Accountability Plan
Flight Plan Leaders ■ Infrastructure & Resources - Dr. Claire Stinson, Dr. Ken Wiant ■ Undergraduate – Dr. Bobby Hodum

Implementation Team
■ Leader- To be determined
■ Project team to include representation from:
    – Enrollment management
    – Financial Aid
    – CFO's Office

Status Reporting
■ Monthly status reports to be submitted to Flight Plan Leaders
■ Reports will include:
    – Progress to completion
    – Issues preventing on-time completion
    – Feedback on items that should be communicated to other Action Plan teams

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#11 – Physical Infrastructure
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to enhance Tennessee Tech's campus and infrastructure based on prioritized needs.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Add new academic space and renovate classrooms
 	
• Enrich university physical infrastructure to address the student experience:
  – Intramural sports
  – "Commons" space
  – Dining
 	
• Enhance exterior university spaces:
  – Green space
  – Parking
  – Roads
  – Signage
  – Landscape master plan
	Objective
	• Make it simpler for stakeholders to travel to, from, and around campus
	
	• Create a well-defined main entrance to campus to signal to the community when someone is on campus
	
	• Provide students and faculty with enhanced space
	
	Link to _Flight Plan_
	• A key _Flight Plan_ recommendation was to upgrade overall physical infrastructure to improve the student experience and support faculty and staff
		Flight Plan Metrics
		• Operating Expenditures per Student FTE
		
		Operational Metrics
		• Number of parking spaces
		
		• Total number of descriptive signs posted outside of campus buildings
		
		• Progress towards development and completion of the landscape master plan

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#11 – Physical Infrastructure
CONTEXT FOR ACTION

TTU TENNESSEE TECH
UNIVERSITY

Outdoor space development has been delayed in recent years due to a backlog of deferred maintenance initiatives that have taken priority over green space enhancement efforts.

Context	Peers / Trends in Higher Education

• Classrooms and academic spaces in many buildings are outdated
 	
• There are currently a number of limitations across campus affecting the student experience:
  – Insufficient intramural sports opportunities
  – Limited collaborative study space
  – Limited dining capacity and diversity
 	
• Many of TTU's buildings on campus mirror one another in their design, making it difficult for those unfamiliar with campus to navigate
 	
• Lack of green space contributes to some students' perception of TTU as a commuter school
 	
• There are not enough parking spots on campus to accommodate all commuter students along with faculty and staff (this need will increase in order to support campus growth and a loss of parking for new buildings)
	Peer Context:
	• Clemson University provides an information system on all on- and off campus facilities to aid the public in identifying and locating facilities
	
	• Miami University sets up "Green Space" networks to ensure that their wireless is reachable to outdoor areas
	
	Trends in Higher Education:
	• Increasing signage across campus can have a direct impact on admissions process
	
	• Some campuses have turned to digital signage to promote the sharing of vital information
	
	• According to a study by Texas State University, the presence of green space plays a large role in enhancing the overall quality of life for many undergraduate students

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#11 – Physical Infrastructure
ACTION STEPS

Near-term actions will focus on identifying potential areas for development and enhancement, specifically areas that promote the student experience.

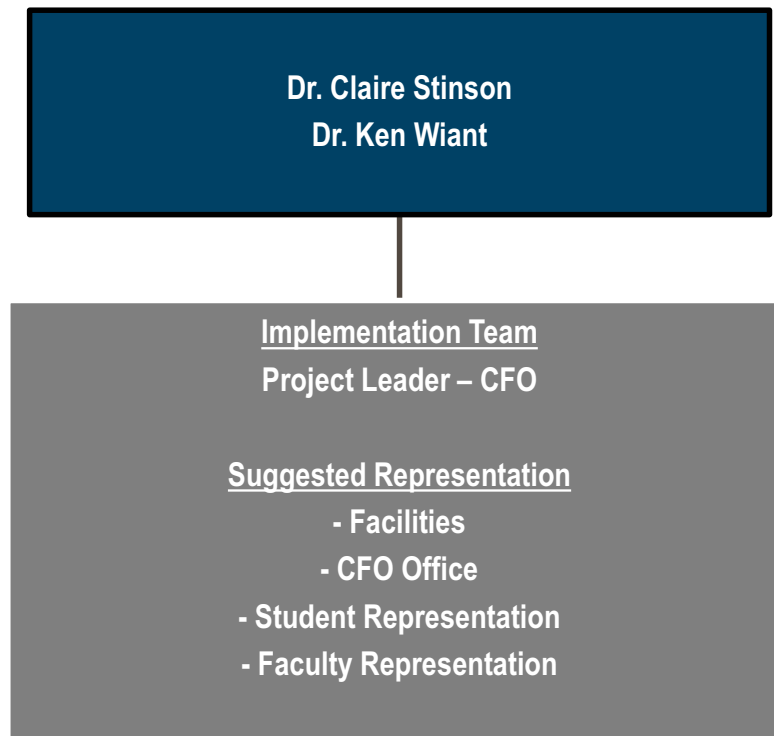| Action Steps |
|---|
| **Near-Term (1 to 6 Months)** |
| ❑ Identify space for large classrooms |
| ❑ Define classroom structure suitable for differing teaching needs and styles across faculty, disciplines, and courses |
| ❑ Launch event management software |
| ❑ Evaluate needs for intramural sports |
| ❑ Tie external items into the refined campus Master Plan |
| – Identify locations within academic buildings and the University Center for improved common space |
| – Identify locations for development of new dining space |
| – Identify green space needs |
| ❑ Identify building signage needs |
| ❑ Conduct campus traffic/parking study |
| |
| **Mid-Term (6 to 12 Months) to** |
| ❑ Develop resource and fundraising plan |
| ❑ Prioritize year one projects |
| ❑ Fund projects |
| |
| **Long-Term (12+ Months)** |
| ❑ Launch funded projects |

#11 – Physical Infrastructure
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Identify academic space for renovation	■	■	■															
Identify development areas for athletic facilities	■	■	■															
Launch event management software			■															
Identify refined campus Master Plan additions				■	■	■												
Identify signage needs				■	■	■												
Launch traffic/parking study					■	■												
Prioritize year one opportunities							■	■										
Develop resource plan							■	■	■	■	■							
Commence with funded projects												■	■	■	■	■	■	■

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#11 – Physical Infrastructure
ACCOUNTABILITY PLAN

This plan will be led through a combination of the Business Office and Facilities Management.

Dr. Claire Stinson
Dr. Ken Wiant

Implementation Team
Project Leader – CFO

Suggested Representation
- Facilities
- CFO Office
- Student Representation
- Faculty Representation

Accountability Plan
Flight Plan Leaders ▪ Dr. Claire Stinson, Dr. Ken Wiant

Implementation Team
▪ Project Leader- CFO
▪ Project team to include representation from:
    – Facilities
    – CFO's Office
    – Student Representation
    – Faculty Representation

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
    – Progress to completion
    – Issues preventing on-time completion
    – Feedback on items that should be communicated to other Action Plan teams

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#12 – Efficiency and Effectiveness
IMPLEMENTATION PLAN

T T U TENNESSEE TECH UNIVERSITY

The objective of this plan is to increase administrative efficiency and effectiveness.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Improve efficiency and effectiveness through optimizing and automating business processes:
  – Recruiting, Hiring, and Onboarding
 	
  – Purchasing
 	
  – Scheduling/Registration
 	
• Utilize effective, collaborative, and technology-enabled tools
  – Electronic Workflow / Microsoft SharePoint
 	
  – Mobile Applications
 	
  – Push Technology
	Objective
	• Simplify administrative processes to improve efficiency and effectiveness
	
	• Leverage technology to automate processes
	
	Link to _Flight Plan_
	• Effective use of human and financial resources by making processes more efficient
		Flight Plan Metrics
		• Operating Expenditures per Student FTE
		
		Operational Metrics
		• Project dependent metrics (examples):
		  – Recruiting, Hiring, and Onboarding - Time to complete a new hire process
		
		  – Purchasing - Number of suppliers in an individual product category

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#12 – Efficiency and Effectiveness
CONTEXT FOR ACTION

TENNESSEE TECH UNIVERSITY

Many of TTU's current business processes are cumbersome, inefficient, and time-consuming, resulting in displeased stakeholders.

Context	Peers/ Trends in Higher Education
• The hiring process requires many pages of required regulations and burdens • While purchasing is not a major issue for the institution, the process is not streamlined or automated • Changes can be made to the registration and scheduling process that would increase service levels to students • Collaborative sharing tools are not currently utilized on many paper-based business processes	Peer Context: • In 2009, Clemson University's HR team identified an opportunity to streamline Clemson's hiring process • The old process was filled with duplicate entries, wasted time, unnecessary paper, and an inefficient signature/approval model • The new result was an electronic process that targeted the inefficient issues and aligned to their new strategic plan Trends in Higher Education: • Many universities have adopted business process efficiency initiatives to streamline and automate administrative processes • Public institutions are using a combination of state and locally-negotiated contracts in order to capture the best price on goods

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#12 – Efficiency and Effectiveness
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will focus on identifying problem processes and developing best-practice workflows.

Action Steps
Near-Term (1 to 6 Months)
❑ Launch purchasing software and optimize procurement business processes
❑ Implement revised hiring procedures
❑ Conduct study of current inefficient business processes
❑ Engage feedback from administrators on inefficient processes
❑ Determine appropriate areas to introduce collaborative tools (SharePoint)
Mid-Term (6 to 12 Months)
❑ Develop Phase 1 process optimization plan for scheduling and registration
❑ Adopt mobile technology/push communication to pilot on scheduling and registration
❑ Determine continuous improvement cycle
❑ Phase 2 process efficiency project selection
❑ Develop resource plan for Phase 2
Long-Term (12+ Month)
❑ Launch Phase 2 process efficiency projects

#12 – Efficiency and Effectiveness
MILESTONES

Tennessee Tech University

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Procurement process implementation	■	■	■															
Hiring process implementation			■	■														
Determine registration and scheduling process optimization				■	■	■												
Feedback on new candidate processes for future					■	■	■											
Phase 1- Registration and scheduling implementation							■	■	■	■								
Mobile app/push communication pilot									■	■								
Continuous improvement cycle development											■	■						
Phase 2 resource plan												■						
Phase 2- process efficiency selection and optimization												■	■					
Phase 2- process efficiency implementation													■	■	■	■	■	■

#12 – Efficiency and Effectiveness
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led through a combination of the Business Office with participation from IT.

Dr. Claire Stinson
Dr. Ken Wiant

Implementation Team
Leader – TBD

Suggested Representation
- CFO Office
- Relevant process owners
- IT staff

Accountability Plan
Flight Plan Leaders ▪ Dr. Claire Stinson, Dr. Ken Wiant

Implementation Team
▪ Leader- To be determined
▪ Project team to include representation from:
  – CFO's Office
  – Relevant process owners
  – IT staff

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
  – Progress to completion
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APPENDIX B:
SELECT COMPARATIVE CHARTS

National Comparative Peers

RETENTION

Tennessee Tech's 1st to 2nd year retention is in the bottom third.

1st to 2nd Year Retention

Data Source: Common Data Set 2011-12

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Tennessee Comparative Peers

1ST TO 2ND YEAR RETENTION RATE

TENNESSEE TECH UNIVERSITY

Tennessee Tech's 1st to 2nd year retention rate is near the top of the Tennessee Peer group.

1st to 2nd Year Retention Rate (FTFT Freshmen)
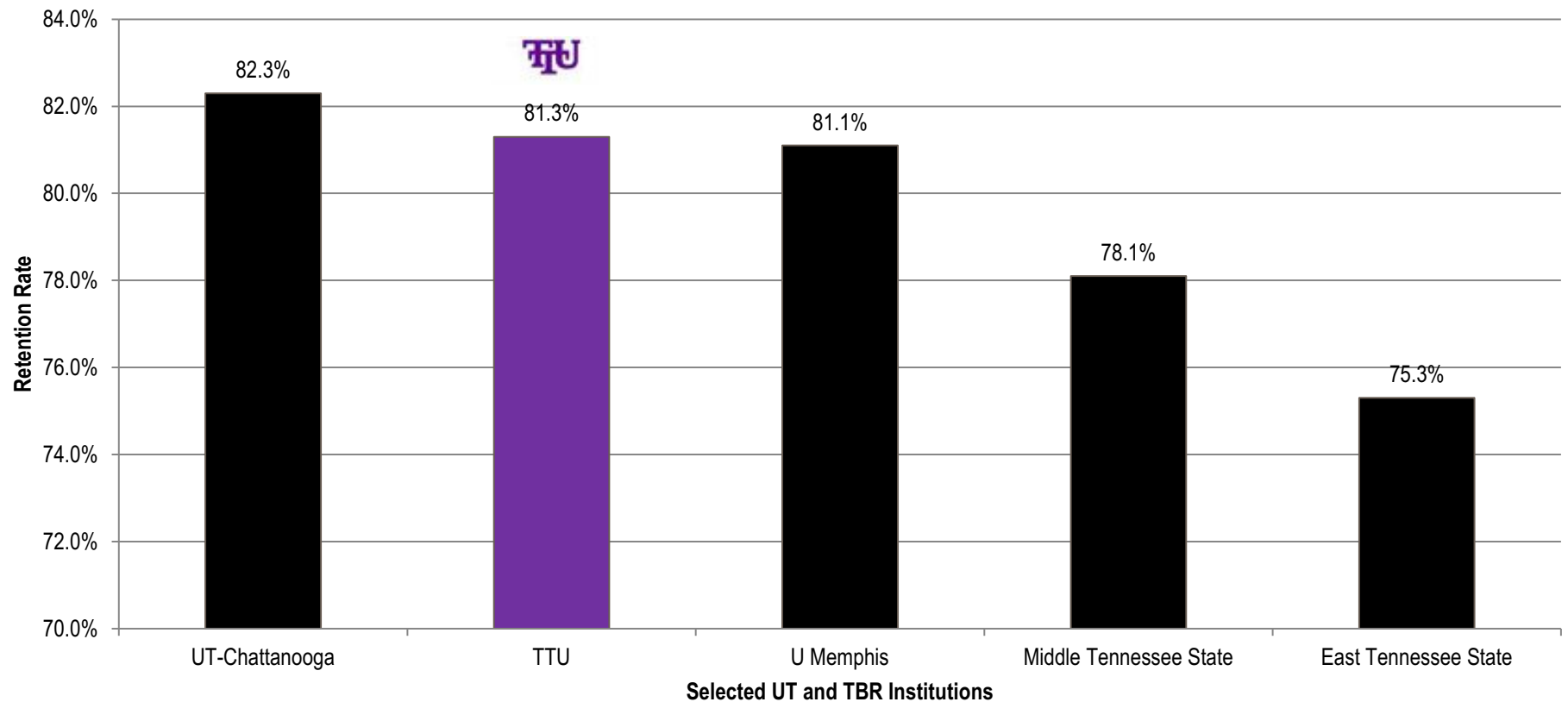
Data Source: THEC Factbook 2012–13, Table 2.1

National Comparative Peers

SIX-YEAR GRADUATION RATE

TENNESSEE TECH UNIVERSITY

TTU's six-year graduation rate is in the bottom half of the comparative peer set.

Six-Year Graduation Rate

Graduation Rate

- Appalachian State: 65%
- U Maine: 60%
- South Dakota State: 60%
- Murray State: 52%
- U Idaho: 51%
- TTU: 50%
- Louisiana Tech: 49%
- New Mexico State: 46%
- UA Huntsville: 45%

Comparative Institution

Data Source: Common Data Set 2011-12

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Tennessee Comparative Peers

SIX-YEAR GRADUATION- UPDATED

Tennessee Tech's six-year graduation rate is the highest out of the selected Tennessee peers.
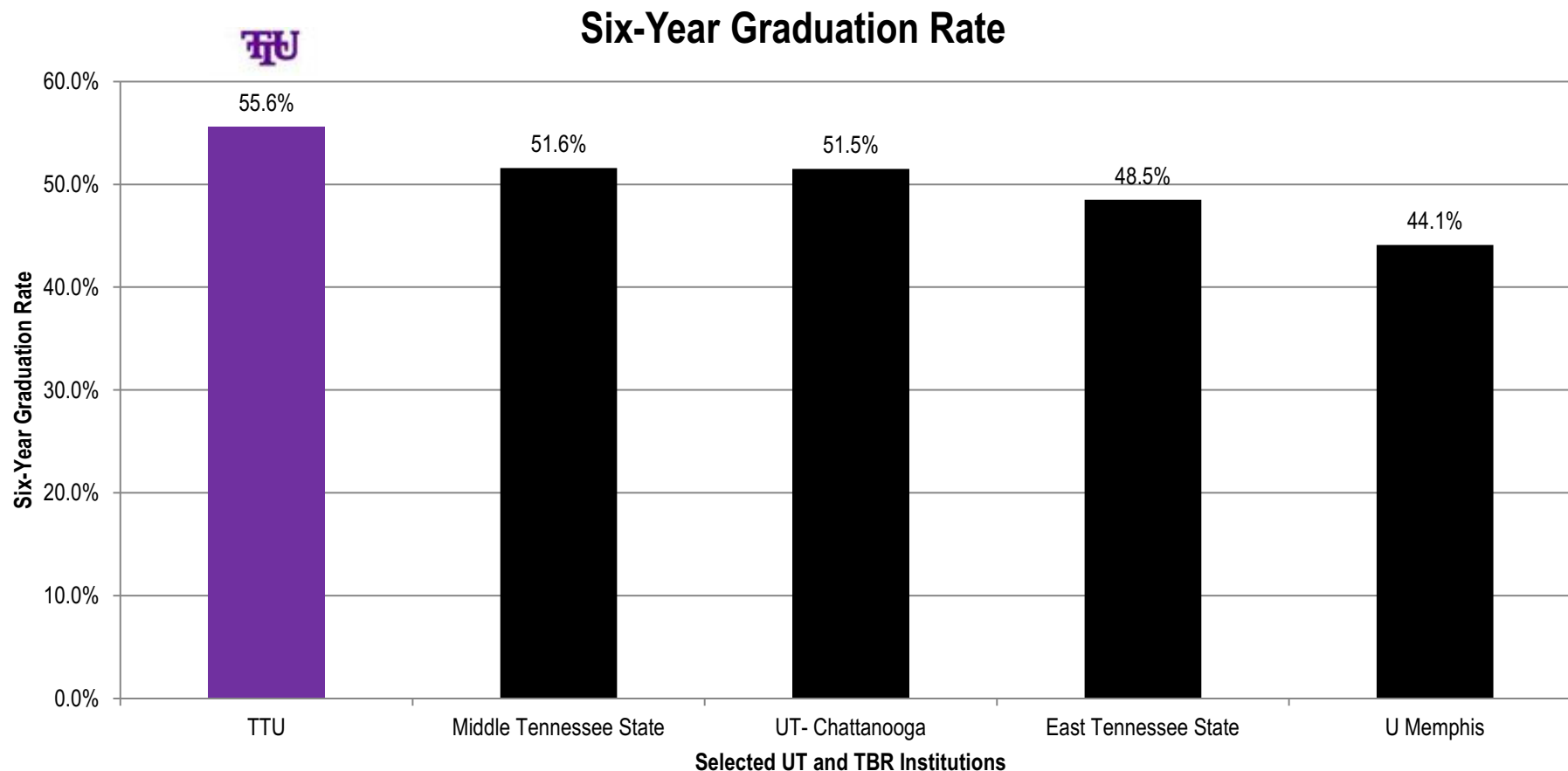
Data Source: THEC Factbook 2012–13, table 2.16

National Comparative Peers
BACHELOR'S DEGREES CONFERRED

TTU's Bachelor's degrees conferred is also above the median of the comparative peer set.

Bachelor's Degrees Conferred
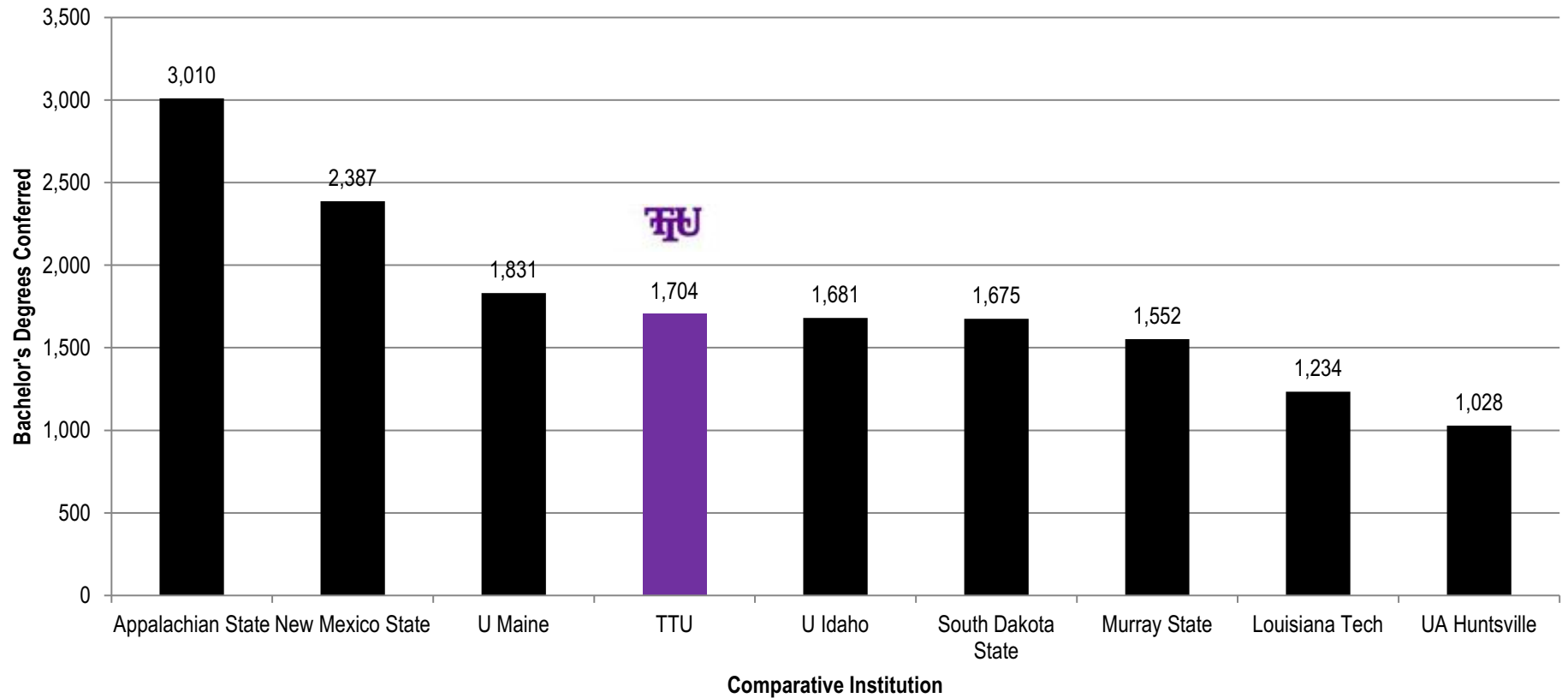
Data Source: Common Data Set 2011-12

Tennessee Comparative Peers

BACHELOR'S DEGREES CONFERRED

TENNESSEE TECH UNIVERSITY

TTU confers the second lowest number of Bachelor's degrees in the peer set.

Bachelor's Degrees Conferred
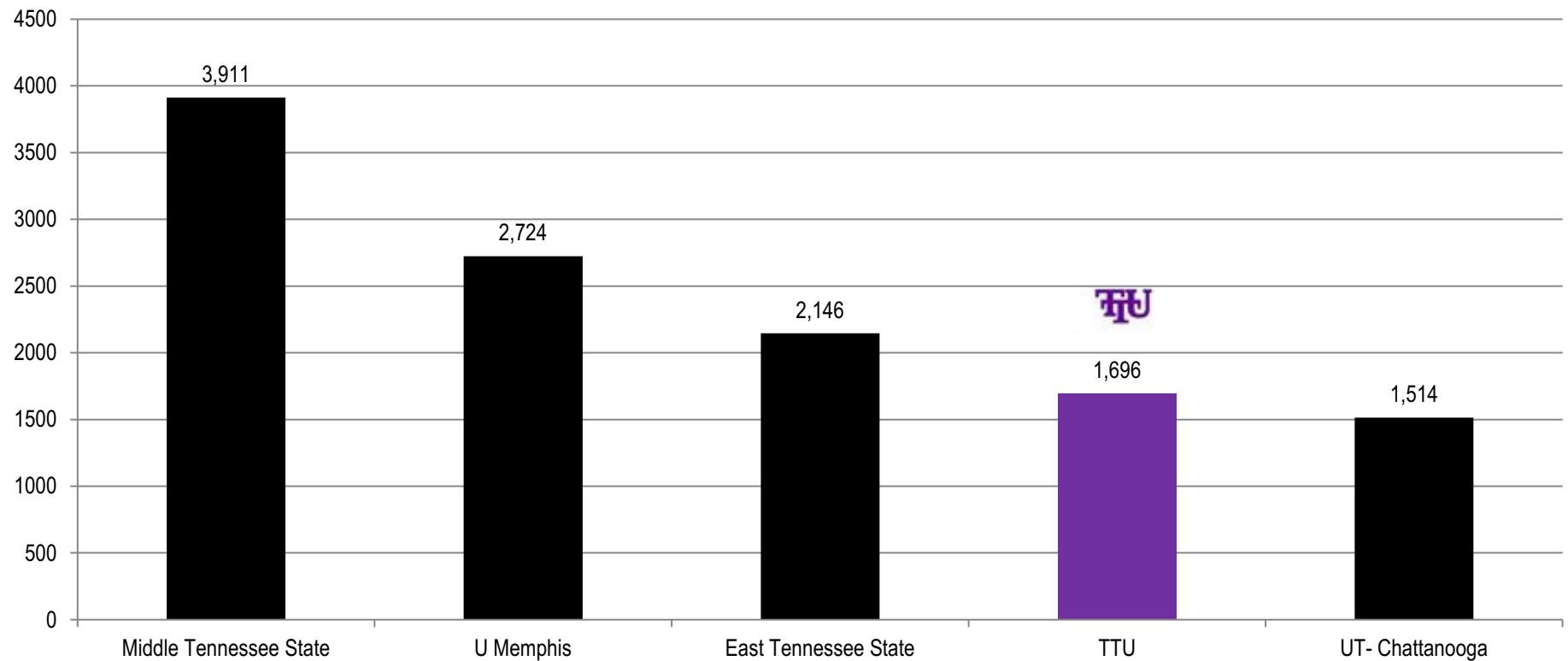
Data Source: THEC Factbook 2012-13, table 2.4

National Comparative Peers

MASTER'S DEGREES CONFERRED

TTU TENNESSEE TECH UNIVERSITY

Master's degrees conferred are below average for the comparative peer set.

Master's Degrees Conferred

Data Source: Common Data Set 2011-12

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Tennessee Comparative Peers

MASTER'S DEGREES CONFERRED

Master's degrees conferred is at the bottom of the selected Tennessee peers.

Master's Degrees Conferred

Data Source: THEC Factbook 2012-13, table 2.4

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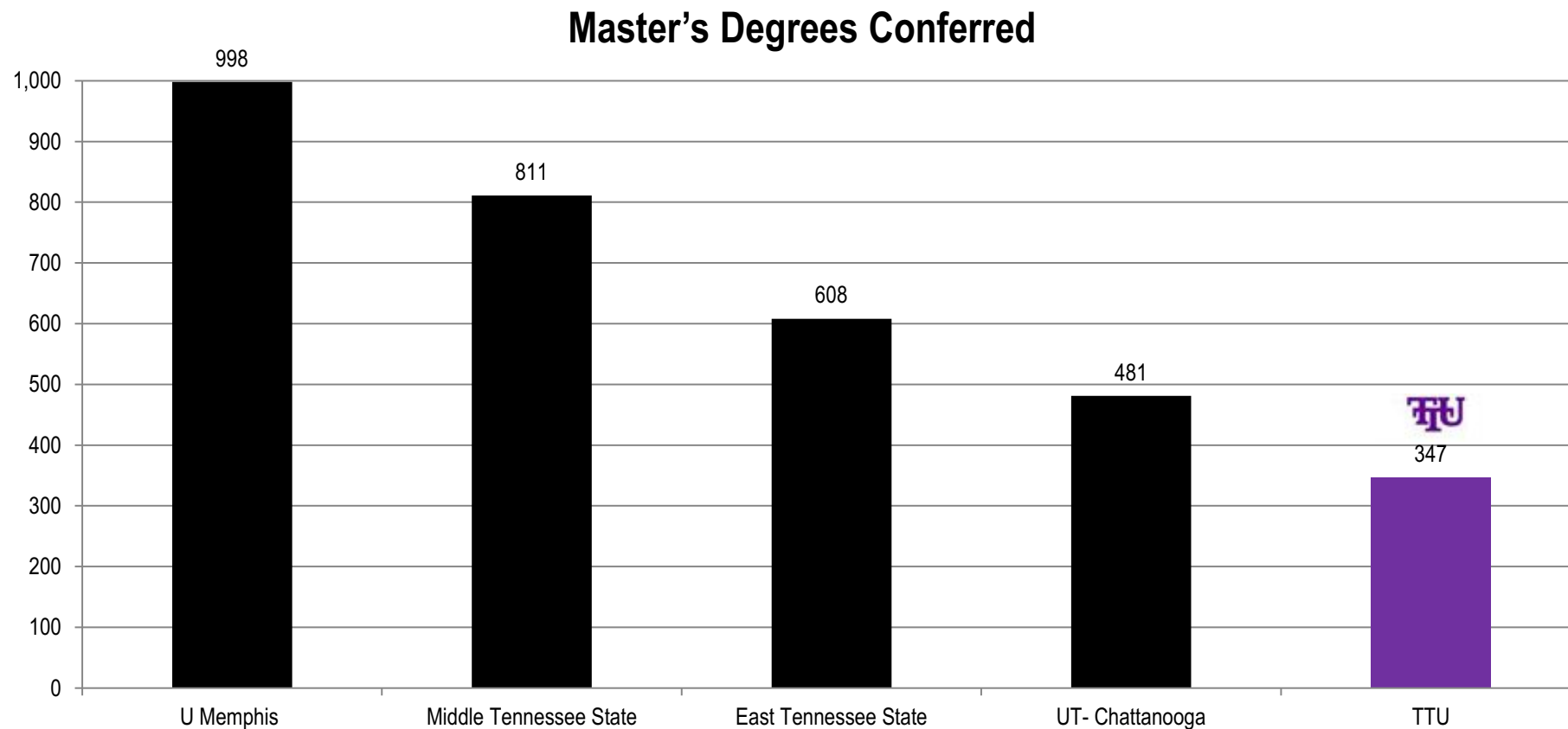
The Washington Post

To Your Health

Why it's so hard to find a mental health professional

By **Lena H. Sun**   October 22, 2015

The demand for mental health services is growing nationally, and comprehensive mental health legislation is gaining momentum in Congress for the first time in years. But both forces could run up against a counter-force: a shortage of psychiatrists, psychologists, counselors and therapists in much of the country.

More than half of U.S. counties have no mental health professionals and so "don't have any access whatsoever," according to Thomas Insel, director of the National Institute of Mental Health.

The implications are significant.

Nearly one in five adults -- about 43 million people -- had a diagnosable mental disorder within the past year. For nearly 10 million, the condition was serious enough to affect their ability to function day to day. Millions of adolescents also struggle with a debilitating mental disorder.

[*Months of deadly shootings are pushing mental-health legislation forward in Congress*]

Many people have become eligible for mental health coverage under the 2010 Affordable Care Act. Yet finding the professionals to deliver that care is increasingly tough.

Merritt Hawkins, a physician search firm, conducted more searches for psychiatrists this past year than at any time in its 27-year history, according to a recent report. Psychiatrists trailed only primary-care doctors on the list of the firm's 20 most in-demand medical specialties.

States with the highest rates of mental illness and the lowest rates of access to care are in the South and the West, according to the patient advocacy group Mental Health America. Rural areas face some of the biggest deficits.

"It is a serious shortage, especially in certain parts of the country," said Renee Binder, president of the American Psychiatric Association.

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The lack of psychiatrists and other mental-health providers is part of an overall shortage of physicians in the United States. Earlier this year, a study by the Association of American Medical Colleges concluded that the nation will face a deficit of between 46,000 and 90,400 doctors within a decade. While primary care doctors will certainly be in short supply, it said, the biggest deficits may be among specialist physicians who care for the elderly, including psychiatrists.

Experts cite inadequate reimbursement from government and private insurance plans as one factor.

"A medical student leaves medical school and residency with the same amount of debt no matter their specialty, yet primary care and psychiatry are professions with some of the lowest annual salaries," said Chuck Ingoglia, senior vice president for public policy at the National Council for Behavioral Health. "Which one would a smart, ambitious young person choose?"

Or put another way: "If you look at the valuation for an hour of therapy, you could say we pay plumbers, carpenters and handymen more than we pay for behavioral health," said Paul Gionfriddo, president of Mental Health America.

Read more:

Women more likely to have serious mental health problems than men, study says

NIH's mental health chief on why he's leaving for Google: Technology may hold key to better diagnosis

Most Americans will get a wrong diagnosis at least once in their lives

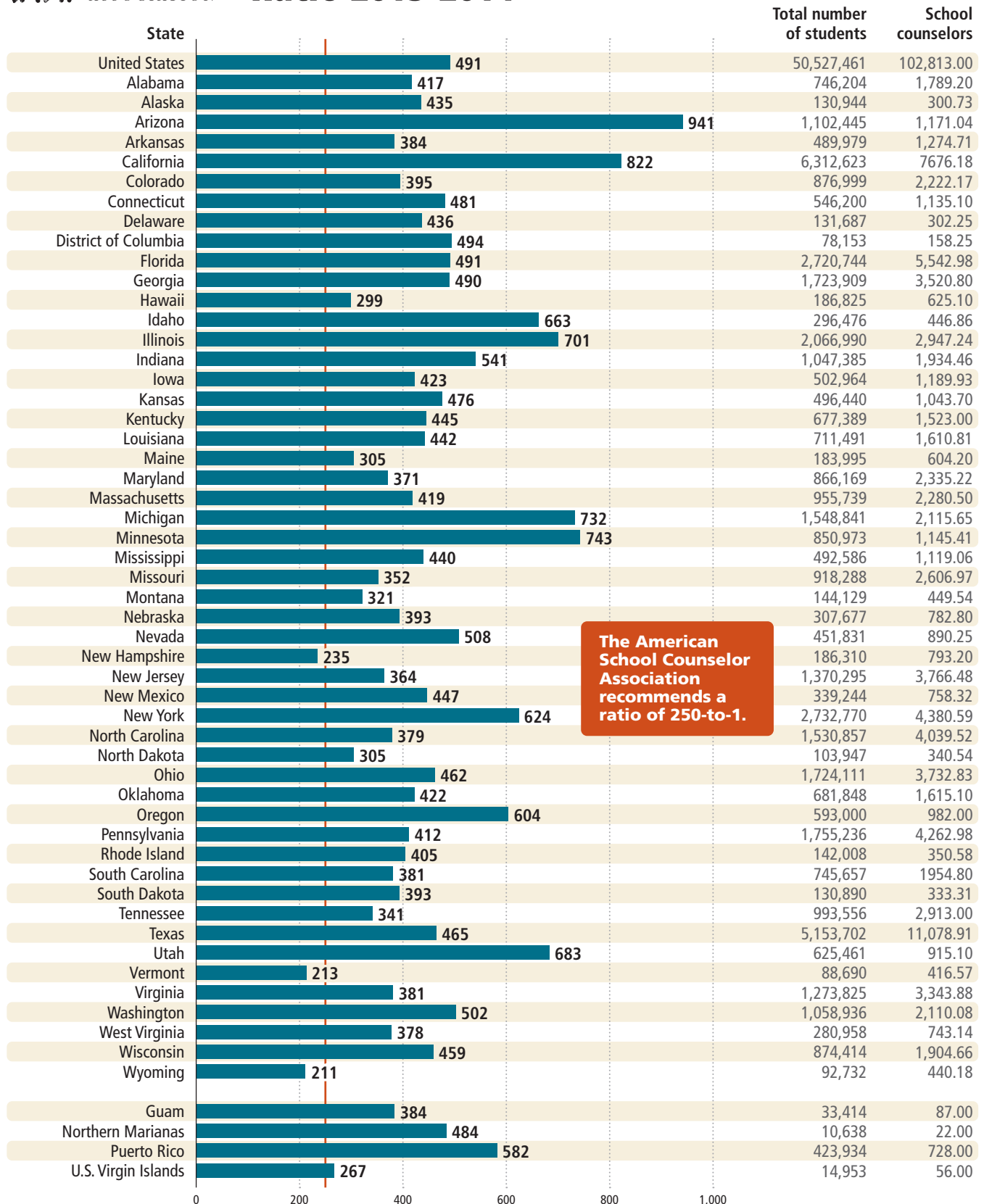Nearly one-third of teens changed health habits based on online search

For more health news, you can sign up for our weekly newsletter here.

Lena H. Sun is a national reporter for The Washington Post, focusing on health. 🐦 Follow @bylenasun

Student-to-School-Counselor Ratio 2013-2014

AMERICAN SCHOOL COUNSELOR ASSOCIATION

State	Ratio	Total number of students	School counselors
United States	491	50,527,461	102,813.00
Alabama	417	746,204	1,789.20
Alaska	435	130,944	300.73
Arizona	941	1,102,445	1,171.04
Arkansas	384	489,979	1,274.71
California	822	6,312,623	7676.18
Colorado	395	876,999	2,222.17
Connecticut	481	546,200	1,135.10
Delaware	436	131,687	302.25
District of Columbia	494	78,153	158.25
Florida	491	2,720,744	5,542.98
Georgia	490	1,723,909	3,520.80
Hawaii	299	186,825	625.10
Idaho	663	296,476	446.86
Illinois	701	2,066,990	2,947.24
Indiana	541	1,047,385	1,934.46
Iowa	423	502,964	1,189.93
Kansas	476	496,440	1,043.70
Kentucky	445	677,389	1,523.00
Louisiana	442	711,491	1,610.81
Maine	305	183,995	604.20
Maryland	371	866,169	2,335.22
Massachusetts	419	955,739	2,280.50
Michigan	732	1,548,841	2,115.65
Minnesota	743	850,973	1,145.41
Mississippi	440	492,586	1,119.06
Missouri	352	918,288	2,606.97
Montana	321	144,129	449.54
Nebraska	393	307,677	782.80
Nevada	508	451,831	890.25
New Hampshire	235	186,310	793.20
New Jersey	364	1,370,295	3,766.48
New Mexico	447	339,244	758.32
New York	624	2,732,770	4,380.59
North Carolina	379	1,530,857	4,039.52
North Dakota	305	103,947	340.54
Ohio	462	1,724,111	3,732.83
Oklahoma	422	681,848	1,615.10
Oregon	604	593,000	982.00
Pennsylvania	412	1,755,236	4,262.98
Rhode Island	405	142,008	350.58
South Carolina	381	745,657	1954.80
South Dakota	393	130,890	333.31
Tennessee	341	993,556	2,913.00
Texas	465	5,153,702	11,078.91
Utah	683	625,461	915.10
Vermont	213	88,690	416.57
Virginia	381	1,273,825	3,343.88
Washington	502	1,058,936	2,110.08
West Virginia	378	280,958	743.14
Wisconsin	459	874,414	1,904.66
Wyoming	211	92,732	440.18
Guam	384	33,414	87.00
Northern Marianas	484	10,638	22.00
Puerto Rico	582	423,934	728.00
U.S. Virgin Islands	267	14,953	56.00

The American School Counselor Association recommends a ratio of 250-to-1.

December 11, 2017, Board Meeting - Board Approval of Letter of Notification for Ph.D. in Counseling and Supervision

10/17/2017   How Severe is the Shortage of Substance Abuse Specialists?

THE PEW CHARITABLE TRUSTS

STATELINE

How Severe is the Shortage of Substance Abuse Specialists?

April 01, 2015   By Christine Vestal

© AP

A case manager at the West Division Family Health Center in Chicago speaks with a recovering heroin addict. Millions of Americans have insurance or Medicaid coverage for drug and alcohol addiction but may not be able to find providers to help them beat their addictions. (AP)

The number of people with insurance coverage for alcohol and drug abuse disorders is about to explode at a time there's already a severe shortage of trained behavioral health professionals in many states.

Until now, there's been no data on just how severe the shortage is and where it's most dire. Jeff Zornitsky of the health care consulting firm Advocates for Human Potential (AHP) has developed the first measurement of how many behavioral health professionals are available to treat millions of adults with a substance use disorder, or SUD, in all 50 states.

Zornitsky's "provider availability index" – the number of psychiatrists, psychologists, counselors and social workers available to treat every 1,000 people with SUD – ranges from a high of 70 in Vermont to a low of 11 in Nevada. Nationally, the average is 32 behavioral health specialists for every 1,000 people afflicted with the disorder. No one has determined what the ideal number of providers should be, but experts agree the current workforce is inadequate in most parts of the country.

"Right now we're in a severe workforce crisis," said Becky Vaughn, addictions director for the industry organization National Council for Behavioral Health. The shortage has consequences, she said. "When people need help for addictions, they need it right away. There's no such thing as a waiting list. If you put someone on a waiting list, you won't be able to find them the next day."

The shortage of specialists threatens to stall a national movement to bring the prevention and treatment of SUD into the mainstream of American medicine at a time when millions of people with addictions have a greater ability to pay for treatment thanks to insurance.

Two Federal Laws

The Affordable Care Act for the first time requires all insurers, including Medicaid, to cover the treatment of drug and alcohol addiction. In the past, Medicaid covered only pregnant women and adolescents in most states. Private insurance either didn't pay for treatments or paid so little that most people could not afford to make up the difference.

For anyone with insurance coverage, the Mental Health Parity and Addiction Equity Act ensures that the duration and dollar amount of coverage for substance use disorders is comparable to coverage for medical and surgical care. Together, the two federal laws are expected to make billions of dollars available to the behavioral health care market.
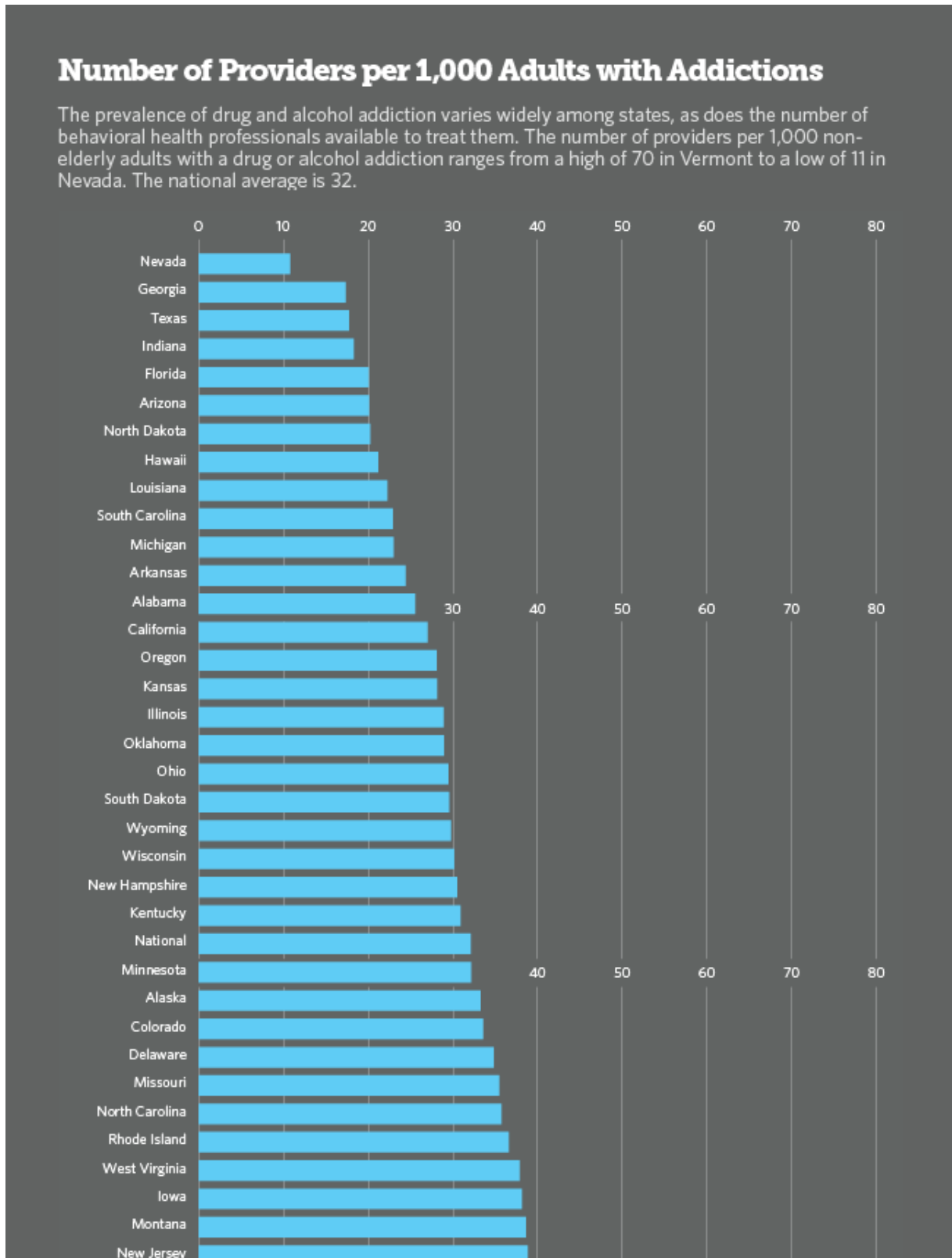
Of the estimated 18 million adults potentially eligible for Medicaid in all 50 states, at least 2.5 million have substance use disorders. Of the 19 million uninsured adults with slightly higher incomes who are eligible for subsidized exchange insurance, an estimated 2.8 million struggle

with substance abuse, according to the most recent national survey by the U.S. Substance Abuse and Mental Health Services Administration.
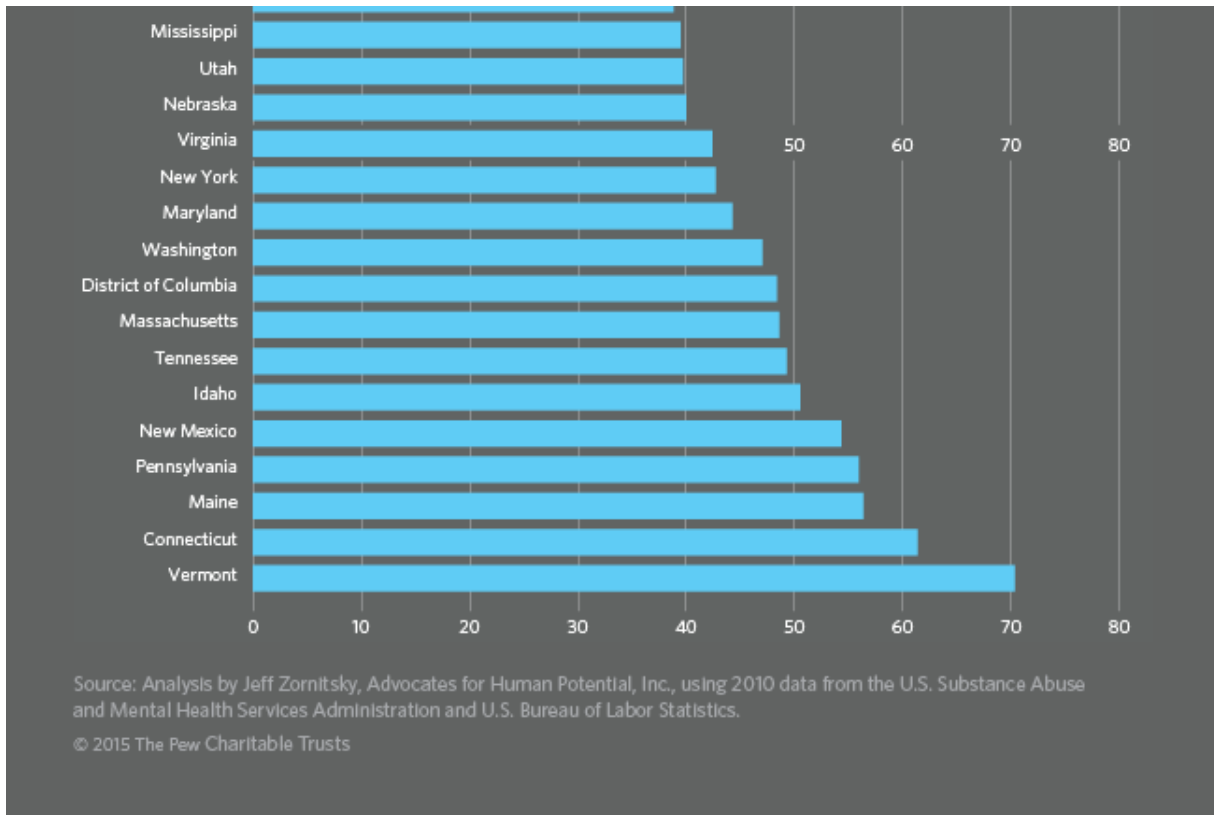
Although the federal government has acknowledged the scarcity of treatment specialists, it has failed to quantify and assess it. Other fields of health care, including mental health and primary care, are tracked by the U.S. Health Resources and Services Administration to determine which communities are "underserved." Without this information, it is hard to know where more behavioral health specialists are needed and when the supply of providers is expanding or shrinking in any given region.

That's where AHP's Zornitsky steps in. Using data from the U.S. Department of Labor's Bureau of Labor Statistics on the current size of the labor force and its projected growth, plus Department of Health and Human Services data on the prevalence of SUD among adults, he approximates the relative adequacy of the addiction treatment workforce in each state.

"It is not perfect," Zornitsky said of the index, "but it's a consistent, state-based measure that allows for comparisons and tracking over time."

Number of Providers per 1,000 Adults with Addictions

The prevalence of drug and alcohol addiction varies widely among states, as does the number of behavioral health professionals available to treat them. The number of providers per 1,000 non-elderly adults with a drug or alcohol addiction ranges from a high of 70 in Vermont to a low of 11 in Nevada. The national average is 32.

December 11, 2017, Board Meeting - Board Approval of Letter of Notification for Ph.D. in Counseling and Supervision

10/17/2017   How Severe is the Shortage of Substance Abuse Specialists?

Source: Analysis by Jeff Zornitsky, Advocates for Human Potential, Inc., using 2010 data from the U.S. Substance Abuse and Mental Health Services Administration and U.S. Bureau of Labor Statistics.

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Poor Pay

According to a 2013 report to Congress from the Substance Abuse and Mental Health Services Administration, the "growing workforce crisis in the addictions field" is due to a variety of factors, including stigma, an aging workforce and inadequate compensation.

The U.S. spent $24 billion on treatment of drug and alcohol disorders in 2009, the most recent year for which comprehensive data are available, according to a new study by the Pew Charitable Trusts (Pew also funds *Stateline*). Sixty-nine percent of the spending came from public sources such as state and local governments, Medicaid, Medicare and federal grants. Private sources, including commercial insurance and out-of-pocket spending, made up the balance, according to the report.

Historically, reimbursement rates and consequently salaries for physicians, psychologists, social workers and counselors in the addiction field have been well below salaries for comparable professionals in other health care specialties that require the same level of education and training.

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For example, the average salary for social workers in the addiction field is $38,600, compared to $47,230 in the rest of the health care industry, according to the Bureau of Labor Statistics.

As a result, too few health care workers are going into the field and too many are switching to more lucrative specialties. And because the average age of addiction specialists is higher than in other professions, demographers predict a behavioral health retirement boom in the next five years.

Between now and 2020, the addiction services field will need to fill more than 330,000 jobs to keep pace with demand, of which more than half are the result of people retiring and switching to other occupations .

Prevalence of Substance Use Disorders Among State Medicaid Expansion Populations

The Affordable Care Act requires Medicaid to pay for drug and alcohol addiction treatments for newly eligible adults aged 18 to 64 with incomes at or below 138 percent of the federal poverty level ($16,243 for an individual). About 10 percent of the general population has a substance use disorder. Among the low-income Medicaid expansion population, the national average is 14 percent.

Medicaid expansion states in blue.

State	% Adults with SUD in Medicaid Expansion Population	State	% Adults with SUD in Medicaid Expansion Population
Alabama	10.6	Montana	19.2
Alaska	15.2	Nebraska	17.2
Arizona	19.4	Nevada	14.3
Arkansas	11.7	New Hampshire	19.5
California	9.7	New Jersey	9.2
Colorado	12.5	New Mexico	8.9
Connecticut	24.4	New York	12.9
Delaware	10.9	North Carolina	12.5
District of Columbia	30.5	North Dakota	20
Florida	11.3	Ohio	20.4
Georgia	11.4	Oklahoma	14
Hawaii	15.4	Oregon	15.5
Idaho	22.3	Pennsylvania	18.9
Illinois	13.6	Rhode Island	21.1
Indiana	21.1	South Carolina	19.1
Iowa	14.7	South Dakota	19
Kansas	12.6	Tennessee	18.4
Kentucky	13.8	Texas	10.8
Louisiana	18.8	Utah	8.2
Maine	17.8	Vermont	20.3
Maryland	9.8	Virginia	18.3
Massachusetts	25.7	Washington	21.7
Michigan	16.2	West Virginia	16
Minnesota	15.4	Wisconsin	13.4
Mississippi	9.5	Wyoming	12.4
Missouri	14.8		

Source: U.S. Substance Abuse and Mental Health Services Administration and U.S. Bureau of Labor Statistics, 2012.
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Low Treatment Rates

Of the roughly 23 million Americans who suffer from drug and alcohol disorders, only 11 percent receive treatment at a specialty facility, according to the most recent National Survey on Drug Use and Health.

That compares to U.S. treatment rates as high as 80 percent for diseases such as diabetes and hypertension. Part of the reason for lack of treatment has been inability to pay. With billions in private insurance and Medicaid dollars becoming available, that is expected to change.

But questions remain about how the existing addiction services industry will manage the expansion, whether new businesses will enter the market and how many providers will take Medicaid patients. Today, only 55 percent of addiction practitioners accept Medicaid reimbursements, which tend to be lower than private insurance.

Another reason many substance abusers go without treatment is the social stigma connected with addictions and mental illness. To avoid being labeled, many hide their drug or alcohol use, and refuse to admit they have a problem. With more money available for treatment and increased public concern over the nation's rising death toll from drug addictions, experts are hopeful the stigma will dissipate and more health care professionals will be drawn to the field.

The Affordable Care Act eventually should spur more competitive salaries for behavioral health professionals. But for now, it is complicating matters, Vaughn said. Both Medicaid and private insurers require levels of professional licensing and credentialing that were not needed when addiction services were funded primarily by federal grants. In addition, many of the mostly small providers in the industry have no business experience negotiating contracts with Medicaid managed care organizations or filing claims for Medicaid and private insurance.

It will be largely up to states to make the changes needed to develop an adequate addiction treatment workforce. The federal government has offered model licensing guidelines that define a so-called "scope of practice" for each job title in the behavioral health profession, but states will have to create licensing laws and regulations. States could also encourage more people to go into the profession by offering to repay student loans and funding local colleges.

In addition, state Medicaid agencies will need to reach out to the existing addiction industry and provide business training to enable them to file claims for the billions in new funding for drug and alcohol treatments. Most important, Vaughn said, Medicaid rates for addiction services need to be raised to provide a reimbursement benchmark that is closer to the fees paid to practitioners in other health care professions.

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Agenda Item: I.D.

DATE: July 23, 2015

SUBJECT: 2015-20 Master Plan for Tennessee Higher Education

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION:

Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education 2015-2025

State statute charges the Tennessee Higher Education Commission (THEC) with developing a statewide *Master Plan* for the future development of public universities, community colleges, and colleges of applied technology, with input from the Tennessee Board of Regents and the University of Tennessee Board of Trustees. The overriding function of the *Plan* is to direct higher education to be accountable for increasing the educational attainment levels of Tennesseans, while also: addressing the state's economic development, workforce development and research needs; ensuring increased degree production within the state's capacity to support higher education; and using institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

The *Plan* for 2015-2025 represents a departure from previous such documents in that it adopts a longer view than the typical five-year planning horizon that has characterized prior efforts. Rather, this *Plan* proposes that the ten year period 2015-2025 will represent a "decade of decision" for Tennessee postsecondary education in that: 1) the year 2025 has been identified as the "due date" for accomplishment of Governor Haslam's Drive to 55 postsecondary attainment goal; 2) achieving that goal will require focus and persistence over an extended period; and 3) the goal and its attendant policy objectives are unlikely to change fundamentally over the next ten years.

The organizing framework of the 2015-2025 *Plan* is that it: 1) makes the case for continued, focused pursuit of the Drive to 55, Tennessee's college completion policy agenda; 2) takes stock of important achievements to date since passage of the Complete College Tennessee Act of 2010; 3) calculates statewide and sector-specific degree and certificate production targets necessary for meeting the statewide goal; 4) recognizes three historically underserved student populations worthy of focused policy and programmatic attention throughout the coming decade; 5) identifies tools and strategies for serving these students; and 6) offers observations and recommendations intended to guide policymakers, system leaders, and campuses as they carry out their appropriate roles relative to Drive to 55 goal attainment.

Those observations and recommendations are as follows.

OBSERVATIONS AND RECOMMENDATIONS

The Drive to 55

The principal tool at Tennessee's disposal for achieving the Governor's audacious goal – that, in contrast to Tennessee's current postsecondary attainment rate of 38 percent, a decade from now 55 percent of the state's working-age population (ages 25-64) will have earned a college degree or other high-value postsecondary credential -- is the Drive to 55 itself. This policy agenda has united stakeholders in both the public and independent sectors around a universally accepted goal that is simultaneously aspirational and achievable. Furthermore, it is inclusive, relying on institutions at every level and from every sector – public and independent, including proprietary schools – to contribute to goal attainment.

The Drive to 55 goal and agenda also provide a framework for establishing priorities and allocating resources, both to and within campuses. Two key tasks of first importance are: 1) to understand the numbers of degrees and other postsecondary awards necessitated by the Drive to 55 -- statewide, by system, by sector, and eventually by institution; and 2) to develop widespread agreement about the implications of the Drive to 55 for aligning postsecondary outputs and outcomes with current and future workforce and economic development needs of the State.

How Many Credentials?

1) The statewide goal is rightly placed in terms of rhetoric, achievability, and the duration of sustained effort required. However, it assumes that current rates of in-state employment and net in-migration by college graduates will remain unchanged. Additionally, it carries an implicit assumption that a 55 percent postsecondary attainment rate will be as competitive (or "competitive enough") in the global marketplace in 2025 as it is today. The adequacy of the 55 percent goal should be re-assessed in five years in light of intra- and inter-state contexts that are likely to change.

2) The accumulating deficit between institutions' projected (natural) degree growth and that required for reaching the Drive to 55 by the year 2025 will amount to the need for about 79,200 *additional* state residents (beyond current production levels and those suggested by natural growth) with postsecondary credentials over the next ten years. The compound annual growth rate (year over year) required to bridge that gap is 1.15 percent annually, or about an additional 850 credentials per year. Current production from all systems and sectors, public and independent, stands at about 70,000 awards annually.

3) Furthermore, this *Plan* asserts that two-thirds of this growth will need to come from adult learners (individuals of age 25 and above at the time of

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degree completion), with the remaining one-third coming from what has historically been thought of as "traditional aged" students (18-24).

4) Tennessee should withhold from counting non-credit continuing education certificates, industry certifications, and digital badges in Drive to 55 educational attainment analyses until clear consensus emerges on:

   a) The quality and rigor of education and training programs issuing such credentials;

   b) The extent to which the labor market values these kinds of awards and distinguishes them from the more traditional diplomas, certificates, and degrees awarded by postsecondary institutions;

   c) How reliable, valid, accurate, and comprehensive data on these credentials might be collected, by whom, and at what intervals, and;

   d) Whether these educational episodes can be linked to subsequent employment outcomes.

5) Credential production targets for postsecondary systems, sectors, and award levels should be established by the THEC analysis contained in this *Plan*, pending review and approval by the appropriate boards. A governing board may choose to establish targets for institutions under its purview.

6) Responsibility for tracking system and state progress against the Drive to 55 should rest with THEC.

Credentials for What? Aligning postsecondary outputs and outcomes with economic needs

7) Through a consultative process involving the Department of Economic & Community Development, the Department of Labor & Workforce Development, the Board of Regents, the University of Tennessee System, and the Center for Business & Economic Research, THEC should develop a "hot list" of the most under-supplied high-skill and/or high-wage occupations. Under-supply may be defined in terms of supply-to-demand ratio or the raw number of annual job openings requiring some level of postsecondary education or training.

   a) The aforementioned list *may* be used in future iterations of the outcomes-based public higher education funding formula, the Quality Assurance (formerly Performance Funding) program, and academic program development.

   b) The list *should* be used to inform broad-based communication campaigns aimed at students, their families, and other influencing agents such as college planning websites, high school guidance

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counselors and other school personnel, Tennessee Promise mentors, college career counselors and counseling centers, and student peers.

8) Stakeholders' thinking about educational supply and occupational demand should increasingly be informed by larger "catchment areas" of related skills, academic and training programs, and occupations that require or utilize those skills.

9) Consistent with the previous recommendation, degrees in the liberal arts and social sciences must not be devalued in pursuit of the Drive to 55. Multiples studies indicate that these are not mutually exclusive aims. Liberal arts degrees *are* in fact workforce degrees.

10) The Governor's Workforce Sub-Cabinet should remain in effect as a standing (as opposed to ad hoc) task force to coordinate higher education, state agency, and business/industry informational needs and roles relative to the Drive to 55.

   - The task force should determine informational needs, adopt Drive to 55 in-common performance metrics that are shared across two or more agencies, and set (and re-set as necessary) priorities that cut across agencies and stakeholder groups.

11) In consultation with stakeholders in the state's postsecondary community, THEC should study and make recommendations concerning the feasibility of phasing in a requirement that certificate and degree programs contain an embedded "real world" work requirement (i.e., internship, externship, on-the-job training, apprenticeship, or co-op).

The Complete College Tennessee Act Revisited

The Complete College Tennessee Act (CCTA) of 2010 was landmark legislation nationally at the time of its passage, and still is in many respects. That said, five years in, certain provisions of the act bear re-examination.

Articulation and Transfer Provisions

12) Based on the higher education agencies' response to a May 2012 performance audit of CCTA implementation, statute was amended to assign THEC responsibility for identifying institutions for which dual admission agreements are appropriate, based on geographic or programmatic considerations. As a result, THEC should: undertake a formal review of existing agreements based on feeder- and receiver-institution patterns found in its annual *Articulation and Transfer* report to the General Assembly; take inventory of the geographic, programmatic and other considerations that govern institutions' decisions to forge or forego these

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agreements; and make recommendations to executive and legislative leadership concerning continuation and/or improvement of the dual admission process.

13) Contrary to a provision in the CCTA, there are examples of universities not accepting certain community college courses identified in one of the 52 Tennessee Transfer Pathways (TTPs) negotiated by community college and university faculty members in each discipline. Such courses may be accepted by the receiving university as elective, but not degree, credit. Hearing and resolving such instances should become part of the regular work of the UT-TBR Articulation and Transfer Council.

14) All current and future TTPs should be amplified to the extent that transferable course sequences are not only identified and listed, but each course is sequenced and "mapped" to the semester during which it is recommended that the course be completed.

15) Common numbering and leveling (freshman, sophomore, etc.) should be applied to all courses in the TTPs to aid in the articulation and transfer of these courses.

16) Reverse transfer should be factored into future iterations of the outcomes-based formula, but only after all public universities and community colleges begin participating in the reverse transfer network in the fall semester of 2015.

17) Consistent with the recent recommendation of the Tennessee Articulation and Transfer Council, the higher education outcomes-based funding formula should weight equally the community college's and the university's proportion of effort in producing an associate degree graduate by way of reverse transfer, with half of the outcome funding for that graduate accruing to the sending community college and the other half to the receiving public university.

Funding Mechanisms and Issues

18) Fully funding the productivity gains captured by the public higher education outcomes-based formula (OBF) is of paramount importance to the institutions.

19) Since the CCTA established the community colleges as a unified system, the community college degree and credential production metrics should carry equivalent or very similar weights across all colleges. The remaining community college OBF metrics should be weighted differentially based on each college's mission and priorities.

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20) The time has come for OBF progression metrics to be based on an assumed full-time credit load of 15 hours per semester, rather than the 12-hour assumption that characterized the formula for its first five years of operation.

   a) This will set university progression benchmarks at 30, 60, and/or 90 credit hours.

   b) Serious consideration should be given to changing the community college progression benchmarks from the current 12, 24, 36, and/or 48 student credit hours to 15, 30, and/or 45 credits.

21) By the end of FY 2015-16, and on an annual basis after that, a task force involving executive, legislative, and higher education leadership should be convened to discuss long-term financing strategies for the Drive to 55. As institutional outputs and outcomes escalate under the OBF and demands on the State budget increase and intensify, an urgent need exists to map a strategy regarding how the State, its postsecondary systems and institutions, the Federal government, employers, and local community leaders can come together to pay for the Drive to 55 and its component parts. Part and parcel of any set of strategies will be trade-offs and role definitions for:

   a) Tuition and financial aid, including a re-examination of state aid programs in light of financial commitments to Tennessee Promise and Tennessee Reconnect;

   b) In-state and out-of-state students;

   c) Federal, state, and local support; and

   d) Investments in capital and other innovations or priorities (including shared programs and facilities, research collaboratives, related equipment and personnel, and technology transfer opportunities).

Community Capacity-Building: Toward a Culture of Access and Success

22) The construct of working with communities to build a rich community-based culture supportive of postsecondary student access and success serves as the organizing framework of future outreach efforts to underserved populations – adult learners, low-income students, and academically underprepared students.

23) The "student flow model" developed for Tennessee by the National Center for Higher Education Management Systems (NCHEMS) demonstrates that Tennessee cannot reach the Drive to 55 without investing financial, human, and political resources in adult learners. As stated above, adult learners will

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make up the majority of new growth in degree and other postsecondary credential production.

24) This investment should begin with the "low-hanging fruit" – a concentrated campaign to re-engage previously enrolled adult learners (approximately 100,000 of them in public and participating independent institutions), beginning in the fall semester of 2015.

- These adults, and the campuses that will serve them, should be supported by a concentrated college coaching effort to build self-efficacy skills among adult learners and encourage their continued enrollment and progress. Adult-serving institutions should be offered the optional external support of a proven college coaching organization should they need it, with the understanding that the external agent will assist the college(s) in building their own internal capacity to support adult learners on an ongoing basis.

25) The majority of Tennessee's public institutions have undergone the Adult Learner Friendly Institution (ALFI) self-study process and received the Council for Adult & Experiential Learning's (CAEL's) ALFI designation. The remainder of institutions should make it a priority to do the same.

Optimizing Online Education

26) The Regents Online Campus Cooperative (ROCC) should be re-imagined as a statewide electronic campus, a consumer-facing environment that appears seamless ("all one system") to the user but includes information about every course and program being offered online by the TBR and UT systems.

a) An underlying principle should be that this realm is about online *programs*, not just *courses*.

b) Provide linkages to the TTPs organically within the site.

c) This information (the State of Tennessee's online presence) must be disentangled -- more visible, transparent, and clear -- for students.

d) The tuition "premium" for online courses should be reconsidered and potentially phased out over time.

e) Over time, online section enrollments should get larger and instructional costs per student should come down.

27) Transparent and easily-accessible information about offerings from a growing array of alternative, online, and competency-based providers should be posted on the Tennessee electronic campus website, with the acknowledgment that their courses are endorsed by the American Council on Education (ACE) and easily transferable into a Tennessee public

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institution via the state's prior learning assessment (PLA) process, recently branded "Timewise Tennessee."

Assessing Competency
Competency-based education

28) Tennessee postsecondary systems and institutions should continue to build on and explore opportunities for the responsible use of competency-based education. The first order of business should be to build a competency-based path into and out of the previously-terminal Associate of Applied Science (A.A.S.) degree.

Prior Learning Assessment

29) Every Tennessee public institution has the responsibility and right to make its own decisions relative to the transcripting of credit earned by students by way of the prior learning assessment (PLA) process. Should an institution lack the capacity to carry out any or all of the PLA function, or adjudicate a special case, it should be able to rely on a statewide network of individuals with the necessary expertise. THEC should take inventory of this network and the academic disciplines and institutions in which this expertise exists. THEC should list this information on its Timewise Tennessee PLA website.

   a) Regardless of the PLA recommendation of another institution, the decision as to whether to award such credit (and how much) should reside with the admitting institution.

   b) On behalf of the public systems and colleges, THEC should make arrangements with ACE or the Council on Adult & Experiential Learning (CAEL) for Tennessee institutions to avail themselves of those bodies' PLA-recommending systems in instances where outside assistance is indicated.

30) Prior learning assessment (PLA) should be rewarded through the amended outcomes-based formula (OBF), beginning as soon as possible. This should begin with the Fall 2015 and Spring 2016 end-of-term data used by the OBF to build the FY 2017-18 public higher education budget request and funding distribution.

   • Institutions should transcript credit hours presented for PLA according to the recommendation of the Tennessee Funding Formula Review Committee.

31) The PLA process is concluded once a Tennessee public university or community college has reached a credit-awarding decision for a student's

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portfolio or particular set of demonstrated competencies -- knowledge, skills, and abilities. That is, once transcripted, any resulting credit should not be subject to re-evaluation by other public institutions.

Evaluation for Improvement and Accountability

32) With its greater flexibility in metric selection and inclusion of qualitative performance measures, the Quality Assurance Funding (QAF, formerly Performance Funding) program should continue as a philosophical and fiscal counterbalance to the highly-quantified and productivity-oriented outcomes-based formula.

- A key aspect of the QAF process is that each institution is required to select five "focus populations" of students on campus, toward which the institution plans to direct resources and initiatives over the course of the 2015-20 QAF cycle. For the duration of this *Master Plan*, one exception to the inherent flexibility of the QAF program is that *all* institutions should be required to identify adult learners as a focus population due to the latter's importance to achieving the Drive to 55.

33) With technical assistance from the Center for Business & Economic Research, THEC should publish an annual *Master Plan* Progress Report that tracks statewide, system, and institutional progress toward meeting the degree production and efficiency goals of the Drive to 55.

a) A web-enabled, user-friendly *Report* interface should be designed that is available and understandable to the general public.

b) The web interface should be dynamic in that it empowers users to select the performance indicator, year, system, institution, and focus population of interest. It should also contain the capability for users to print results and download data or figures generated during the users' session.

c) To the extent possible, the *Report* should utilize information submitted by THEC, the Department of Education, and the Department of Labor & Workforce Development to the Tennessee Longitudinal Data System (TLDS).

d) It is important to note, however, that *Progress Report* interface will exclusively utilize de-identified and aggregate (tabular) data, not individual records.

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CONCLUSION

Tennessee's success in meeting the goals of the Drive to 55 and this Master Plan will not be accomplished merely by instituting the right policies, procedures, or programs, but by a sustained commitment to forging a better educated and trained Tennessee for the benefit of the state and its residents. This Plan calls for commitments -- from government, communities, non-profits, educational providers, employers – to partner, innovate, and take initiative. The commitments called for here will not be a one-time show of support or endorsement of a document, but a daily decision to undertake the incremental but urgent work of:

- increasing student access to, progression through, and completion of postsecondary education and training;

- improving the alignment among secondary and postsecondary education, Tennessee business and industry, the Tennessee Department of Labor & Workforce Development, and the Tennessee Department of Economic Development.

These efforts will enable the Volunteer State and its residents to realize greater economic competitiveness and a better quality of life.

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Agenda Item: I. A.

DATE: January 29, 2009

SUBJECT: Status of Academic Program Inventory

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The Tennessee Higher Education Commission maintains an academic program inventory (API) that track changes in the programmatic activity for public higher education institutions. The API is used for a variety of applications in support of the Commission's mission, including the student information system, performance funding and the SREB Academic Common Market. Currently, there are 1,297 active program offerings at our public universities and community colleges. A total of 849 or 65 percent of these programs are offered at the pre-baccalaureate and baccalaureate level. This report focuses on the program terminations and approvals by the governing boards and new program approvals by the Commission from 2000 to 2008 as well as overall program productivity.

Program Approvals and Terminations
The Commission has the statutory responsibility to review and approve new academic programs. This responsibility is exercised so as to promote academic quality and to fulfill student demand, employer need and societal requirements. The responsibility of program termination lies with the two governing boards, the Tennessee Board of Regents and the University of Tennessee, although the Commission staff may recommend program termination to the governing boards.

New programs are developed as the needs and demands within the state warrant. Programs are typically terminated or consolidated into other programs to maintain the relevance of program offerings.   During 2000 - 2008 a total of 192 new programs were approved by the Commission NS 208 programs were terminated by the governing boards.   With this net decline of 16 academic programs, the number of programs has remained essentially constant.

Program Approvals and Terminations 2000 – 2008

	New Programs	Terminations	Net Change
TBR - Universities	65	70	-5
UT System	31	25	6
TBR - Community Colleges	96	113	-17
Total Actions	**192**	**208**	**-16**

Of the 192 new programs that were approved by the governing boards and the Commission since 2000, approximately 50 percent were approved at the pre-baccalaureate level. A total of 30 or 16 percent of new programs were approved at the baccalaureate level. Graduate programs accounted for 35 percent of all new program approvals.

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Program Approvals by Major Taxonomy, 2000 – 2008

Major Taxonomy	Certificate	Associate	Bachelors	Masters	Doctoral	Total
Agriculture	2	1	0	1	1	5
Architecture	0	0	0	2	0	2
Area Studies	0	0	2	1	0	3
Biological Sciences	0	2	1	2	0	5
Business Management	8	4	2	3	1	18
Communications	1	1	1	1	0	4
Computer Science	3	3	1	2	1	10
Education	0	13	2	2	6	23
Engineering	1	3	6	3	5	18
English Languages	0	1	0	0	1	2
Health Professions	8	11	2	10	10	41
Home Economics	0	0	0	0	2	2
Industrial Arts	0	3	0	0	0	3
Law and Legal Studies	0	2	0	0	0	2
Liberal Arts and Science	2	2	3	1	0	8
Marketing Operations	1	0	1	0	0	2
Multidisciplinary Studies	0	0	1	0	0	1
Parks & Recreation	0	0	1	0	2	3
Physical Sciences	2	0	1	0	0	3
Protective Services	0	11	1	4	0	16
Psychology	0	0	0	0	3	3
Social Sciences & History	0	0	3	1	2	6
Trades and Industrial	8	1	0	0	0	9
Visual & Performing Arts	1	0	2	0	0	3
Grand Total	**37**	**58**	**30**	**28**	**34**	**192**

- Of the 192 new programs approved since 2000, 116 or 60 percent of the programs were in five areas: health, education, engineering, business management and protective services.
- The greatest number of doctoral programs added were in health professions. These new programs responded primarily to changes in accreditation requirements for the Physical Therapy program as well as to the state's public health initiative.
- Close to 40 percent of the new master's programs were also in the area of health professions. The Regents On-line Degree Program for Nursing (MSN) was approved in April 2004. This program is available on-line and increases access to graduate nursing education in remote areas of the state and for practicing nurses for whom time and flexibility are critical.
- New baccalaureate programs were approved primarily in the areas of engineering, liberal arts and social sciences. The six (6) new engineering programs were in the areas of biomedical, computer and electrical engineering.
- At the associate's degree level, the majority of new programs were approved in education and health. Over 60 percent of the new certificate programs at the community colleges were in the fields of trade/industrial, health and business.

Program Terminations by Major Taxonomy, 2000 - 2008

Major Taxonomy	Certificate	Associate	Bachelors	Masters	Doctoral	Total
Agriculture	1	0	0	1	2	**4**
Architecture	0	0	0	0	0	**0**
Area Studies	0	0	0	0	0	**0**
Biological Sciences	0	0	2	0	1	**3**
Business Management	11	9	5	3	0	**28**
Communications	1	0	1	0	0	**2**
Computer Science	10	5	1	0	0	**16**
Education	0	0	6	14	4	**24**
Engineering	8	19	2	1	1	**31**
English Languages	1	1	1	0	1	**4**
Foreign Languages	0	1	0	0	0	**1**
Health Professions	6	6	4	3	0	**19**
Home Economics	2	0	5	0	0	**7**
Industrial Arts	0	0	0	0	0	**0**
Law and Legal Studies	1	3	0	0	0	**4**
Liberal Arts & Science	3	0	2	0	0	**5**
Marketing Operations	0	0	0	0	0	**0**
Mathematics	0	0	1	0	0	**1**
Multidisciplinary Studies	0	0	2	0	0	**2**
Parks & Recreation	0	0	4	4	1	**9**
Personal Improvement	3	0	0	0	0	**3**
Physical Sciences	0	2	2	1	0	**5**
Protective Services	2	9	0	1	0	**12**
Psychology	0	0	1	0	1	**2**
Social Sciences & History	0	2	4	2	2	**10**
Trades and Industrial	5	5	0	0	0	**10**
Visual & Performing Arts	1	2	3	0	0	**6**
Grand Total	**55**	**64**	**46**	**30**	**13**	**208**

- Of the 208 programs terminated by the governing boards, 57 percent of the programs were in the areas of engineering, business, education, health professions and computer science.
- Of all programs terminated, 31 percent were at the associate degree level.
- The majority of programs terminated at both the baccalaureate and master's level were education programs.
- The majority of doctoral programs terminated were Ed.D. and D.A. degree designations.   All of the Doctorate of Education (Ed.D.) degrees were terminated at UT Knoxville. The Doctorate of Arts (D.A.) degree in four disciplines was terminated at Middle Tennessee State University. The D.A. degree has diminished in recognition on a national level and the new program approvals reflect the conversion of these programs to the traditional Ph.D. research degree.

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Program Productivity

One commonly used measure of program viability is the number of graduates produced annually. The benchmarks traditionally used in higher education for program viability are an average of 10 graduates per year over a five year period for bachelor's, associate, and certificate programs; 5 graduates for masters and specialist degrees; and 3 graduates for doctoral programs. Of the approximately 1300 active academic degree programs offered by institutions in the Tennessee Board of Regents and University of Tennessee systems, approximately 1000 (80 percent) successfully meet the benchmarks for a sufficient number of graduates for program viability. For institution-specific information, please refer to page 7 of this report.

Summary of Active and Low Producing Programs

	Active	Low Productivity	% Low Productivity	% Productive Programs
TBR - Universities	539	75	14%	86%
UT System	383	87	23%	77%
TBR - Comm Colleges	375	101	27%	73%
Total	**1297**	**263**	**20%**	**80%**

Low Producing Programs by Major Taxonomy and Level

Of the 263 programs identified as low-producing, approximately one-third of the programs are in the areas of health, education, and engineering. By program level, 27 percent of pre-baccalaureate programs, 21 percent of baccalaureate programs and 10 percent of master's programs did not meet their perspective benchmarks. Of particular concern is that 21 percent (26 of 121) doctoral degree programs did not meet their productivity threshold.

The profile of low producing programs by major taxonomy and level is provided on page 6. The following trends by program level are identified below:

Pre-Baccalaureate Degree Programs

Number of Active Certificate and Associate Degree Programs – **375**
Number of Low Producing Pre-Baccalaureate Programs – **101**
Percentage Low Producing Pre-Baccalaureate Programs – **27%**
- Of the 136 certificate programs, 54 or 40% are low producing
- Of the 239 Associate degree programs, 47 or 20% are low producing
- Top low producing program by major taxonomy:
    - Home Economics (Early Childhood Education) – 16 programs
    - Health Professions – 15 programs
    - Engineering – 13 programs
    - Protective Services – 10 programs
    - Trade and Industrial – 10 programs
    - Business Management – 10 programs
    - Agriculture – 7 programs
    - Computer and Information Systems – 6 programs

Baccalaureate Programs

Number of Active Baccalaureate Programs – **468**
Number of Low Producing Baccalaureate Programs – **100**
Percentage Low Producing Baccalaureate Programs – **21%**
- 23 Education programs (majority at UT Martin)
- 9 Engineering or Engineering Technology programs
- 9 Foreign Language programs
- Philosophy low-producing program at 5 universities
- Physics low-producing program at 8 universities
- Economics low-producing program at 6 universities
- Medical Technology low-producing at both UT Knoxville and Tennessee State University

Master's Degree Programs

Number of Active Master's Programs – **305**
Number of Low Producing Master's Programs – **32**
Percentage Low Producing Master's Programs – **10%**
- Six (6) Education programs
- Mathematics program at three universities (MTSU, TSU, and TTU)
- Chemistry program at three universities (UTK, TSU and TTU)

Educational Specialist Degree Programs

Number of Active Educational Specialist Programs – **14**
Number of Low Producing Educational Specialist Programs – **3**
Percentage Low Producing Educational Specialist Programs – **21%**
- Two programs at UT Knoxville and one program at Tennessee State University

Doctoral Degree Programs

Number of Active Doctoral Programs – **121**
- All doctoral programs at UT Chattanooga, East Tennessee and Tennessee Tech produce on average 3 graduates per year and meet benchmarks.
Number of Low Producing Doctoral Programs – **26**
Percentage Low Producing Doctoral Programs – **21%**
- Six (6) Biological Sciences programs
- Five (5) Engineering programs including the Biomedical Engineering dual program offered at both University of Memphis and UT Memphis Health Sciences Center
- History Ph.D. programs at both UT Knoxville and University of Memphis do not meet benchmarks

For additional information on program productivity, the following reports are posted on the THEC website:
- University of Tennessee System:
http://state.tn.us/thec/Divisions/AcademicAffairs/productivity_ut/UT_Program_Productivity_Report_Jan_2009.pdf
- Tennessee Board of Regents:
http://state.tn.us/thec/Divisions/AcademicAffairs/productivity_tbr/TBR_Program_Productivity_Report_Jan_2009.pdf

The governing boards are asked to respond by May 1, 2009 regarding institutional decisions to retain, consolidate, or terminate programs identified as low producing. At the July 2009 Commission meeting, THEC staff will provide a follow-up report on the 263 low producing programs.

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Low Producing Programs by Major Taxonomy and Level

Major Taxonomy	Certificate	Associate	Bachelors	Masters	Educational Specialist	Doctoral	Total
Agriculture	4	3	1	1	0	1	**10**
Architecture	0	0	1	0	0	0	**1**
Area Studies	0	0	2	0	0	0	**2**
Biological Sciences	0	0	0	5	0	6	**11**
Business Management	8	3	3	1	0	1	**16**
Computer Science	5	1	0	0	0	1	**7**
Education	0	0	23	6	2	0	**31**
Engineering	6	6	9	1	0	5	**27**
English Languages	1	0	0	0	0	1	**2**
Foreign Languages	0	1	9	1	0	0	**11**
Health Professions	8	7	8	4	0	4	**31**
Home Economics	5	11	0	1	0	0	**17**
Industrial Arts	0	4	0	0	0	0	**4**
Law and Legal Studies	0	1	0	0	0	0	**1**
Liberal Arts and Science	0	0	1	0	0	0	**1**
Mathematics	0	0	3	3	0	0	**6**
Multidisciplinary Studies	0	0	3	0	0	0	**3**
Personal & Misc Services	2	0	0	0	0	0	**2**
Personal Improvement	2	0	0	0	0	0	**2**
Philosophy	0	0	6	0	0	0	**6**
Physical Sciences	0	0	14	4	0	2	**20**
Protective Services	2	7	1	0	0	1	**11**
Psychology	0	0	0	1	1	0	**2**
Social Sciences & History	1	1	9	2	0	3	**16**
Trades and Industrial	8	2	0	1	0	0	**11**
Visual & Performing Arts	2	1	7	1	0	1	**12**
Grand Total	**54**	**48**	**100**	**32**	**3**	**26**	**263**

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Program Productivity

	Active Programs	Low Productivity Programs	% Low Productivity	% Productive Programs
Austin Peay	55	5	9%	91%
East Tennessee	107	13	12%	88%
Middle Tennessee	105	12	11%	89%
Tennessee State	70	17	24%	76%
Tennessee Tech	64	9	14%	86%
Univ of Memphis	138	19	14%	86%
TBR Universities	**539**	**75**	**14%**	**86%**
UT Chattanooga	72	14	19%	81%
UT Knoxville	224	35	16%	84%
UT Martin	53	24	45%	55%
UT Memphis	34	14	41%	59%
UT System	**383**	**87**	23%	77%
Total Universities	**922**	**162**	**18%**	**82%**
Chattanooga	44	8	18%	82%
Cleveland	18	4	22%	78%
Columbia	23	6	26%	74%
Dyersburg	18	7	39%	61%
Jackson	21	6	29%	71%
Motlow	11	2	18%	82%
Nashville	40	11	28%	73%
Northeast	32	12	38%	63%
Pellissippi	20	2	10%	90%
Roane	32	7	22%	78%
Southwest	56	17	30%	70%
Volunteer	29	6	21%	79%
Walters	31	13	42%	58%
Total Community Colleges	**375**	**101**	**27%**	**73%**
Grand Total	**1297**	**263**	**20%**	**80%**

State	Adult population	Adults w/ schizo-phrenia (SZ)	Adults with SZ untreated	Adults with severe bipolar (BP)	Adults with severe BP untreated	Total adults with SZ & severe BP	Total adults with SZ & severe BP untreated
PREVALENCE OF SERIOUS MENTAL ILLNESS AMONG ADULTS, BY STATE (2016)							
Alabama	3,766,477	41,431	16,572	82,862	42,426	124,294	58,998
Alaska	554,567	6,100	2,440	12,200	6,247	18,301	8,687
Arizona	5,299,579	58,295	23,318	116,591	59,694	174,886	83,013
Arkansas	2,283,195	25,115	10,046	50,230	25,718	75,345	35,764
California	30,157,154	331,729	132,691	663,457	339,690	995,186	472,382
Colorado	4,279,173	47,071	18,828	94,142	48,201	141,213	67,029
Connecticut	2,823,158	31,055	12,422	62,109	31,800	93,164	44,222
Delaware	747,791	8,226	3,290	16,451	8,423	24,677	11,713
DC	560,277	6,163	2,465	12,326	6,311	18,489	8,776
Florida	16,465,727	181,123	72,449	362,246	185,470	543,369	257,919
Georgia	7,798,827	85,787	34,315	171,574	87,846	257,361	122,161
Hawaii	1,120,541	12,326	4,930	24,652	12,622	36,978	17,552
Idaho	1,245,967	13,706	5,482	27,411	14,035	41,117	19,517
Illinois	9,875,430	108,630	43,452	217,259	111,237	325,889	154,689
Indiana	5,057,601	55,634	22,253	111,267	56,969	166,901	79,222
Iowa	2,403,962	26,444	10,577	52,887	27,078	79,331	37,656
Kansas	2,192,338	24,116	9,646	48,231	24,694	72,347	34,341
Kentucky	3,426,345	37,690	15,076	75,380	38,594	113,069	53,670
Louisiana	3,567,717	39,245	15,698	78,490	40,187	117,735	55,885
Maine	1,076,765	11,844	4,738	23,689	12,129	35,533	16,866
Maryland	4,667,719	51,345	20,538	102,690	52,577	154,035	73,115
Massachusetts	5,433,677	59,770	23,908	119,541	61,205	179,311	85,113
Michigan	7,737,243	85,110	34,044	170,219	87,152	255,329	121,196
Minnesota	4,231,619	46,548	18,619	93,096	47,665	139,643	66,284
Mississippi	2,267,438	24,942	9,977	49,884	25,540	74,825	35,517
Missouri	4,706,137	51,768	20,707	103,535	53,010	155,303	73,717
Montana	814,909	8,964	3,586	17,928	9,179	26,892	12,765
Nebraska	1,433,791	15,772	6,309	31,543	16,150	47,315	22,459
Nevada	2,262,631	24,889	9,956	49,778	25,486	74,667	35,442
New Hampshire	1,074,207	11,816	4,727	23,633	12,100	35,449	16,826
New Jersey	6,959,717	76,557	30,623	153,114	78,394	229,671	109,017
New Mexico	1,590,352	17,494	6,998	34,988	17,914	52,482	24,911
New York	15,564,730	171,212	68,485	342,424	175,321	513,636	243,806
North Carolina	7,848,068	86,329	34,531	172,657	88,401	258,986	122,932
North Dakota	581,641	6,398	2,559	12,796	6,552	19,194	9,111
Ohio	9,002,201	99,024	39,610	198,048	101,401	297,073	141,010
Oklahoma	2,961,933	32,581	13,033	65,163	33,363	97,744	46,396
Oregon	3,224,738	35,472	14,189	70,944	36,323	106,416	50,512
Pennsylvania	10,109,422	111,204	44,481	222,407	113,873	333,611	158,354
Rhode Island	848,045	9,328	3,731	18,657	9,552	27,985	13,284
South Carolina	3,863,498	42,498	16,999	84,997	43,518	127,495	60,518
South Dakota	652,167	7,174	2,870	14,348	7,346	21,522	10,216
Tennessee	5,149,399	56,643	22,657	113,287	58,003	169,930	80,660
Texas	20,568,009	226,248	90,499	452,496	231,678	678,744	322,177
Utah	2,129,444	23,424	9,370	46,848	23,986	70,272	33,356
Vermont	506,066	5,567	2,227	11,133	5,700	16,700	7,927
Virginia	6,541,685	71,959	28,783	143,917	73,686	215,876	102,469
Washington	5,658,502	62,244	24,897	124,487	63,737	186,731	88,635
West Virginia	1,456,034	16,016	6,407	32,033	16,401	48,049	22,807
Wisconsin	4,491,015	49,401	19,760	98,802	50,587	148,203	70,347
Wyoming	446,600	4,913	1,965	9,825	5,031	14,738	6,996
TOTALS	**249,485,228**	**2,744,338**	**1,097,735**	**5,488,675**	**2,810,202**	**8,233,013**	**3,907,937**

Prepared by the Office of Research and Public Affairs at the Treatment Advocacy Center from 2016 US Census Bureau
state population data and 2016 National Institute of Mental Health prevalence rates for schizophrenia and severe bipolar disorder

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(/index.php)

Tennessee

Tennessee

Public Psychiatric Beds | Criminalization | Criminal Diversion | Additional Tennessee Resources | Read Tennessee's civil commitment statutes now (/storage/documents/state-standards-for-treatment.pdf)

Getting your loved one help in Tennessee: In a psychiatric emergency, the more you know (/get-help) about your state's laws and treatment options, the better prepared you will be to respond in the most effective way possible. These resources will help:

Essential information (/storage/documents/state-standards/state-standards-for-initiating-involuntary-treatment.pdf) on who may initiate proceedings leading to mandatory treatment
State standards (/storage/documents/Emergency_Hospitalization_for_Evaluation.pdf) for emergency hospitalization for a psychiatric evaluation

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Estimated Prevalence of Severe Mental Illness in Tennessee (2016)

    Total adult population: 5.1 million
    Individuals with schizophrenia: ~ 57,000
    Individuals with severe bipolar disorder: ~ 113,000

(SOURCE: NIMH and US BUREAU OF THE CENSUS (/storage/documents/smi-prevalence-chart.pdf), 2016)

Mandatory Treatment Laws in Tennessee

Like every state, Tennessee has civil commitment laws that establish criteria for determining when involuntary treatment is appropriate for individuals with severe mental illness who cannot seek care voluntarily. **Tennessee is one of only five states that do not authorize involuntary treatment in the community, often called "assisted outpatient treatment (AOT) (/solution/assisted-outpatient-treatment-laws)" or "outpatient commitment."**.

For inpatient treatment, a person must be meet the following criteria:

be substantially likely of serious harm, which includes:
    be unable to avoid severe impairment or injury from specific risks or;
    place others in reasonable fear of serious physical harm.

QUALITY OF TENNESSEE LAWS		
Emergency Evaluation	C	Find relevant statute here (/state-survey/tennessee)
Outpatient Commitment	F	Find relevant statute here (/state-survey/tennessee)
Inpatient Commitment	F	Find relevant statute here (/state-survey/tennessee)

(SOURCE: MENTAL HEALTH COMMITMENT LAWS: A SURVEY OF THE STATES (http://tacreports.org/state-survey/), Treatment Advocacy Center, 2014)

Public Psychiatric Beds in Tennessee

A minimum of 50 beds per 100,000 people is considered necessary to provide minimally adequate treatment for individuals with severe mental illness. Like every state, Tennessee fails to meet this minimum standard.

Beds in 2016	Beds in 2010	Beds lost or gained	Beds per 100,000 people	Census of forensic patients	% of all beds occupied forensic	State ranking in beds per capita
562	616	-54	8.5	100	17.8	10

(SOURCE: GOING, GOING, GONE: TRENDS AND CONSEQUENCES OF ELMINATING STATE PSYCHIATRIC BEDS (http://www.tacreports.org/storage/documents/going-going-gone.pdf), Treatment Advocacy Center, 2016)

Criminalization of Mental Illness in Tennessee

Like every state in the nation, Tennessee incarcerates more individuals with severe mental illness than it hospitalizes.

Total inmate population 2005	Estimated population of SMI inmates	Total psychiatric inpatient population 2004	Likelihood of incarceration vs. hospitalization
43,678	6,988	2,221	3.1 to 1

(SOURCE: MORE MENTALLY ILL PERSONS ARE IN JAILS AND PRISONS THAN HOSPITALS: A Survey of the States (http://tacreports.org/jail-study), Treatment Advocacy Center, 2010)

Criminal Diversion in Tennessee

Criminal justice officials are responding to the criminalization of individuals with innovative programs designed to divert individuals with severe mental illness away from the criminal justice system. Two of the most promising programs are: mental health courts (https://www.bja.gov/ProgramDetails.aspx?Program_ID=68) and crisis intervention training (CIT) (http://cit.memphis.edu/).

Percentage of population served by a mental health court	Percentage of population served by CIT	Combined average	Grade
16%	51%	34%	C-

(SOURCE: PREVALENCE OF MENTAL HEALTH DIVERSION PRACTICES: A SURVEY OF THE STATES (http://tacreports.org/diversion-study), Treatment Advocacy Center, 2013)

Policy Recommendations

Stop eliminating public psychiatric beds

Restore a sufficient number of beds to create access to inpatient care for qualifying individuals in crisis

Make active use of the state's civil commitment laws to provide more timely treatment to individuals in need of treatment for symptoms of psychiatric crisis and reduce the consequences of non-treatment on them, their families and their communities

Additional Tennessee Resources

Get help for a loved one (/get-help)

Report card on quality and use of Tennessee laws (/mental-health-commitment-laws-2014/state-grades/tennessee)

Treatment of persons with mental illness in Tennessee prisons and jails (http://tacreports.org/treatment-behind-bars/tennessee)

Mental health courts and CIT policing by county (http://tacreports.org/diversion-study/tennessee)

Terms: Tennessee (/component/taxonomy/term/list/91/528)

State Map

The Treatment Advocacy Center has documented the laws and standards in each state. State data also includes psychiatric bed availability and the number of people with severe mental illness in jails and prisons in each state.
(/browse-by-state)

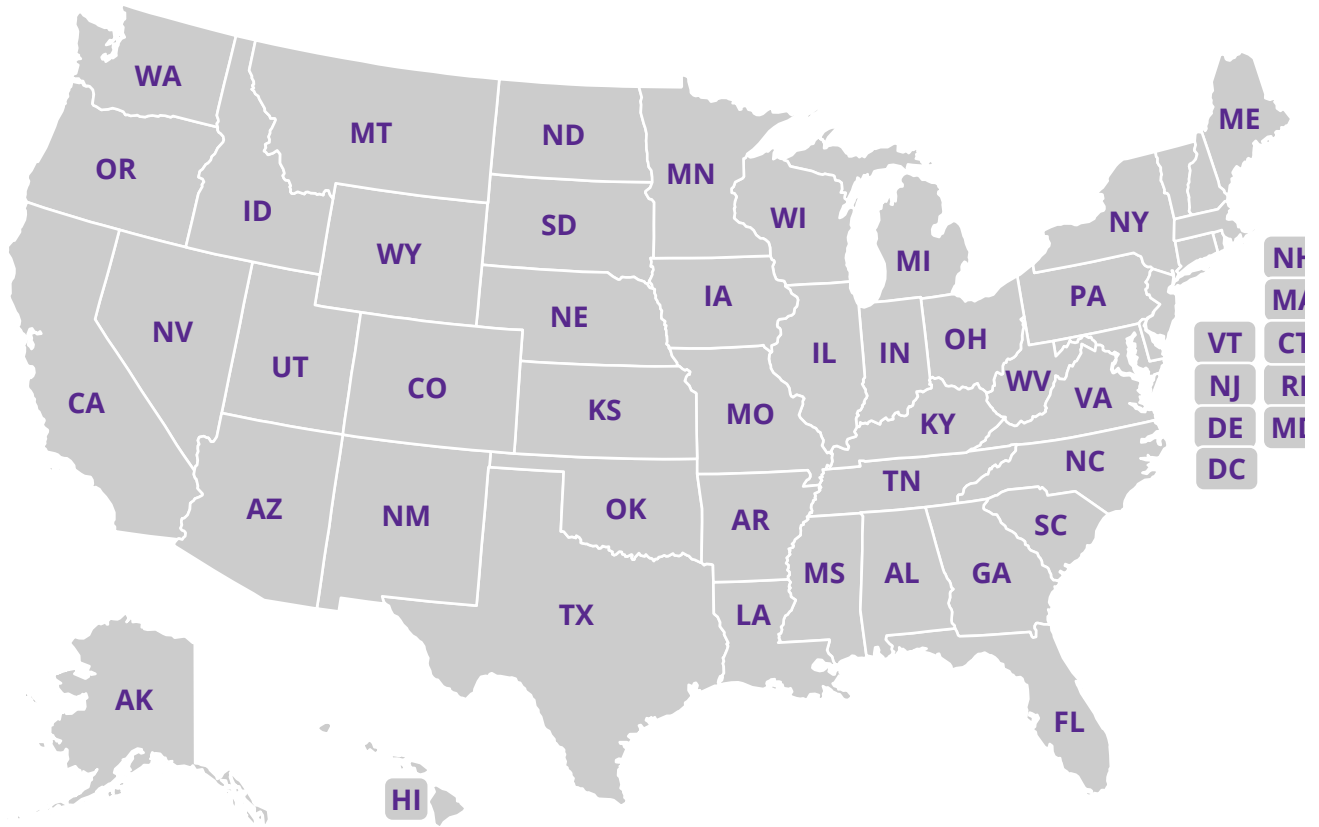**BROWSE BY STATE**

(/BROWSE-BY-STATE)

Don't Box Them In.
Give Them A Bed Instead.

Support More Access to Inpatient Beds

PLEDGE (/A-BED-INSTEAD/PLEDGE-TO-INCREASE-ACCESS-TO-INPATIENT-BEDS)

State-Specific Data

Support Our Work

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☆ U.S. Bureau of Labor Statistics

Mental Health Counselors and Marriage and Family Therapists

Summary

Mental health counselors and marriage and family therapists help people manage or overcome mental and emotional disorders and problems with their family and relationships.

Quick Facts: Mental Health Counselors and Marriage and Family Therapists	
2016 Median Pay	$44,170 per year $21.24 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	168,200
Job Outlook, 2014-24	19% (Much faster than average)
Employment Change, 2014-24	31,400

What Mental Health Counselors and Marriage and Family Therapists Do

Mental health counselors and marriage and family therapists help people manage and overcome mental and emotional disorders and problems with family and other relationships. They listen to clients and ask questions to help the clients understand their problems and develop strategies to improve their lives.

Work Environment

Mental health counselors and marriage and family therapists work in a variety of settings, such as private practice and mental health centers. Most work full time.

How to Become a Mental Health Counselor or Marriage and Family Therapist

Mental health counselors and marriage and family therapists typically are required to have a master's degree and a license to practice.

Pay

The median annual wage for mental health counselors was $42,840 in May 2016.

The median annual wage for marriage and family therapists was $49,170 in May 2016.

Job Outlook

Job Outlook

Employment of mental health counselors and marriage and family therapists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected in both occupations as more people have mental health counseling services covered by their insurance policies.

State & Area Data

Explore resources for employment and wages by state and area for mental health counselors and marriage and family therapists.

Similar Occupations

Compare the job duties, education, job growth, and pay of mental health counselors and marriage and family therapists with similar occupations.

More Information, Including Links to O*NET

Learn more about mental health counselors and marriage and family therapists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Mental Health Counselors and Marriage and Family Therapists Do

Mental health counselors and marriage and family therapists encourage clients to discuss their emotions and experiences.

Mental health counselors and marriage and family therapists help people manage and overcome mental and emotional disorders and problems with their family and other relationships. They listen to clients and ask questions to help the clients understand their problems and develop strategies to improve their lives.

Duties

Mental health counselors and marriage and family therapists typically do the following:

- Diagnose and treat mental and emotional disorders, such as anxiety and depression
- Encourage clients to discuss their emotions and experiences
- Help clients process their reactions and adjust to difficult changes in their life, such as divorce and layoffs
- Guide clients through the process of making decisions about their future
- Help clients develop strategies and skills to change their behavior and to cope with difficult situations
- Refer clients to other resources or services in the community, such as support groups or inpatient treatment facilities

Mental health counselors and marriage and family therapists use a variety of techniques and tools to help their clients. Many apply cognitive behavioral therapy, a goal-oriented approach that helps clients understand harmful thoughts, feelings, and beliefs and teaches how to replace them with positive, life-enhancing ones. Furthermore, mental health counselors use cognitive behavioral therapy to teach clients to eliminate unwanted and damaging behaviors and to replace them with more productive ones.

Although some disorders can be overcome, others need to be managed. With the latter, mental health counselors and marriage and family therapists help the client develop strategies and skills to minimize the effects of their disorders or illnesses.

Many mental health counselors and marriage and family therapists work in private practice. They must spend time marketing their

December 11, 2017, Board Meeting - Board Approval of Letter of Notification for Ph.D. in Counseling and Supervision

10/11/2017   Mental Health Counselors and Marriage and Family Therapists : Occupational Outlook Handbook : U.S. Bureau of Labor Statistics

practice to prospective clients and working with insurance companies and clients to get payment for their services.

Mental health counselors provide treatment to individuals, families, couples, and groups. Some work with specific populations, such as the elderly, college students, or children. Mental health counselors deal with a variety of issues, including anxiety, depression, grief, low self-esteem, stress, and suicidal impulses. They also help with mental and emotional health issues and relationship problems.

Marriage and family therapists work with individuals, couples, and families. Unlike other types of mental health professionals, they bring a family-centered perspective to treatment, even when treating individuals. They evaluate family roles and development, to understand how clients' families affect their mental health. They treat the clients' relationships, not just the clients themselves. They address issues, such as low self-esteem, stress, addiction, and substance abuse.

Mental health counselors and marriage and family therapists coordinate patient treatment with other professionals, such as psychiatrists and social workers.

Work Environment

Many mental health counselors and marriage and family therapists work in private practice.

Marriage and family therapists held about 33,700 jobs in 2014. The largest employers of marriage and family therapists were as follows:

Individual and family services	30%
State and local government, excluding education and hospitals	23
Outpatient care centers	15
Offices of other health practitioners	8
Nursing and residential care facilities	6

Mental health counselors held about 134,500 jobs in 2014. The largest employers of mental health counselors were as follows:

Individual and family services	21%
Outpatient mental health and substance abuse centers	17
Residential intellectual and developmental disability, mental health, and substance abuse facilities	12
Hospitals; state, local, and private	11
State and local government, excluding education and hospitals	9

Mental health counselors and marriage and family therapists work in a variety of settings, such as mental health centers, substance abuse treatment centers, hospitals, and colleges. They also work in private practice and in Employee Assistance Programs (EAPs), which are mental health programs that some employers provide, to help employees deal with personal problems.

Working with and assisting clients with a variety of emotional and mental problems may be stressful.

Mental health counselors and marriage and family therapists occasionally may travel to meet clients and patients.

Work Schedules

Mental health counselors and marriage and family therapists generally work full time. Some counselors and therapists work evenings and weekends in order to accommodate their clients' schedules.

How to Become a Mental Health Counselor or Marriage and Family Therapist

Master's programs in mental health counseling and marriage and family therapy prepare students to provide counseling to couples, individuals, and groups.

Mental health counselors and marriage and family therapists are typically required to have a master's degree and a license to practice.

Education

To become a mental health counselor or a marriage and family therapist, applicants typically need a master's degree in psychology, clinical mental health counseling, marriage and family therapy, or a related mental health field. A bachelor's degree in most fields is acceptable to enter a master's program.

Counseling programs prepare students to recognize symptoms of mental and emotional disorders and to use effective counseling strategies. Marriage and family therapy programs teach students about how marriages, families, and relationships function and how these relationships can affect mental and emotional disorders.

Many employers prefer to hire counselors who have graduated from programs accredited by the Council for Accreditation of Counseling & Related Educational Programs   .

Training

Candidates gain hands-on experience through postdegree supervised clinical work, sometimes referred to as an internship or residency. In training, they learn to provide family therapy, group therapy, psychotherapy, and other therapeutic interventions, under the supervision of a licensed counselor.

Licenses

All states require mental health counselors and marriage and family therapists to be licensed in the state in which they practice. Licensure requires a master's degree and 2,000 to 4,000 hours of postdegree supervised clinical experience, sometimes referred to as an internship or residency. In addition, counselors and therapists must pass a state-recognized exam and complete annual continuing education classes.

Contact information for state boards regulating mental health counselors is available through the National Board for Certified Counselors   .

Contact and licensing information for marriage and family therapists is available through the Association of Marital and Family Therapy Regulatory Boards   .

Important Qualities

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10/11/2017   Mental Health Counselors and Marriage and Family Therapists : Occupational Outlook Handbook : U.S. Bureau of Labor Statistics

Compassion. Counselors and therapists often work with people who are dealing with stressful and difficult situations, so they must be compassionate and empathize with their clients.
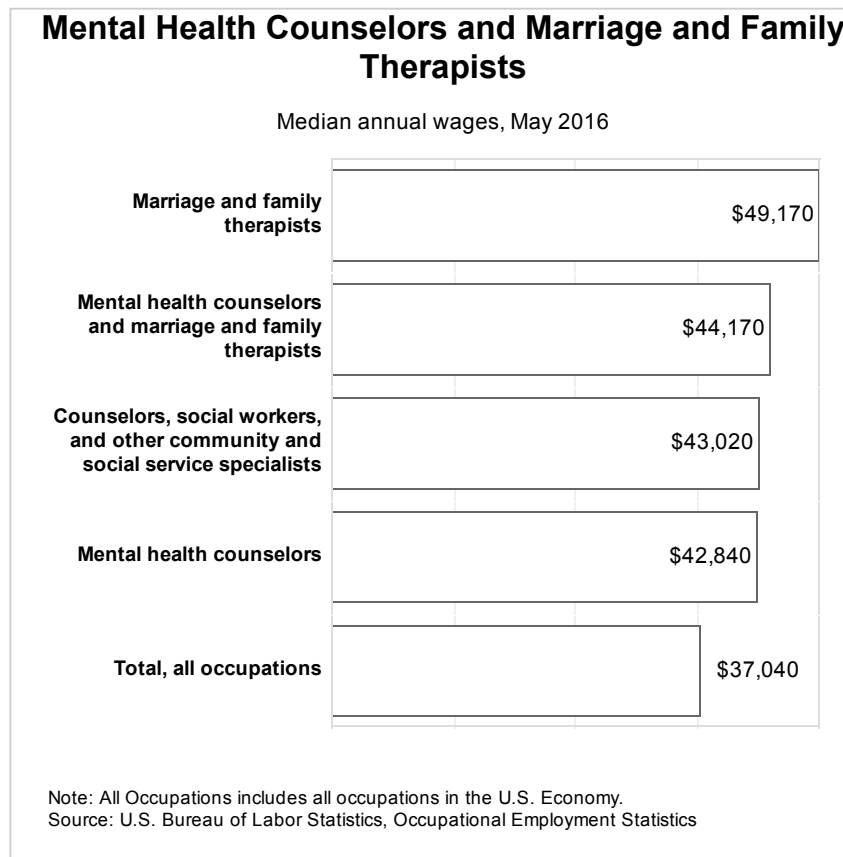
Interpersonal skills. Being able to work with different types of people is essential for counselors and therapists. They spend most of their time working directly with clients and other professionals and must be able to encourage good relationships.

Listening skills. Good listening skills are essential for mental health counselors and marriage and family therapists, both of whom need to give their full attention to their clients to understand their problems, values, and goals.

Organizational skills. Good organizational skills are especially important for counselors and therapists in private practice, who must keep track of payments and work with insurance companies.

Speaking skills. Mental health counselors and marriage and family therapists need to be able to communicate with clients effectively. They must express ideas and information in a way that clients can understand easily.

Pay

Mental Health Counselors and Marriage and Family Therapists

Median annual wages, May 2016

Occupation	Median annual wage
Marriage and family therapists	$49,170
Mental health counselors and marriage and family therapists	$44,170
Counselors, social workers, and other community and social service specialists	$43,020
Mental health counselors	$42,840
Total, all occupations	$37,040

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

The median annual wage for marriage and family therapists was $49,170 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $31,600, and the highest 10 percent earned more than $81,960.

The median annual wage for mental health counselors was $42,840 in May 2016. The lowest 10 percent earned less than $26,950, and the highest 10 percent earned more than $70,100.

In May 2016, the median annual wages for marriage and family therapists in the top industries in which they worked were as follows:

State and local government, excluding education and hospitals	$67,460
Outpatient care centers	48,900
Offices of other health practitioners	47,650
Nursing and residential care facilities	44,990
Individual and family services	44,560

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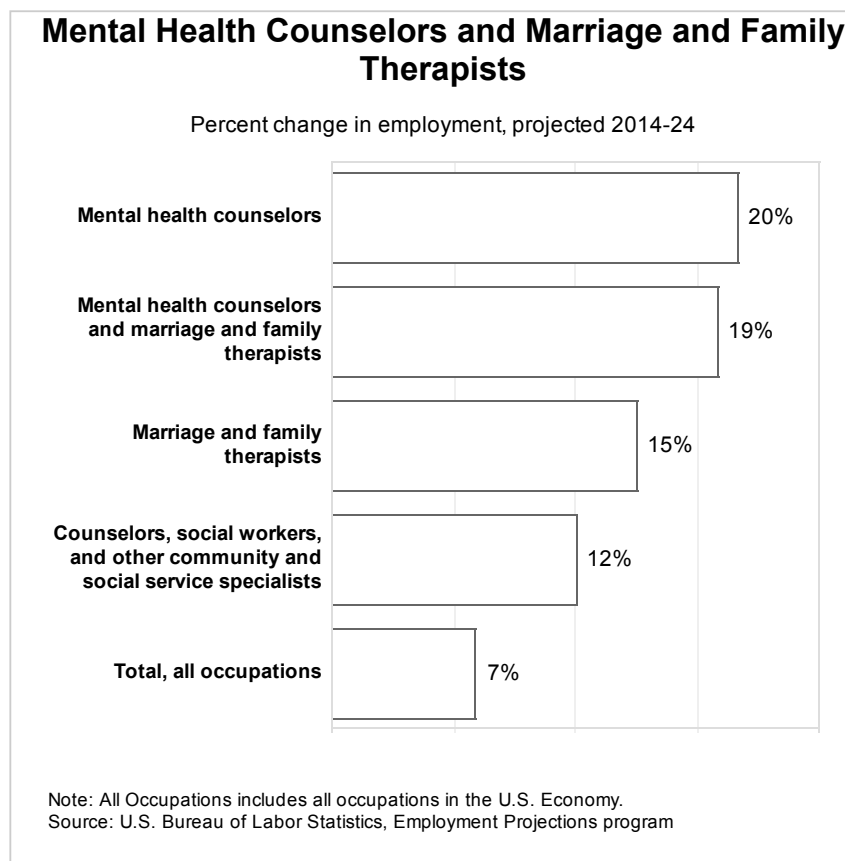10/11/2017   Mental Health Counselors and Marriage and Family Therapists : Occupational Outlook Handbook : U.S. Bureau of Labor Statistics

In May 2016, the median annual wages for mental health counselors in the top industries in which they worked were as follows:

State and local government, excluding education and hospitals	$50,840
Hospitals; state, local, and private	46,390
Individual and family services	41,720
Outpatient mental health and substance abuse centers	41,650
Residential intellectual and developmental disability, mental health, and substance abuse facilities	36,530

Mental health counselors and marriage and family therapists generally work full time. Some counselors and therapists work evenings and weekends in order to accommodate their clients' schedules.

Job Outlook

Mental Health Counselors and Marriage and Family Therapists

Percent change in employment, projected 2014-24

Mental health counselors	20%
Mental health counselors and marriage and family therapists	19%
Marriage and family therapists	15%
Counselors, social workers, and other community and social service specialists	12%
Total, all occupations	7%

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment of mental health counselors and marriage and family therapists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations.

Employment of mental health counselors is projected to grow 20 percent from 2014 to 2024, much faster than the average for all occupations. Employment of marriage and family therapists is projected to grow 15 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected in both occupations as more people have mental health counseling services covered by their insurance policies.

The number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform. The law requires insurance plans to cover treatment for mental health issues in the same way as other chronic diseases. This will increase access to prevention and treatment services to more people who were previously uninsured, did not have these services covered, or found treatment to be cost-prohibitive. Mental health centers and other treatment and counseling facilities will need to hire more mental health counselors and marriage and family therapists to meet this increased demand.

In addition, the number of military veterans needing and seeking mental health treatment is expected to increase over the next decade. The federal government, community clinics, and local hospitals will need to expand their mental health counseling staff to

provide timely and effective treatment for veterans and active duty personnel.

Job Prospects

Job prospects are expected to be good for mental health counselors and marriage and family therapists, particularly in rural areas or other communities that are underserved by mental health practitioners.

Employment projections data for mental health counselors and marriage and family therapists, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Mental health counselors and marriage and family therapists	—	168,200	199,600	19	31,400	—
Mental health counselors	21-1014	134,500	160,900	20	26,400	[XLSX]
Marriage and family therapists	21-1013	33,700	38,700	15	5,000	[XLSX]
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						

State & Area Data

Occupational Employment Statistics (OES)

The Occupational Employment Statistics (OES) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas. The link(s) below go to OES data maps for employment and wages by state and area.

- Marriage and family therapists
- Mental health counselors

Projections Central

Occupational employment projections are developed for all states by Labor Market Information (LMI) or individual state Employment Projections offices. All state projections data are available at www.projectionscentral.com . Information on this site allows projected employment growth for an occupation to be compared among states or to be compared within one state. In addition, states may produce projections for areas; there are links to each state's websites where these data may be retrieved.

Career InfoNet

America's Career InfoNet includes hundreds of occupational profiles with data available by state and metro area. There are links in the left-hand side menu to compare occupational employment by state and occupational wages by local area or metro area. There is also a salary info tool to search for wages by zip code.

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of mental health counselors and marriage and family therapists.

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2016 MEDIAN PAY
		Physicians and surgeons diagnose and treat injuries or		

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	Physicians and Surgeons	illnesses. Physicians examine patients; take medical histories; prescribe medications; and order, perform, and interpret diagnostic tests. They counsel patients on diet, hygiene, and preventive healthcare. Surgeons operate on patients to treat injuries, such as broken bones; diseases, such as cancerous tumors; and deformities, such as cleft palates.	Doctoral or professional degree	This wage is equal to or greater than $208,000 per year.
	Psychologists	Psychologists study cognitive, emotional, and social processes and behavior by observing, interpreting, and recording how people relate to one another and their environments.	See How to Become One	$75,230
	Rehabilitation Counselors	Rehabilitation counselors help people with physical, mental, developmental, and emotional disabilities live independently. They work with clients to overcome or manage the personal, social, or psychological effects of disabilities on employment or independent living.	Master's degree	$34,670
	School and Career Counselors	School counselors help students develop academic and social skills and succeed in school. Career counselors assist people with the process of making career decisions by helping them develop skills or choose a career or educational program.	Master's degree	$54,560
	Social and Community Service Managers	Social and community service managers coordinate and supervise social service programs and community organizations. They manage staff who provide social services to the public.	Bachelor's degree	$64,680
	Social and Human Service Assistants	Social and human service assistants provide client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as social workers, and they help clients find benefits or community services.	High school diploma or equivalent	$31,810

Social workers help people solve and cope with problems in their everyday lives. One group of

Social Workers	everyday lives. One group of social workers—clinical social workers—also diagnose and treat mental, behavioral, and emotional issues.	See How to Become One	$46,890
Substance Abuse and Behavioral Disorder Counselors	Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors.	Bachelor's degree	$41,070

Contacts for More Information

For more information about mental health counselors, visit

American Mental Health Counselors Association

For more information about accredited mental health counselor programs, visit

Council for Accreditation of Counseling & Related Education al Programs

For more information about marriage and family therapists, visit

American Association for Marriage and Family Therapy

Association of Marital and Family Therapy Regulatory Boards

For more information about counseling and for information about counseling specialties, visit

American Counseling Association

For information about contacting state regulating boards, visit

National Board for Certified Counselors

O*NET

Marriage and Family Therapists

Mental Health Counselors

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U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE

Washington, DC 20212-0001

www.bls.gov/ooh | Telephone: 1-202-691-5700 | Contact OOH

Agenda Item Summary

Date: December 11, 2017

Agenda Item: 2018 Board Regular Meeting Dates

☐ **Review**   ☐ **Action**   ☒ **No action required**

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PRESENTER: Tom

PURPOSE & KEY POINTS:

The Board's 2018 regular meetings will be held on the following dates:

March 22

June 26

September 13

December 6