



## **Quarterly Board Meeting**

**December 2, 2021  
Roaden University Center, Room 282  
1:30 p.m.**

### **AGENDA**

- I. Call to Order
- II. Recognition of Students
- III. Ollie Otter Presentation
- IV. Approval of Minutes of October 7, 2021
- V. President's Report
- VI. Consent Agenda
  - A. Faculty Workload Policy 208
  - B. Online and Distance Education Policy 223
- VII. Academic & Student Affairs Committee Recommendation:
  - B.S. in Animal Science
- VIII. Audit & Business Committee Recommendations:
  - A. FY21-22 Revised Budget/Organizational Chart
  - B. Tuition Transparency Act Report (T.C.A. § 49-7-1604)
  - C. Disclosed Projects FY2022-23
- IX. Board Secretary Report

X. Board of Trustees' Meeting Dates:

February 3, 2022 (Virtual Information Session)

March 10, 2022

June 23, 2022

October 6, 2022

December 1, 2022

XI. Other Business

XII. Adjournment



## Agenda Item Summary

**Date:** December 2, 2021

**Agenda Item:** Spotlight on Students

**Review**

**Action**

**No action required**

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**PRESENTERS:** Chair Harper

**PURPOSE & KEY POINTS:** The student spotlight features student musicians from the University Orchestra who represent different majors but all have one thing in common — the love of music. Immediately preceding the full Board of Trustees meeting, 25 students performed outside the Multipurpose Room. Select students are now joining the meeting to describe how the opportunity to be both a student and a musician attracted them to Tech.



## Agenda Item Summary

**Date:** December 2, 2021

**Agenda Item:** TRBA Ollie Otter Presentation

**Review**

**Action**

**No action required**

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**PRESENTERS:** Chair Harper

**PURPOSE & KEY POINTS:** Tennessee Road Builders Association (TRBA) with the Tennessee General Assembly passed a joint resolution honoring Ollie Otter and Tennessee Tech. Tech's College of Business iCube (formerly the Business Media Center) manages the child safety initiative called the Ollie Otter Program. Carol Coleman, President of the Tennessee Road Builders Association will present the resolution to Tennessee Tech.



**Board of Trustees Meeting  
October 7, 2021  
Roaden University Center, Room 282**

**MINUTES**

**AGENDA ITEM 1 – CALL TO ORDER AND ROLL CALL**

The Tennessee Tech Board of Trustees met on October 7, 2021, in Roaden University Center, Room 282. Chair Harper called the meeting to order at 2:01 p.m.

Chair Harper asked Lee Wray, Secretary, to call the roll. The following members were present:

- Dan Allcott
- Trudy Harper
- Tom Jones
- Fred Lowery
- Rhedona Rose
- Johnny Stites
- Teresa Vanhooser
- Hannah Willis
- Barry Wilmore

A quorum was present at the meeting.

Chair Harper stated this meeting was being streamed live on the internet and the public was given notice.

The Board welcomed special guests Jason Mumpower and Jennifer Pfeiffer from the office of the Tennessee Comptroller. Mr. Mumpower introduced himself and spoke on behalf of the office.

**AGENDA ITEM 2 – RECOGNITION OF STUDENTS**

The Board recognized six finalists for National Merit, an academic honor considered to be one of the highest a high school senior can receive. The recipients included Amanda Bacon

(Chattanooga), Anna Buchanan (Whitehouse), Abby Fox (Cookeville), Mathias Hagedorn (Millersville), Charles Hasting (Maryville), and William Joyner (Kingsport).

**AGENDA ITEM 3 – APPROVAL OF MINUTES OF JUNE 24, 2021**

Johnny Stites moved to approve the minutes from June 24, 2021. Mr. Jones seconded the motion. With a voice vote, the motion carried unanimously.

**AGENDA ITEM 4 – APPROVAL OF MINUTES OF AUGUST 24, 2021**

Teresa Vanhooser moved to approve the minutes from August 24, 2021. Mr. Jones seconded the motion. With a voice vote, the motion carried unanimously.

**AGENDA ITEM 5 – PRESIDENT’S REPORT**

Prior to the President’s report, Chair Harper congratulated President Oldham on his recent appointment to the NCAA Board of Governors.

The President’s report focused on the future of the University. The President reviewed the vision statement and discussed areas of focus which included 1) impactful programming, 2) an attractive and safe campus with the best facilities, 3) a more active campus, 4) athletics, 5) return on investment, 6) advisement and retention, 7) research, and 8) elevating Cookeville and the Upper Cumberland area as a destination for business and leisure. He concluded his presentation by emphasizing the importance of making the student experience personal, and introducing the Wings Up Way initiative.

**AGENDA ITEM 6 – CERTIFICATION OF PRESIDENT’S RESPONSIBILITIES RELATED TO ATHLETICS**

As required by the Ohio Valley Conference, Chair Harper attested that the President is responsible for the administration of the athletics program, that he has the support of the Board in operating a program of integrity, and that he may vote on behalf of the institution on NCAA and OVC matters. Chair Harper signed the required attestation and provided a copy to the Board.

**AGENDA ITEM 7 – EXECUTIVE COMMITTEE REPORT AND RECOMMENDATIONS**

Upon the committee’s recommendation, Tom Jones moved to approve a six percent raise and a bonus in the amount of \$20,000 for President Phil Oldham effective July 1, 2021. Ms. Vanhooser seconded the motion. Additional discussion was made and alternative amounts for the bonus were suggested.

Chair Harper requested a roll call vote for the existing motion. The motion received four ayes from Jones, Lowery, Vanhooser and Harper, three noes from Allcott, Stites, and Wilmore, and one pass from Rose. The Chair, Board Secretary and University Counsel reviewed and discussed the bylaws.

Tom Jones moved to rescind the previous action. Mr. Stites seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion carried with five ayes from Allcott, Jones, Lowery, Rose, and Stites, and three noes from Vanhooser, Wilmore, and Harper.

Dan Allcott moved to approve a six percent raise for President Phil Oldham effective July 1, 2021. Mr. Jones seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion passed with seven ayes and one no from Stites.

Fred Lowery moved to approve a bonus for President Phil Oldham being ten percent of his salary effective July 1, 2021. Captain Wilmore seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion passed with six ayes from Jones, Lowery, Stites, Vanhooser, Wilmore, and Harper, and two noes from Allcott and Rose.

President Oldham expressed his gratitude to the Board for their vote of confidence.

A final item from the Executive Committee included a report on their decision to conduct a comprehensive review of the performance of the President. Chair Harper will work with the Vice-Chair to ultimately select a firm to conduct the review at a cost of up to \$25,000 plus travel expenses.

The Academic and Student Affairs Committee met earlier in the morning, and there were no action items.

#### **AGENDA ITEM 8 – AUDIT & BUSINESS COMMITTEE RECOMMENDATIONS**

Upon the committee's recommendation, Johnny Stites moved to approve the Fiscal Year 2021-2022 Disclosed Project for the Lewis Hall transformer replacement. Mr. Lowery seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion carried unanimously.

Upon the committee's recommendation, Johnny Stites moved to approve the Fiscal Year 2022-2023 Capital Budget Outlay for the construction of a second engineering building. Captain Wilmore seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion carried unanimously.

Upon the committee's recommendation, Johnny Stites moved to approve the request for the Edmonds Estate to establish a quasi-endowment and to invest the funds through the Foundation's investment firm, Commonfund. Ms. Vanhooser seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion carried unanimously.

Upon the committee's recommendation, Johnny Stites moved to approve the tenure appointment of Dr. Kumar Yelamarthi. Captain Wilmore seconded the motion. With an opportunity for further discussion and there being none, Mr. Wray called a roll call vote. The motion carried unanimously.

**AGENDA ITEM 9 – BOARD SECRETARY REPORT**

Lee Wray expressed his gratitude to those who help organize and produce the meetings for the Board of Trustees.

**AGENDA ITEM 10 – MEETING DATES**

Chair Harper shared a meeting date of November 9 for an information session regarding the new master plan. The following dates were shared for quarterly board meetings: December 2, March 10, June 23, October 6, and December 1.

**AGENDA ITEM 11 – OTHER BUSINESS**

Chair Harper welcomed Faculty Senate President, Dr. Jeanette Luna, who presented two resolutions on behalf of the Faculty Senate. The first resolution expressed gratitude to all healthcare workers in the Upper Cumberland during the pandemic, and the second resolution expressed support of CDC guidance and the Covid-19 vaccination.

**AGENDA ITEM 12 – ADJOURNMENT**

With there being no further business, the meeting adjourned at 3:46 p.m.

Approved,

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Lee Wray, Board Secretary





## Agenda Item Summary

**Date:** December 2, 2021

**Agenda Item:** Faculty Workload Policy 208

**Review**

**Action**

**No action required**

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**PRESENTERS:** Dr. Lori Bruce

**PURPOSE & KEY POINTS:** This is a new policy that defines University requirements and expectations regarding faculty workload, thereby helping to ensure equity in workload assignment and overload pay eligibility across campus. Academic units will follow this policy in developing more specific guidelines for their Colleges/School (required), and Departments/Schools/Centers (recommended).

# Tennessee Technological University Policy No. 208

6.1



Effective Date: January 1, 2022

**Policy No:** 208

**Policy Name:** Faculty Workload and Overload

**I. Purpose**

This policy defines University requirements and expectations regarding faculty workload, thereby helping to ensure equity in workload assignment and overload pay eligibility across campus. Academic units will follow this policy in developing more specific guidelines for their Colleges/School (required), and Departments/Schools/Centers (recommended).

**II. Review**

This policy will be reviewed one year after its initial implementation and then every four years thereafter, or whenever circumstances require review. The review shall be conducted by the Provost in consultation with the Deans of the Colleges, with final approval by the Administrative Council, University Assembly, and the Board of Trustees.

**III. Scope**

This policy applies to all full-time faculty, including Instructors, Lecturers, tenure-track, and tenured faculty, employed at Tennessee Tech.

**IV. Definitions**

- A. Credit Hour: Tennessee Technological University is organized on a semester basis. When the term “hour” or “credit” is used, it refers to a semester hour credit. One semester hour of credit requires one hour of classroom or direct faculty instruction and a minimum of two hours out of class work each week for approximately fifteen weeks. Two or more hours of laboratory or studio work are required per hour of credit in these courses. An equivalent amount of work is required for practicums and other academic activities that award credit. Summer, intersession or other alternate course formats require the equivalent amount of work per credit hour. Laboratory hours per credit are determined by the department or college. Semester credit hours earned in courses such as internships, research, theses, dissertations, study abroad, etc. are based on outcome expectations established by the academic program.
- B. A typical three (3) credit hour undergraduate lecture course would consist of approximately 3 contact hours plus 4.5 hours of out-of-class time for class preparation and related activities for a total of 7.5 hours per week. Therefore, a 15-

credit hour course load equates to 37.5 clock hours per week (full-time work week under Tennessee law).

**V. Policy/Procedure**

- A. Faculty workload is comprised of Instruction, Scholarly/Creative Activity, Service, and Advising. In some cases, Administrative or “Other” duties may be assigned as well. The percentage of each in a faculty member’s load is determined in advance through the use of the University’s Agreement on Responsibilities form.
- B. The components of this workload for Instruction, Scholarly/Creative activity, Service, Advising, Administrative, and Other areas are based on credit-hour equivalent time and effort. A full-time faculty workload is defined as 15 credit hours per semester. For example, faculty holding an Instructor or Lecturer position would normally be expected to teach the equivalent of five 3 credit hour courses per semester since there is normally no expectation of Scholarly/Creative activity or service for these types of positions. However, in departments where faculty holding one of these types of positions are expected to engage in departmental, college, or university level service, their teaching load may be reduced by 3 credit hours per semester as determined by the chair and dean. For faculty holding a tenure-track or tenured position, because they are expected to engage in both research/scholarly activities and service, the normal teaching load would be the equivalent of four 3 credit hour courses per semester. Further reductions in the standard teaching load expected of tenure-track and tenured faculty may be justified, with approval from the chair and dean, for teaching large sections, teaching at the graduate level, engaging more heavily in scholarly/creative activities, and undertaking time-intensive service.
- C. Colleges / Schools are required to develop guidelines specific to the disciplines that they represent as to what constitutes full-time instructional load equivalents in the areas of Instruction, Scholarly/Creative activity, Service, Advising, Administrative, and Other.
- D. The College/School guidelines are to be based on the demonstrated workload expectations in the respective professional fields nationally. The College/School guidelines must be reviewed and approved by the Provost for adherence to this policy, representative of their professional fields, and equity across campus.
- E. Guidelines at the Department/School/Center level are optional but recommended. These must adhere to the College/School guidelines and to this University Policy.
- F. Overload Pay

6.1

1. Faculty members' salaries are based on the expectation that all full-time faculty members satisfy the workload equivalent of 15 credit hours per semester during the academic year.
2. Faculty are classified as exempt employees and are not eligible for overtime pay under the Federal and State overtime pay guidelines. However, if the assigned workload of a faculty member is substantially greater than what is considered a full-time workload, then the faculty member is eligible for overload pay compensation. Note: Faculty members receiving Federal Grants may be prohibited from receiving overload pay if they receive release time from the grant.
3. "Substantially greater" is to be defined in the workload guidelines developed by each College/School. The College/School guidelines will be checked for consistency with those across the University at the time of their initial approval by the Provost, and when subsequent changes are proposed.
4. Under T.C.A. § 49-5-10 "Teachers – Moonlighting," faculty may not receive more than 6 credit hours of overload pay in either semester during the academic year, with a 10.67 credit hours maximum for the entire academic year.

**VI. Interpretation**

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

**VII. Citation of Authority**

TTU Policy 644 Compensation; Section IV.F.2  
T.C.A. § 49-5-10 Teachers – Moonlighting

**VIII. Approved by:**

Administrative Council:

University Assembly:

Board of Trustees:



## Agenda Item Summary

**Date:** December 2, 2021

**Agenda Item:** Online and Distance Education Policy 223

**Review**

**Action**

**No action required**

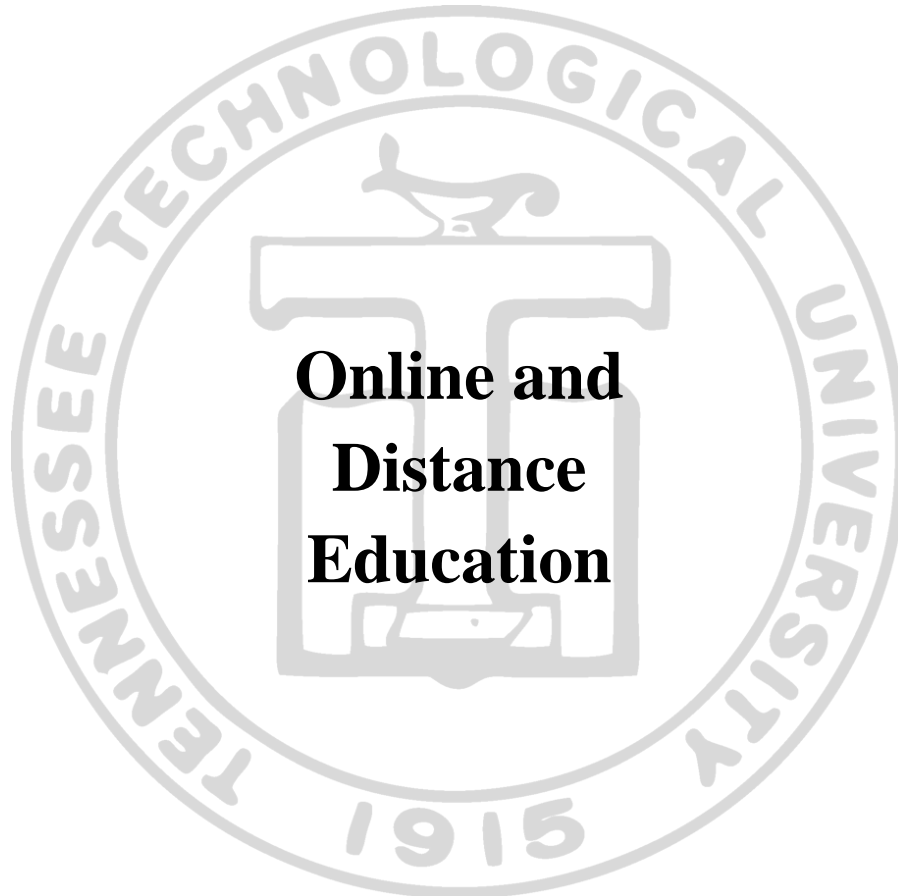
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**PRESENTERS:** Dr. Lori Bruce

**PURPOSE & KEY POINTS:** Revisions to this policy were made to align with our current institutional practices and organizational structure coming out of our COVID remote learning situation and more importantly, to align with best practices in online education. This is a necessary policy for our SACSCOC Reaffirmation and to stay in compliance with our NC-SARA affiliation.

**Tennessee Technological University  
Policy No. 223**

6.2



Effective Date: July 1, 2017

**Policy No.:** 223

**Policy Name:** Online and Distance Education

**Revised Date:** January 1, 2022

### **I. Purpose**

The mission of online and distance education at Tennessee Tech is to support the vision and mission of the university by utilizing technology, instructional technology, and remote locations to provide accessible and effective learning opportunities for those students who choose to pursue their education through online and distance education. This policy applies to undergraduate and graduate online and distance education courses and programs originating from Tennessee Tech, including the online components of any web-enhanced or hybrid modality when used as an approach to deliver online and distance education courses or programs. Tennessee Tech considers online and distance education subject to the same standards and policies for faculty and students as its conventional, on-campus courses and/or programs.

### **II. Review**

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

### **III. Operational Definitions**

**Online Education** is a formal educational process in which instructional technology is utilized to deliver a large percentage of course components through a learning management system. Online education has no on-campus requirements (exclusive of online program specific on-campus requirements) and instruction and learning may be synchronous or asynchronous. Online education courses are designated in the published course catalog offerings.

**Synchronous Instruction and Learning** is when learners meet at the same time with the teacher. The learning environment is a scheduled space and time with simultaneous interaction of teacher and learner. Primary communication between teacher and learner is in real time.

**Asynchronous Instruction and Learning** is when learners do not meet at the same time with the teacher. The learning environment is flexible, not scheduled, with delayed interaction between teacher and learner. Faculty guide and frame flexible learning activities with students often self-paced in completion of activities. Primary communication between teacher and learner is not in real time.

**Distance Education** is a formal educational process in which the majority of the instruction and interaction (between students and faculty and among students) occurs when students and faculty are not in the same physical location or place. Instruction and learning can occur through remote instruction, satellite campuses, dual enrollment, and/or at program designated distance education sites. A distance education course may use the



internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or other digital media if used as part of the distance education course or program. Instruction and learning may be synchronous or asynchronous.

#### **IV. Policy**

##### **A. Curriculum and Instruction**

- 1.** The faculty assumes primary responsibility for the quality and rigor of online and distance education courses with online and distance education courses approved following Tennessee Tech policies related to course approval and modifications.
- 2.** Pursuant to TTU Policy 203 (Faculty Roles and Responsibilities), the faculty play a vital role in academic matters with each department, major, or school to assign faculty who oversee curriculum development and periodic course quality review across all learning environments, including online and distance education. Therefore, online and distance education is subject to the established purposes and procedures of the University Curriculum and Graduate Studies Executive Committees, respectively.
- 3.** The instructional technology used must be commensurate with the nature and objectives of the programs and courses. Faculty will clearly communicate expectations concerning the use of technology to support students and direct them to resources to support student success with use of technology in the course.
  - a.** The Center for Innovation in Teaching and Learning is available to make recommendations for the improvement of teaching with instructional technology across all learning environments, including online and distance education.
  - b.** Students will be required to follow TTU Policy 801 (Information Technology Acceptable Use) related to the use of technology and any course or program policies on use of instructional technology as outlined by course or program faculty.
  - c.** Because any course may need to rapidly transition to online and distance education (such as a pandemic or other natural disaster), all courses should, minimally, be web-enhanced with a learning management system (LMS) course shell enabled to provide students with an accessible syllabus, course calendar of activities, and access to gradebook. Faculty who have rationale for exceptions to this requirement should seek approval from the department chair/school director.

4. Online and distance education course material must adhere to copyright and fair use laws and TTU Policy 732 (Intellectual Property), when applicable.
5. Pursuant to TTU Policy 222 (Credit Hours), TTU Policy 260 (Requirements for a Baccalaureate Degree), and TTU Policy 271 (General Graduate Degree Requirements), program length will be appropriate for each of the institution's educational programs offered through online and distance education and will provide an equivalent learning experience and learning outcomes.
6. Online and distance education courses should be developed in a manner that complements the institution's mission and vision.
7. When entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered via online and distance education, Tennessee Tech will exercise appropriate responsibility for the effectiveness and quality of the courses/programs offered.
8. Tennessee Tech follows TTU Policy 221 (Substantive Change), TTU Policy 224 (Academic Actions Notification), TTU Policy 225 (New Academic Programs), and TTU Policy 226 (Academic Programs Modifications) as they relate to online and distance education programs.

1. **B. Faculty**

Tennessee Tech policies that apply to faculty also apply to faculty who teach courses via online and distance education. TTU Policy 203 (Faculty Roles and Responsibilities) applies to faculty who teach courses via online and distance education, along with the procedures/processes in place to support Policy 203, regardless of course modality:

- a. Maintenance of faculty qualifications and procedures for Faculty Qualification Certification (FQC) will be the same regardless of course delivery modality.
- b. Pursuant to TTU Policy 205 (Faculty Tenure), TTU Policy 206 (Faculty Promotion), and TTU Policy 207 (Tenured Faculty), faculty teaching through online and distance education will be comparably hired, promoted, and evaluated regardless of course delivery modality.

Tennessee Tech recognizes the need to provide faculty with additional training and technical support to effectively deliver online and distance education. Tennessee Tech will provide faculty with the necessary professional development opportunities and appropriate equipment, software, communication, and technical support to facilitate effective course delivery and to augment both faculty and student success. Such support is provided by

the Center for Advancing Faculty Excellence (CAFÉ), the Center for Innovation in Teaching and Learning (CITL), and Information Technology Services (ITS) and, at minimum, will include training and workshop sessions on:

- a. Effective use of the Learning Management System (LMS);
- b. Accessibility, Copyright, Intellectual Property, and Fair Use Issues unique to online and distance education;
- c. Supported Instructional Technology;
- d. Best practices in online and distance education (course development and evaluation, including principles of Universal Design).

3. Any faculty or staff member who teaches through online and distance education is subject to compliance with Tennessee Tech policies related to confidentiality, data security, Personally Identifiable Information (PII), and any other policy and procedure related to the security of personal and student information, including Policy 801 (Information Technology Acceptable Use), and Policy 1206 (Confidentiality of Student Records and FERPA Compliance) as it does for any other course modality.

**C. Library and Learning Resources**

Tennessee Tech’s Volpe Library will provide resources and services to support the online and distance education degrees, disciplines, and efforts of the university, including, but not limited to:

- 1. Timely access to the Tennessee Tech Volpe Library’s resources and services in order to meet the informational needs of online and distance education students and faculty.
- 2.
- 3. Online access to research databases, e-books, full-text journal articles, document delivery, and other online materials, required for student success in a course.
- 4. Online services provided by Tennessee Tech Volpe Library interlibrary loan, research help, tutorials, and other services.
- 1. Comparable access to library staff support and services as those provided to students who are enrolled in conventional, on-campus, courses and/or programs.

**D. Students**

Students participating in online and distance education courses will have adequate access to the following student services online:

- a. Admissions, registration, health services, counseling services, financial aid, business services, library services, including tutoring, career services, advisement, and disability accommodations.
- b. Bookstore, library resources, course catalog, student handbook, and university calendar through the Tennessee Tech website.
- c. Information technology services and learning management system support after business hours is available through Information Technology Services (ITS) and CITL services, respectively.
- d. Tennessee Tech will provide appropriately licensed software and the training in use of this software.

2. Online and distance education students will receive a Tennessee Tech secure account login and password which provides access to a TTU secure single sign-on (SSO) through Tech Express. Tech Express allows secure navigation for students across Eagle Online, the learning management system, and other required systems, including proctored examinations, and other student verification technologies.

3. Online and distance education students may use the same complaint process and grade appeals process as would students taking conventional, on-campus, courses, as outlined in TTU Policy 218 (Grade Appeals) and TTU Policy 301 (TTU Student Complaint).

4.

Online and distance education students are subject to TTU Policy 217 (Academic Misconduct).

1.

**E. Institutional Effectiveness**

Tennessee Tech will evaluate its online and distance education teaching using accepted assessment and evaluation tools adopted by the institution and coordinated through the Office of Institutional Assessment, Research, and Effectiveness (IARE). Tennessee Tech shall ensure online and distance education students have opportunity to complete course evaluations each semester through University-approved Student Evaluation of Teaching questionnaire. Fully online and distance education programs are subject to THEC program review unless the program has other program review relative to external accreditation requirements.

Tennessee Tech’s CITL, in coherence and coordination with departmental, college, and programmatic curricular goals, may assist faculty, departments, and colleges with course development, revisions, and periodic course quality reviews, regardless of course modality.

- 2. Tennessee Tech will regularly assess and evaluate library services and online student support services to ensure that online and distance education students have services that are comparable to those courses and programs delivered in a conventional, on-campus, modality.

- 3. **F. Infrastructure and Finances**

- 1. Tennessee Tech provides appropriate equipment, software, communications, and network access, as well as instructional technology training and faculty professional development opportunities, for faculty to effectively support faculty and student engagement in courses and programs offered through online and distance education.

- 2. Tennessee Tech, in making online and distance education courses and programs a part of its mission, provides sufficient fiscal support to ensure adequate infrastructure in support of course development and delivery of courses and programs offered through online and distance education. Such fiscal support is intended to enhance infrastructure for faculty and student services required to deliver successful and competitive online and distance education courses and program delivery.

- 3. Tennessee Tech provides sufficient marketing support for online and distance education programs as it provides for all other programs delivered in a conventional, on-campus modality. Marketing of programs offering online and distance education courses will comply with the [Communications and Marketing Publication Guide](#), TTU Policy 1103 (University Social Media Policy), TTU Policy 1110 (University Publications), TTU Policy 801 (Information Technology Acceptable Use Policy), and TTU Policy 1111 (Trademarks and Licensing), where applicable, when advertising, recruiting, or sharing admissions information.

**V. Interpretation**

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

**VI. Citation of Authority for Policy**

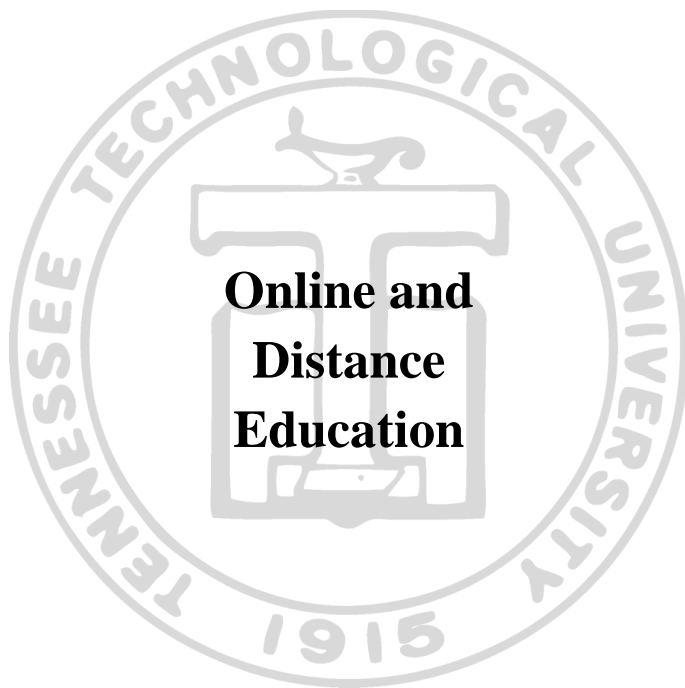
T.C.A. § 49-8-203(2016)

**Approved by:**

Academic Council: November 9, 2016; March 10, 2021; October 6, 2021  
University Assembly: November 16, 2016; November 17, 2021  
Board of Trustees: June 15, 2017

6.2

**Tennessee Technological University  
Policy No. 223**



Effective Date: July 1, 2017

Policy No.: 223  
Policy Name: Online and Distance Education  
Revised Date: January 1, 2022

Commented [RB1]: Added per Policy Tech Requirements

I. Purpose

The mission of online and distance education at Tennessee Tech is to support the vision and mission of the university by utilizing technology, instructional technology, and remote locations to provide accessible and effective learning opportunities for those students who choose to pursue their education through online and distance education. -This policy applies to undergraduate and graduate online and distance education courses and programs originating from Tennessee Tech, including the online components of any web-enhanced or hybrid modality when used as an approach to deliver online and distance education courses or programs. Tennessee Tech considers online and distance education subject to the same standards and policies for faculty and students as its conventional, on-campus courses and/or programs.

II. Review

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

III. Operational Definitions

**Online Education** is a formal educational process in which instructional technology is utilized to deliver a large percentage of course components through a learning management system. Online education has instruction and learning, no on-campus requirements (exclusive of online program specific on-campus requirements) and instruction and learning may be synchronous or asynchronous. Online education courses are designated in the published course catalog offerings.

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Commented [RB2]: Clarifying language added following email from Senator after the conclusion of the Faculty Senate meeting on 9/27/2021. Also have incorporated the University Counsel (Attorney) review and comments on 9/29/2021.

**Synchronous Instruction and Learning** is when learners meet at the same time with the teacher. The learning environment is a scheduled space and time with simultaneous interaction of teacher and learner. Primary communication between teacher and learner is in real time.

**Asynchronous Instruction and Learning** is when learners do not meet at the same time with the teacher. The learning environment is flexible, not scheduled, with delayed interaction between teacher and learner. Faculty guide and frame flexible learning activities with students often self-paced in completion of activities. Primary communication between teacher and learner is not in real time.

~~At Tennessee Tech, **Online Education** is designated in the Enterprise Resources Planning (ERP) System as:~~

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- A. ~~“WEB” ERP designation referred to as “Tech Direct” with 80% or more of course content delivered through online education.~~



- 1. ~~WEB ONLINE~~—100% of course delivery is asynchronous instruction and learning with no on campus course requirements (exclusive of online program specific on campus requirements).
- 2. ~~LIVE STREAM~~— a online education course that engages students through synchronous instruction and learning with no on campus course requirements (exclusive of online program specific on campus requirements).
- B. ~~“HYB”~~ ERP designation referred to as “Tech Flex” and includes course content delivered in a hybrid format through a combination of both on campus and online education. The online components average 40-60% of the total course delivery but no more than 80% of course content is delivered online. Instruction and learning can be asynchronous or synchronous.

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Commented [RB3]: Suggested section deletion per Faculty Senate Review: After discussion with VP of Enrollment and Registrar, this language will be reflected in the course catalog. Therefore, reference statement added above.

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**Distance Education** is a formal educational process in which the majority of the instruction and interaction (between students and faculty and among students) occurs when students and faculty are not in the same physical location or place. Instruction and learning can occur through remote instruction, satellite campuses, dual enrollment, and/or at program designated distance education sites. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or other digital media if used as part of the distance education course or program. Instruction and learning may be synchronous or asynchronous.

**IV. Policy/Procedures**

**A. Curriculum and Instruction**

- 1. The faculty assumes primary responsibility for the quality and rigor of online and distance education ~~courses with online and distance education courses approved following Tennessee Tech policies related to course approval and modifications~~.
- a. ~~Online and distance education courses, like other courses, must be approved following Tennessee Tech policies related to course approval and modifications.~~
- b. ~~Colleges, departments, and/or schools must put in place a systematic curricular review process to evaluate currency, relevance, and appropriate level (undergraduate versus graduate, for example) of course content delivered through online and distance education. In addition, curricular review processes must reflect pedagogically-informed approaches to decisions on whether or not courses or programs can be effectively delivered via online and distance education. The Center for Innovation and Teaching and Learning~~

Commented [RB4]: Suggested policy reference needed per Faculty Senate Review: This statement is SACSCOC language (and language included in the original policy) under the guidelines and will need to stay.

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Commented [RB5]: Suggested deletion per Faculty Senate Review: This is original policy language but has been collapsed into first statement under IV.A.1.

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(CITL) will assist faculty with non-course content related quality reviews of courses and can provide guidance on course and curricular review processes for courses and programs who seek to transition to online and distance education delivery.

2. Pursuant to TTU Policy 203 (Faculty Roles and Responsibilities), the faculty play a vital role in academic matters with each department, major, or school to assign faculty who oversee curriculum development and periodic course quality review across all learning environments, including online and distance education. Therefore, online and distance education is subject to the established purposes and procedures of the University Curriculum and Graduate Studies Executive Committees, respectively.

2.3.The instructional technology used must be commensurate with the nature and objectives of the programs and courses. Faculty will clearly communicate expectations concerning the use of technology to support students and direct them to resources to support student success with use of technology in the course.

a. The Center for Innovation in Teaching and Learning ~~will~~ is available to make recommendations for the improvement of teaching with instructional technology across all learning environments, including online and distance education.

b. Students ~~are will be~~ required to follow TTU Policy 801 (Information Technology Acceptable Use) related to the use of technology and any course or program policies on use of instructional technology as outlined by course or program faculty.

c. ~~Because any course may need to rapidly transition to online and distance education (such as a pandemic or other natural disaster), Because any course has potential to move to an online and distance education modality during pandemic and natural disaster events, all~~ courses should, minimally, be web-enhanced (~~referred to as Tech-Enhanced~~) with a learning management system (LMS) course shell enabled to provide students with an accessible syllabus, course calendar of activities, and access to gradebook. Faculty who have rationale for exceptions to this requirement should seek approval from the department chair/school director.

~~3.~~ 4. Online and distance education course material must adhere to copyright and fair use laws and TTU Policy 732 (Intellectual Property), when applicable.

**Commented [RB6]:** Suggested deletion per Faculty Senate Review: Edited section (now IV.A.2) to refer to existing curricular and course quality review processes. Quality Review relative to institutional compliance and infrastructure support to align with NC-SARA guidelines and membership is addressed now under institutional effectiveness.

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**Commented [RB7]:** Suggested revision per Faculty Senate Review

**Commented [RB8]:** Revised following Faculty Senate meeting on 9/27/2021

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~~4.~~ 5. Pursuant to TTU Policy 222 (Credit Hours), TTU Policy 260 (Requirements for a Baccalaureate Degree), and TTU Policy 271 (General Graduate Degree Requirements), ~~p~~Program length will be appropriate for each of the institution's educational programs, ~~including those~~ offered through online and distance education and will provide an equivalent learning experience and learning outcomes.

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~~a.~~ ~~Online and distance education courses will follow TTU Policy 222 (Credit Hours). The online or distance education course must offer an equivalent learning experience and learning outcomes as with all other Tennessee Tech course delivery modalities.~~

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Commented [RB9]: Suggested deletion per Faculty Senate Review: Included key aspect of purpose in the IV.A.5 statement revision.

~~b.~~ ~~Courses and programs delivered via online and distance education carry the same curriculum prerequisites as with all other Tennessee Tech course delivery modalities.~~

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Commented [RB10]: Suggested deletion per Faculty Senate Review: Included key aspect of purpose in the IV.A.5 statement revision.

~~c.~~ ~~Credit hour requirements for degree completion for online and distance education programs are the same as they are for all other Tennessee Tech degree programs.~~

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Commented [RB11]: Suggested deletion per Senate Review: Included key aspect of purpose in the IV.A.5 statement revision. Added policy references in addition to 222.

~~5.~~ 6. Online and distance education courses should be developed in a manner that complements the institution's mission and vision.

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~~6.~~ 7. When entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered via online and distance education, Tennessee Tech will establish processes exercise appropriate responsibility for the to ensure the effectiveness and quality of the courses/programs offered, by all of the participants.

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Commented [RB12]: Clarifying revisions following Faculty Senate Meeting on 9/27/2021

~~7.~~ 8. Tennessee Tech follows TTU Policy 221 (Substantive Change), TTU Policy 224 (Academic Actions Notification), TTU Policy 225 (New Academic Programs), and TTU Policy 226 (Academic Programs Modifications) as they relate to online and distance education programs.

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B. Faculty

1. Tennessee Tech policies that apply to faculty also apply to faculty who teach teaching courses via online and distance education. TTU Policy 203 (Faculty Roles and Responsibilities) applies to faculty who teaching courses via online and distance education, along with these procedures/processes in

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place to support Policy 203, ~~regardless of course modality; also apply, including, but not limited to:~~

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a. ~~An annual completion of an Agreement on Responsibilities will be submitted and agreed upon by the faculty member and the Department Chair or School Director.~~

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Commented [RB13]: Suggested deletion per Faculty Senate Review: this is original policy language but no concerns re: necessity of inclusion and therefore can be deleted

b. ~~a.~~ Maintenance of faculty qualifications and procedures for Faculty Qualification Certification (FQC) will be the same regardless of course delivery modality.

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c. ~~b.~~ Pursuant to TTU Policy 205 (Faculty Tenure), TTU Policy 206 (Faculty Promotion), and TTU Policy 207 (Tenured Faculty), faculty teaching through online and distance education will be comparably hired, promoted, and evaluated ~~in the same manner as for all other faculty~~ regardless of course delivery modality.

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Commented [RB14]: Revised per University Council review on 9/29/2021 – statement is redundant with “comparably” in the sentence

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2. Tennessee Tech recognizes the need to provide faculty with additional training and technical support to effectively deliver online and distance education. Tennessee Tech will provide faculty with the necessary professional development opportunities and appropriate equipment, software, communication, and technical support to facilitate effective course delivery and to augment both faculty and student success. Such support is provided by the Center for Advancing Faculty Excellence (CAFÉ), the Center for Innovation in Teaching and Learning (CITL), and Information Technology Services (ITS) and, at minimum, will include training and workshop sessions on:

- a. Effective use of the Learning Management System (LMS);
- b. Accessibility, Copyright, Intellectual Property, and Fair Use Issues unique to online and distance education;
- c. Supported Instructional Technology;
- d. Best practices in online and distance education (course development and evaluation, including principles of Universal Design).

3. ~~Tennessee Tech Policy 732 (Intellectual Property) applies to online and distance education as it does for any other course modality.~~

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Commented [RB15]: Suggested deletion per Faculty Senate Review: already mentioned in policy earlier (redundant)

4. ~~3.~~ Any faculty or staff member who teaches through online and distance education is subject to compliance with Tennessee Tech policies related to confidentiality, data security, Personally Identifiable Information (PII), and any other policy and procedure related to the security of personal and student information, including Policy 801 (Information Technology Acceptable Use),

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and Policy 1206 (Confidentiality of Student Records and FERPA Compliance) as it does for any other course modality.

C. Library and Learning Resources

Tennessee Tech’s Volpe Library will provide resources and services to support the online and distance education degrees, disciplines, and efforts of the university, including, but not limited to:

1. Timely access to the Tennessee Tech Volpe Library’s resources and services in order to meet the informational needs of online and distance education students and faculty.
2. Online access to research databases, e-books, full-text journal articles, document delivery, and other online materials, required for student success in a course.
3. Online services provided by Tennessee Tech Volpe Library interlibrary loan, research help, tutorials, and other services.
4. Comparable access to library staff support and services as those provided to students who are enrolled in conventional, on-campus, courses and/or programs.

D. Students

1. Students participating in online and distance education courses will have adequate access to the following student services online:
  - a. Admissions, registration, health services, counseling services, financial aid, business services, library services, including tutoring, career services, advisement, and disability accommodations.
  - b. Bookstore, library resources, course catalog, student handbook, and university calendar through the Tennessee Tech website.
  - c. Information technology services and learning management system support online and during extended business after business hours is available through Information Technology Services (ITS) and CITL services, respectively.
  - d. Tennessee Tech will provide appropriately licensed software and the training in use of this software.

**Commented [RB16]:** Revised following Academic Council meeting recommendations on 10/6/2021

**Commented [RB17]:** Deleted “online” – already stated in D.1

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**Commented [RB18]:** Suggested modification per Senate Review: this is original policy language and expectation of SACSCOC and NC-SARA guidelines. Edited for clarity.

- 2. Online and distance education students will receive a Tennessee Tech secure account login and password which provides access to a TTU secure single sign-on (SSO) through Tech Express. Tech Express allows secure navigation for students across Eagle Online, the learning management system, and other required systems, including proctored examinations, and other student verification technologies.
- 3. Online and distance education students may use the same complaint process and grade appeals process as would students taking conventional, on-campus, courses, as outlined in TTU Policy 218 (Grade Appeals) and TTU Policy 301 (TTU Student Complaint).
- 4. Online and distance education students are subject to TTU Policy 217 (Academic Misconduct).

E. Institutional Effectiveness

- 1. Tennessee Tech will evaluate its online and distance education teaching using accepted assessment and evaluation tools adopted by the institution and coordinated through the Office of Institutional Assessment, Research, and Effectiveness (IARE). Tennessee Tech shall ensure online and distance education students have opportunity to complete course evaluations each semester through University-approved Student Evaluation of Teaching questionnaire. Fully online and distance education programs are subject to THEC program reviews unless the program has other program review relative to external accreditation requirements. ~~Additional course quality measures and assessments specific to online and distance education course and program delivery will be completed in coordination with the Center for Innovation in Teaching and Learning (CITL).~~
  - a. ~~IARE evaluations will occur each semester through University-approved Student Evaluation of Teaching questionnaire. Course quality checks specific to online and distance education and based off national standardized rubrics, will occur, at minimum, annually, or more frequently as needed, through the CITL in coordination with the program leadership in the Colleges/Schools/Departments.~~
  - b. ~~Department Chairs, School Directors, and Faculty are responsible for timely and continuous improvement in online and distance education course and program delivery, based on evaluation data received from the Office of IARE and quality assessment reviews from the CITL.~~

**Commented [RB19]:** Added following recommendations from the Academic Council meeting on 10/6/2021

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**Commented [RB20]:** Suggested deletion per Faculty Senate Review: Quality Review relative institutional compliance with NC-SARA guidelines and membership is to be explicitly stated. Section edited for clarity and moved to E.2

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**Commented [RB21]:** Moved to last sentence of E.1 statement

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**Commented [RB22]:** Suggested deletion per Senate Review: Section included language from the original policy. Quality Review relative institutional compliance with NC-SARA guidelines and membership is to be explicitly stated. Section edited for clarity and moved to E.2

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**Commented [RB23]:** Suggested deletion per Senate Review: This is original policy language. Quality Review relative institutional compliance with NC-SARA guidelines and membership is to be explicitly stated. Section edited for clarity and moved to E.2

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~~e. Programs offering distance education courses will comply with the Communications and Marketing Publication Guide, TTU Policy 1103 (University Social Media Policy), TTU Policy 1110 (University Publications), TTU Policy 801 (Information Technology Acceptable Use Policy), and TTU Policy 1111 (Trademarks and Licensing), where applicable, when advertising, recruiting, or sharing admissions information.~~

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~~2. Tennessee Tech's CITL, in coherence and coordination with departmental, college, and programmatic curricular goals, may assist faculty, departments, and colleges with course development, revisions, and periodic course quality reviews, regardless of course modality.~~

Commented [RB24]: Following edits to this overall section, section was not relevant and applied more to infrastructure. Therefore, it was moved to IV.F.3  
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~~2.3~~ Tennessee Tech will regularly assess and evaluate library services and online student support services to ensure that online and distance education students have services that are comparable to those courses and programs delivered in a conventional, on-campus, modality.

Commented [RB25]: Revised following Faculty Senate meeting on 9/27/2021  
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F. Infrastructure and Finances

1. Tennessee Tech ~~will~~ provides appropriate equipment, software, communications, and network access, as well as instructional technology training and faculty professional development opportunities, for faculty to effectively support faculty and student engagement in courses and programs offered through online and distance education.

2. Tennessee Tech, in making online and distance education courses and programs a part of its mission, ~~will~~ provides sufficient fiscal support to ensure ~~there is~~ adequate infrastructure in support of course development and delivery of courses and programs offered through online and distance education. Such fiscal support is intended to enhance infrastructure for faculty and student services required to deliver successful and competitive online and distance education courses and program delivery.

Commented [RB26]: Clarifying revision upon edits to F.3. following Faculty Senate meeting on 9/27/2021  
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~~2.3~~ Tennessee Tech ~~will~~ provides ~~a comparable level~~ sufficient marketing of support for online and distance education ~~programs~~ course creation and ~~revision, marketing, and course and program revision~~ as it provides for all other ~~courses~~ programs delivered in a conventional, on-campus modality. Marketing of programs offering online and distance education courses will comply with the Communications and Marketing Publication Guide, TTU Policy 1103 (University Social Media Policy), TTU Policy 1110 (University Publications), TTU Policy 801 (Information Technology Acceptable Use

Commented [RB27]: Clarifying revision following Faculty Senate meeting on 9/27/2021. Deletion is moved to F.2.

Policy), and TTU Policy 1111 (Trademarks and Licensing), where applicable, when advertising, recruiting, or sharing admissions information.

**Commented [RB28]:** This was a section moved from E.1.C  
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**V. Interpretation**

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

**VI. Citation of Authority for Policy**

T.C.A. § 49-8-203(2016)

**Approved by:**

Academic Council: November 9, 2016; ~~March 10, 2021~~; October 6, 2021

University Assembly: November 16, 2016; ~~November 17, 2021~~

Board of Trustees: June 15, 2017; ~~2021~~

**Commented [RB29]:** Past approval dates added back per PolicyTech requirements





## Agenda Item Summary

7.1

**Date:** December 2, 2021

**Agenda Item:** B.S. in Animal Science

**Review**

**Action**

**No action required**

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**PRESENTERS:** Dr. Lori Bruce

**PURPOSE & KEY POINTS:** It has been indicated that the animal science and pre-vet programs in the School of Agriculture would be more advantageous if they lead to a B.S. degree in Animal Science rather than a B. S. Degree in Agriculture. Changing to the B.S. degree in the animal science disciplines is expected to improve recruiting efforts for the School of Agriculture and to enhance career opportunities for our graduates.



## School of Agriculture

TENNESSEE TECH

7.1

**TO:** University Curriculum Committee

**VIA:** Dr. Darron Smith, Dean  
College of Agriculture and Human Ecology

**VIA:** College of Agriculture and Human Ecology Curriculum Committee

**FROM:** Dr. Bruce Greene, Director  
School of Agriculture

**DATE:** October 21, 2021

**RE:** Academic Program Modification Proposal

- A. **Course Additions:** None
- B. **Course Deletions:** None
- C. **Course Changes:** None
- D. **Curriculum Changes:**

**From:** B.S. in Agriculture concentrations (Animal Science and Pre-Veterinary Science)

**To:** B.S. in Animal Science with concentrations in Animal Science Industries and Pre-Veterinary Science

**Justification:** The School of Agriculture currently provides one degree, a B.S. degree in Agriculture, that includes 11 concentrations representing various disciplines within the major. The combined Animal Science and Pre-Veterinary Science concentrations have comprised approximately 34% of the total enrollment over the past 5 years. Average number of graduates in these two concentrations has been 19 over the past 5 years. Potential student recruits, current students, alumni, and potential employers of graduates oftentimes have indicated that the animal science and pre-vet programs in the School of Agriculture would be more advantageous if they lead to a B.S. degree in Animal Science rather than a B. S. Degree in Agriculture. Changing to the B.S. degree in the animal science disciplines is expected to improve recruiting efforts for the School of Agriculture and to enhance career opportunities for our graduates.

### **Potential Impact of Modification on Current Program**

**Effective Date:** Fall 2022

**Financial Impact:** None

THEC Academic Program Modifications (APM) Proposal

Change the Major: B.S. in Agriculture with concentrations in Animal Science and  
Pre-Veterinary Science

to

B.S. in Animal Science

with concentrations in Animal Science Industries and Pre-Veterinary Science

School of Agriculture

College of Agriculture and Human Ecology

Tennessee Tech University

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7.1

## THEC Academic Program Modifications (APM) Checklist

1. Cover Letter from Chief Academic Officer Verifying the Proposed Program Submission Has Gone Through All Necessary Institutional Approval Channels

2. Current and Proposed Program Name (and any concentrations), Degree Designation, and CIP Code

7.1

Before the Proposed Change			After the Proposed Change		
(List as it now appears on the official Academic Program Inventory at THEC.)			(List as it should appear on the official Academic Program Inventory at THEC, once approved.)		
Title	Degree	CIP Code	Title	Degree	CIP Code
Title of Existing Academic Program (include all existing concentrations before program modification)			Title of New Program after program modification is approved (including all concentrations)		
BS in Agriculture, Animal Science Concentration with Animal Science Option and Pre-Veterinary Science Option.	B.S.AG.	01.01.0000.00	B.S. in Animal Science; Animal Science Industries Concentration, B.S.ANS Pre-Veterinary Science Concentration, B.S.ANS	B.S. in Animal Science	1.01.0901.00

3. Proposed Implementation Date:  
Fall, 2022

4. Proposed Termination Dates for Any Concentrations Proposed as Free Standing:  
May, 2023

**Anticipated Delivery Site:**

Tennessee Technological University, College of Agriculture and Human Ecology, School of Agriculture

**Academic Program Liaison (APL) Name and Contact Information:**

Dr. Bruce Greene, Director  
 School of Agriculture  
 Tennessee Tech University  
 Box 5034,  
 Cookeville, TN 38505  
[bgreene@tntech.edu](mailto:bgreene@tntech.edu)  
 (931) 372-3019

7.1

**Background for Proposed Academic Program Modification:**

Tennessee Tech School of Agriculture currently provides one degree, a B.S. degree in Agriculture, that includes 11 concentrations representing various disciplines within the major. The combined Animal Science and Pre-Veterinary Science concentrations have comprised approximately 34% of the total enrollment over the past 5 years (Average of 105 students). The average number of graduates in these two concentrations is 19 over the past 5 years. Potential student recruits, current students, alumni, and potential employers of graduates oftentimes have indicated that the animal science and pre-vet programs in the School of Agriculture would be more advantageous if they lead to a B.S. degree in Animal Science rather than a B. S. Degree in Agriculture.

**Need for Program**

a) Recruiting Efforts: The majority of our recruiting efforts in the School of Agriculture are directed toward high school students with backgrounds in FFA, Agricultural Education, and 4-H programs because many of our current students come from those backgrounds. Anecdotal evidence would imply that it is sometimes confusing to these students when they are told that we have one bachelor's degree in agriculture at Tennessee Tech. Many of them have been accustomed to taking courses in specific disciplinary areas within agriculture and wish to enroll in one of those sub-disciplinary areas of study. A change from the B.S. in Agriculture to the B.S. in Animal Science within the School of Agriculture program will alleviate this problem for many of our students.

b) Career Advantage for Graduates: The first two listed general learning outcome goals of the School of Agriculture are to prepare students for employment in agricultural careers and for entry and advancement in graduate schools and professional programs. According to data reported by the Food and Agriculture Education Information System (FAEIS, <https://faeis.cals.vt.edu/>) a 5-year average (2004-2012) total of 20887 baccalaureate degrees in agriculturally-related fields were awarded

to students by United States Colleges and Universities. Approximately 25% of these degrees were awarded to students in the combined Animal and Pre-Vet-related fields. Only 6% of the degrees were titled General Agriculture. There is an obvious association of degrees related to animal and pre-veterinary science including some language directly or indirectly related to “Animal” in degrees that prepare students for animal-related industries and post-graduate professional programs. Including this descriptive title of “Animal Science” in the baccalaureate degree in the School of Agriculture will help students successfully prepare and compete for jobs in animal-related industries and graduate schools.

### Potential Impact of Modification on Current Program

Excluding the animal and pre-veterinary science concentrations, the previous 5-year average fall enrollment for the School of Agriculture was 206 students and an average of 49 degrees per year were conferred. Thus, the number of students enrolled in the B.S. program in Animal Science should remain the same or increase due to the improved clarity and marketability of the degree, and the remaining enrollment and number of degrees conferred per year in the remaining B.S. degree in Agriculture (Representing Agribusiness Management, Agricultural Communications, Agricultural Education, Agricultural Engineering Technology, and Agricultural Science and Management) should remain adequate to sustain the degree.

### Existing Programs Offered at Public and Private Tennessee institutions

UNIVERSITY	DEGREE	MAJOR	CONCENTRATIONS	CIP CODE
Middle Tennessee State University	BS	Animal Science	Horse Science	01.01.0901.00
University of Tennessee, Knoxville	BSAN	Animal Science	Animal Industries	01.01.0901.00
			Bioscience	
			Pre-Veterinary Medicine 3+1	
			Pre-Veterinary Medicine	
			Five Year BS/MS	

**Enrollment and Degrees Awarded by Concentration**

**School of Agriculture  
Enrollment by Concentration**

Concentration	FALL SEMESTER					5-Year Average
	2016	2017	2018	2019	2020	
Agribusiness Management	80	84	82	81	74	80
Agricultural Communication	7	5	11	8	5	7
Agricultural Education	19	18	26	24	21	22
Agricultural Engineering Technology	52	45	46	52	50	49
Agricultural Science and Management	--	--	--	2	8	5
Agronomy and Soils	8	14	8	8	8	9
Animal Science	47	42	38	38	34	40
Animal Science - Pre-Veterinary Science	74	68	66	57	59	65
Environmental Agriscience	13	11	7	7	4	8
Horticulture	10	13	16	19	18	15
Nursery & Landscape Management	2	2	5	5	8	4
Turfgrass Management	4	5	6	5	4	5
<b>School of Agriculture</b>	<b>316</b>	<b>308</b>	<b>311</b>	<b>306</b>	<b>293</b>	<b>307</b>

**School of Agriculture  
Degrees Awarded by Concentration**

YEAR	2016-17	2017-18	2018-19	2019-20	20-21	5-Year Averages
Agribusiness Management	23	23	17	20	17	20
Agricultural Communications	4	3	4	1	2	3
Agricultural Education	2		2	4	4	3
Agricultural Engr. Technology	15	15	13	9	14	13
Agronomy & Soils	1	4	3	2	3	3
Ag Science and Management					1	1
Animal Science	12	17	16	10	11	13
Animal Science - Pre Veterinary	5	7	10	4	6	6
Environmental Agriscience	2	4	1	2	1	2
Horticulture	1	4	3	5	1	3
Nursery & Landscape Mgmt.	2		1		0	1
Turfgrass Management	1	1	1	2	0	1
<b>School of Agriculture (BSAg)</b>	<b>68</b>	<b>78</b>	<b>71</b>	<b>59</b>	<b>60</b>	<b>67</b>



**Student Learning Outcomes:**

1. Strengthen the animal science curriculum and increase resources and opportunities for student learning.
2. Provide “hands-on” and “real world” experiences providing unique learning experiences for students
3. Prepare students for employment and to advance in Agricultural careers or entry and advancement in graduate school and professional programs.
4. Provide students with opportunities to participate in activities and programs that enhance their leadership and social development and to develop team building and problem-solving skills beyond the classroom to enhance the food, agriculture, and natural resource system.
5. Students will sharpen critical thinking skills and problem-solving abilities through a variety of situations

**Assessment:**

1. Nationally standardized comprehensive senior exit exam (ACAT) covering core curriculum. The ACAT provides the faculty with an assessment of how students in the School of Agriculture compare with other animal science programs relative to the program in other institutions.
2. Teacher evaluation tool used by Tennessee Tech (IDEA) to provide faculty with a means to assess the effectiveness of their specific course content.
3. A new survey tool asking potential employers to assess the effectiveness and needs for improvement in the animal science program. The survey will be provided to potential employers at all animal science student interviews and career events.
4. The School of Agriculture Alumni Follow-up Survey, requested periodically from a large and varied array of alumni, will be adapted to provide feedback on academic experiences of alumni and the effectiveness of the B. S. degree in Animal Science program in preparation of students for the workplace.
5. The School of Agriculture Graduating Exit Interview and Survey contains many of the same questions as the School of Agriculture Alumni Follow-up Survey in Number 4. Asking the same questions on both surveys, at graduation and after graduation, provides the opportunity to compare questionnaire results of student’s perception of the program effectiveness at the time of graduation and then again after graduation and spending time in the workplace.

**Accreditation:**

The proposed program is not a substantive change and does not require a SACSCOC review. Programmatic accreditation is not applicable for the program.

### Current and Proposed Curriculum Requirements

a. Courses Leading to a Bachelor Degree in Animal Science (B.S. ANS) with an Animal Science Concentration:

<b>General Education Courses:</b>	<b>Credits</b>
ENGL 1010 (English Composition I)	3
ENGL 1020 (English Composition II)	3
PC 2500 (Communicating in the Professions) or COMM 2025 (Fundamentals of Communication)	3
HIST 2010 (Early US History)	3
HIST 2020 (Modern US History)	3
CHEM 1010 (Introductory Chemistry I)	4
CHEM 1020 (Introductory Chemistry II)	4
Literature Elective	3
Humanities/Fine Arts Electives	6
Math 1130 (College Algebra) or MATH 1530 (Introductory Statistics)	3
Social Science Electives	6
<b>Agricultural (Non-Animal Science) Core Courses:</b>	
AGR 1020 (Connections in Agriculture)	1
AGBE 2100 (Economics of Agriculture)	3
AGRN 1100 (Plant Science)	3
AGRN 1110 (Plant Science Laboratory)	1
AGET 1600 (Practical Applications in Agricultural Systems)	3
AGET 2110 and 2115 (Agricultural Engineering Technology) or AGET 3110 and 3115 (Natural Resource Systems)	3
AGRN 3000 (Soils)	4
AGRN 4130 (Forage Crops Production and Management)	3
Agricultural Upper Division Elective (Non-ANS course)	3
AGR 3000 (Leadership and Service) or AGR 3200 (Study Abroad Exploration)	3
AGR 2022 (Professionalism in Agriculture and Human Ecology)	1

AGR 4500 (Senior Seminar)	1
AGBE 3230 (Data Acquisition and Computer Analysis in Agribusiness)	3
<b>Animal Science Courses:</b>	
ANS 1200 (Introductory Animal Science)	3
ANS 1210 (Introductory Animal Science Laboratory)	1
ANS 2020 (Livestock Management)	3
ANS 2110 (Livestock Evaluation)	3
ANS 3010 (Animal Nutrition)	3
ANS 3130 (Animal Breeding)	3
ANS 3020 (Feeds and Feeding)	3
ANS 3140 (Reproduction in Farm Animals)	3
ANS 3150 (Common Diseases and Parasites of Domestic Animals)	3
4000 Level Animal Science Production Course	6
ANS 3310 (Meat, Dairy and Poultry Products)	3
<b>Other Required Courses:</b>	
BIOL 1123 (General Biology II)	4
CHEM 3005 (Elementary Organic Chemistry)	4
BIOL 3200 (General Microbiology) or BIOL 3230 (Health Science Microbiology)	4
<b>Elective Credit:</b>	1

b. Courses Leading to a Bachelor Degree in Animal Science (B.S. ANS) with a Pre-Veterinary Science Concentration:

<b>General Education Courses:</b>	<b>Credits</b>
ENGL 1010 (English Composition I)	3
ENGL 1020 (English Composition II)	3
PC 2500 (Communicating in the Professions) or COMM 2025 (Fundamentals of Communication)	3
HIST 2010 (Early US History)	3
HIST 2020 (Modern US History)	3
CHEM 1110 (General Chemistry I)	4
CHEM 1120 (General Chemistry II)	4
Literature Elective	3
Humanities/Fine Arts Electives	6
Math 1130 (College Algebra) or MATH 1530 (Introductory Statistics)	3
Social Science Electives	6
<b>Agricultural (Non-Animal Science) Core Courses:</b>	
AGR 1020 (Connections to Agriculture)	1
AGBE 2100 (Economics of Agriculture)	3
AGRN 1100 (Plant Science)	3
AGRN 1110 (Plant Science Laboratory)	1
AGET 2110 and 2115 (Agricultural Engineering Technology) or AGET 3110 and 3115 (Natural Resource Systems)	3
AGRN 3000 (Soils)	4
AGR 2022 (Professionalism in Agriculture and Human Ecology)	1
AGR 4500 (Senior Seminar)	1
<b>Animal Science Courses:</b>	
ANS 1200 (Introductory Animal Science)	3
ANS 1210 (Introductory Animal Science Laboratory)	1
ANS 2020 (Livestock Management)	3
ANS 3010 (Animal Nutrition)	3
ANS 3130 (Animal Breeding)	3
ANS 3140 (Reproduction in Farm Animals)	3
ANS 3150 (Common Diseases and Parasites of Domestic Animals)	3
ANS 3330 (Anatomy and Physiology of Livestock Animals)	3
4000 Level Animal Science Production Course	3

<b>Other Required Courses:</b>		
BIOL 1123 (General Biology II)		4
BIOL 2310 (General Botany)		4
BIOL 3140 (Cellular Biology)		4
MATH 1530 (Introductory Statistics)		3
CHEM 3010 (Organic Chemistry I)		4
CHEM 3020 (Organic Chemistry II)		4
CHEM 4610 (General Biochemistry I)		3
CHEM 4620 (General Biochemistry II)		3
PHYS 2010 (Algebra-based Physics I)		4
PHYS 2010 (Algebra-based Physics II)		4

**New Courses Needed:**

None

**Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies (if applicable):**

Not applicable

**Distance Learning:**

This program will not be offered via distance learning.

**Current and Proposed Admission, Retention and Graduation Policies:**

The admission, retention and graduation policies will not be altered for this program. The admission criteria for this program will be the same as the ones for BS in Agriculture.

**Current Faculty:\***

<b>Name</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Primary Department</b>	<b>FTE in Program</b>	<b># of Theses &amp; Dissertations</b>
Dr. Dennis Fennewald	Assoc. Prof.	Ph. D.	Agriculture	1.0	N/A
Dr. Ciana Bowhay	Assist. Prof.	Ph. D.	Agriculture	1.0	N/A
Dr. Victoria Ayres	Assist. Prof.	Ph. D.	Agriculture	1.0	N/A
*	Assist. Prof.	Ph. D.	Agriculture	1.0	N/A

\* A search is under way to hire an animal scientist with a background in ruminant grazing.

7.1

Tennessee Higher Education Commission								
Appendix A: THEC Financial Projections Form								
Tennessee Tech University								
Bachelor of Science Degree in Animal Science								
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.								
Planning year projections are not required but should be included when appropriate.								
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total One-time</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>								
Travel	\$ -	\$ 1,200	\$ 360	\$ 360	\$ 360	\$ 360	\$ 360	\$ -
Printing	\$ -	\$ 950	\$ 285	\$ 285	\$ 285	\$ 285	\$ 285	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -
<b>Sub-Total Operating</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ -
<b>Total Recurring</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ -
<b>TOTAL EXPENDITURES (A + B)</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ -
<b>*If tuition and fees for Graduate Assistants are included, please provide the following information.</b>								
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>II. Revenue</b>								
Tuition and Fees <sup>2</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Institutional Reallocations <sup>3</sup>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ -
Federal Grants <sup>4</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts <sup>5</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other <sup>6</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>BALANCED BUDGET LINE</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ 2,145	\$ -
<b>Notes:</b>								
<b>(1) Provide the funding source(s) for the new or renovated space.</b>								
<b>(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.</b>								
<b>(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable. Recruiting funds.</b>								
<b>(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.</b>								
<b>(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).</b>								
<b>(6) Provide information regarding other sources of the funding.</b>								

## APPENDIX A

## EXPLANATION OF ESTIMATED FINANCIAL EXPENDITURES

1. Operating:
  - a. Travel for Student Recruitment:
    - i. Estimated cost of travel for recruiting for first year is \$1,200, based on previous expenditures in the School of Agriculture
    - ii. Recruitment travel expenditures for the BS degree estimated as 1/3 of the total yearly recruitment travel budget based on the fact that the students in the degree compose approximately 30% of the School of Agriculture student body.
  - b. Printing:
    - i. Printing costs estimated at previous year's printing costs for recruitment brochures because all brochures must be updated if the B.S. degree in Animal Science is approved
    - ii. Printing costs in years subsequent to the first year are estimated at 1/3 the total printing costs for recruitment, given that approximately 30% of the student body in the School of Agriculture are animal science and pre-veterinary science majors
  - c. Other Expenses:
    - i. Promotional items for recruiting purpose: Previous yearly costs of novelty items for recruiting purposes have been approximately \$5,000. Estimated costs of recruiting for the proposed program are 30% of that cost each year, based on the fact that enrollment in the animal science discipline is approximately 1/3 of total enrollment.

**Tennessee Higher Education Commission  
Appendix A: THEC Financial Projections Form  
Tennessee Tech University  
Bachelor of Science Degree in Animal Science**

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.  
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total One-time</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>								
Travel	\$ -	\$ 1,200	\$ 360	\$ 360	\$ -	\$ -	\$ -	\$ -
Printing	\$ -	\$ 950	\$ 285	\$ 285	\$ 285	\$ 285	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Operating</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 285	\$ 285	\$ -	\$ -
<b>Total Recurring</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 285	\$ 285	\$ -	\$ -
<b>TOTAL EXPENDITURES (A + B)</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 285	\$ 285	\$ -	\$ -

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

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-	-

**II. Revenue**

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Tuition and Fees <sup>2</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Institutional Reallocations <sup>3</sup>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 285	\$ 285	\$ -	\$ -
Federal Grants <sup>4</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts <sup>5</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other <sup>6</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>BALANCED BUDGET LINE</b>	\$ -	\$ 3,650	\$ 2,145	\$ 2,145	\$ 285	\$ 285	\$ -	\$ -

**Notes:**



**(1) Provide the funding source(s) for the new or renovated space.**

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

**(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**  
Recruiting funds.

**(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

**(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

**(6) Provide information regarding other sources of the funding.**

**7.1**



## Agenda Item Summary

8.1

**Date:** December 2, 2021

**Agenda Item:** FY21-22 Revised Budget/Organizational Chart

Review

Action

No action required

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

**PURPOSE & KEY POINTS:** Review recommendation and approval of Tennessee Tech’s 2021-22 Revised Budget and Organizational Chart.

Revised Budget reflects revenue based on fall semester actual enrollments. Special fees unspent from fiscal year 2020-21 and other encumbrances from FY2020-21 are included in the revised budget as one-time expense budget increase.

The revised budget includes budget line items for Educational & General (E & G) revenues and expenses for the University’s major operations and Auxiliary Enterprise revenues and expenses. This budget also includes mandatory transfers which are resources set aside to service debt for the fiscal year. Non-mandatory transfers included in the budget are resources transferred to reserves and plant funds at the University’s discretion.

## Definitions for Budget Cycles, Revenue Categories, Expense Categories

**Actuals FY2020-21:** This data reflects how the FY2020-21 ended. This data is used for preparation of the University's financial statements. Unspent resources at end-of-year are either included in the beginning fund balance of the Revised Budget or, in the case of special fees and research related obligations, re-budgeted into the departments.

**Proposed Budget FY2021-22:** The Proposed Budget is our original budget (operating plan) to begin the new fiscal year. This budget includes only recurring revenue and expense items. The Proposed Budget revenues are based on estimated fall semester enrollments and generally includes any new State appropriations the University expects to receive. New cost increases that create ongoing obligations are included in the Proposed Budget.

**Revised Budget FY2021-22:** This budget is the first revision to our Proposed Budget. The Revised Budget reflects revenue estimates based on actual fall enrollments. Expense budgets are increased for any unspent resources (carryforwards) from the prior fiscal year, FY2020-21.

**Educational & General (E&G) Revenues:** These are unrestricted resources that can be used for anything within the mission of the University.

**E&G Expenses by Budget Category:** Expenses are shown by functional classification. These categories show how expenses are budgeted for the different functions of the University.

**E&G Expenses by Natural Classification:** Expenses are shown by type of expenses, e.g., salaries and wages, fringe benefits, travel, etc.

**Auxiliary Budget Summary:** Budgets for activities such as housing, foodservices, recreation center, that must operate at a profit or at least breakeven point.

**Mandatory Transfers:** Transfers for annual debt service obligations.

**Non-Mandatory Transfers:** Transfers for University funded capital projects (Unexpended Plant) and renewal and replacement funds for major maintenance and equipment replacement including technology hardware and software.

**E&G Revenues - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Tuition and Fees	\$ 99,001,296	\$ 98,296,000	\$ 99,019,300
State Appropriations	\$ 61,143,975	\$ 63,514,400	\$ 64,128,100
Contracts and Indirect Cost	\$ 2,859,183	\$ 971,400	\$ 971,400
Sales and Services Educational	\$ 1,215,627	\$ 872,500	\$ 872,000
Other Activities (incl Athletic Student Fee)	\$ 18,313,046	\$ 9,914,800	\$ 10,331,800
<b>Total Revenues</b>	<b>\$ 182,533,127</b>	<b>\$ 173,569,100</b>	<b>\$ 175,322,600</b>

**E&G Expenses by Budget Category - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Instruction	\$ 72,271,306	\$ 77,398,100	\$ 89,399,100
Research	\$ 2,049,034	\$ 1,984,500	\$ 4,458,400
Public Service	\$ 1,998,073	\$ 2,014,100	\$ 2,486,000
Academic Support	\$ 12,312,608	\$ 13,049,300	\$ 14,979,100
Student Services	\$ 19,833,987	\$ 21,290,300	\$ 22,767,500
Institutional Support	\$ 14,174,960	\$ 18,218,200	\$ 19,308,600
Oper. & Maint. of Plant	\$ 11,985,224	\$ 15,514,700	\$ 16,281,900
Scholarships & Fellowships	\$ 14,575,925	\$ 16,194,300	\$ 16,309,200
<b>Total Expenses</b>	<b>\$ 149,201,117</b>	<b>\$ 165,663,500</b>	<b>\$ 185,989,800</b>

**E&G Expenses by Natural Classification - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Salaries and Wages	\$ 78,951,283	\$ 81,849,100	\$ 83,091,600
Fringe Benefits	\$ 31,982,933	\$ 36,609,900	\$ 35,758,400
Travel	\$ 583,620	\$ 1,638,900	\$ 1,685,400
Operating & Utilities	\$ 22,164,195	\$ 29,039,800	\$ 48,608,000
Scholarships & Fellowships	\$ 14,575,925	\$ 16,194,300	\$ 16,309,200
Capital	\$ 943,161	\$ 331,500	\$ 537,200
<b>Total Expenses</b>	<b>\$ 149,201,117</b>	<b>\$ 165,663,500</b>	<b>\$ 185,989,800</b>

**E&G Unrestricted Budget Summary - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Beginning Fund Balance	\$ 31,094,122	\$ 7,809,665	\$ 29,185,267
E&G Revenues	\$ 182,533,127	\$ 173,569,100	\$ 175,322,600
E&G Expenses	\$ (149,201,117)	\$ (165,663,500)	\$ (185,989,800)
Mandatory Transfers	\$ (3,507,468)	\$ (3,628,700)	\$ (3,668,700)
Non-mandatory Transfers	\$ (31,762,965)	\$ (4,277,000)	\$ (6,528,600)
<b>Ending Fund Balance</b>	<b>\$ 29,155,699</b>	<b>\$ 7,809,565</b>	<b>\$ 8,320,767</b>

**Auxiliary Budget Summary - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Beginning Fund Balance	\$ 1,579,064	\$ 1,259,088	\$ 1,509,166
Aux Revenues	\$ 19,813,627	\$ 18,429,100	\$ 18,489,500
Aux Expenses	\$ (7,879,740)	\$ (8,032,700)	\$ (8,201,800)
Mandatory Transfers	\$ (6,065,443)	\$ (7,082,100)	\$ (6,901,000)
Non-mandatory Transfers	\$ (5,908,775)	\$ (3,314,200)	\$ (3,444,200)
<b>Ending Fund Balance</b>	<b>\$ 1,538,733</b>	<b>\$ 1,259,188</b>	<b>\$ 1,451,666</b>

**TOTAL Budget Summary - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
Beginning Fund Balance	\$ 32,673,186	\$ 9,068,753	\$ 30,694,433
Total Revenues	\$ 202,346,754	\$ 191,998,200	\$ 193,812,100
Total Expenses	\$ (157,080,857)	\$ (173,696,200)	\$ (194,191,600)
Mandatory Transfers	\$ (9,572,911)	\$ (10,710,800)	\$ (10,569,700)
Non-mandatory Transfers	\$ (37,671,740)	\$ (7,591,200)	\$ (9,972,800)
<b>Ending Fund Balance</b>	<b>\$ 30,694,432</b>	<b>\$ 9,068,753</b>	<b>\$ 9,772,433</b>

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**Breakdown of E&G Fund Balance - Actuals FY2020-21, Proposed Budget FY2021-22, & Revised Budget FY2021-22**

	<b>Actuals FY2019-20</b>	
	<u>Beginning Fund Balance</u>	<u>Ending Fund Balance</u>
Allocation for Encumbrances	\$ 1,620,451	\$ 1,470,875
Allocation for Working Capital	\$ 4,196,189	\$ 3,863,417
Special Allocations*	\$ 25,277,482	\$ 23,850,975
Unallocated Balance	\$ -	\$ -
<b>Total E&amp;G Fund Balance</b>	<b>\$ 31,094,122</b>	<b>\$ 29,185,267</b>
*2% to 5% Reserve of E&G Revenues	\$ 21,450,377	\$ 20,245,349
*Student Activity Fee	\$ 1,322,338	\$ -
*Technology Access Fee	\$ 604,148	\$ 1,723,100
*Specialized Academic Course Fee	\$ 1,900,619	\$ 1,882,526
Total Special Allocations	\$ 25,277,482	\$ 23,850,975

	<b>Proposed Budget FY2020-21</b>	
	<u>Beginning Fund Balance</u>	<u>Ending Fund Balance</u>
Allocation for Encumbrances	\$ -	\$ -
Allocation for Working Capital	\$ 4,196,189	\$ 4,196,189
Special Allocations*	\$ 3,613,476	\$ 3,613,466
Unallocated Balance (due to rounding)	\$ -	\$ -
<b>Total E&amp;G Fund Balance</b>	<b>\$ 7,809,665</b>	<b>\$ 7,809,655</b>
*2% to 5% Reserve of E&G Revenues	\$ 3,613,476	\$ 3,613,466
*Student Activity Fee	\$ -	\$ -
*Technology Access Fee	\$ -	\$ -
*Specialized Academic Course Fee	\$ -	\$ -
Total Special Allocations	\$ 3,613,476	\$ 3,613,466

	<b>Revised Budget FY2020-21</b>	
	<u>Beginning Fund Balance</u>	<u>Ending Fund Balance</u>
Allocation for Encumbrances	\$ 1,470,875	\$ -
Allocation for Working Capital	\$ 3,863,417	\$ 4,390,500
Special Allocations*	\$ 23,850,975	\$ 5,381,900
Unallocated Balance (due to rounding)	\$ -	\$ -
<b>Total E&amp;G Fund Balance</b>	<b>\$ 29,185,267</b>	<b>\$ 9,772,400</b>
*2% to 5% Reserve of E&G Revenues	\$ 20,245,349	\$ 5,381,900
*Student Activity Fee	\$ -	\$ -
*Technology Access Fee	\$ 1,723,100	\$ -
*Specialized Academic Course Fee	\$ 1,882,526	\$ -
Total Special Allocations	\$ 23,850,975	\$ 5,381,900

8.1

## E&amp;G Transfers - Actuals FY2020-21, Proposed Budget FY2021-22, &amp; Revised Budget FY2021-22

	Actuals FY2020-21	Proposed Budget FY2021-22	Revised Budget FY2021-22
<b><u>Debt Service-Mandatory</u></b>			
Debt Service Perf Contract	\$ 482,310	\$ 491,074	\$ 491,074
Debt Service Fitness Center	\$ 1,602,561	\$ 1,630,000	\$ 1,670,000
Debt Service Parking	\$ 795,632	\$ 860,935	\$ 860,935
Debt Service Lab Science Bldg	\$ 626,965	\$ 646,673	\$ 646,673
Debt Service Univ Center	\$ -	\$ -	\$ -
Debt Service Eblen Center	\$ -	\$ -	\$ -
<b>Total Debt Service Transfers</b>	<b>\$ 3,507,468</b>	<b>\$ 3,628,682</b>	<b>\$ 3,668,682</b>
<b><u>Unexpended Plant</u></b>			
Debt Service Fitness Center	\$ 516,107	\$ -	\$ 160,980
Debt Service Univ Center	\$ 93,746	\$ 89,460	\$ 89,460
Debt Service Eblen Center	\$ 206,242	\$ 196,810	\$ 196,810
Facilities Development (fee)	\$ 332,105	\$ 269,115	\$ 238,615
Landscaping	\$ 672,000	\$ -	\$ 325,000
Parking and Transportation	\$ 200,805	\$ 200,805	\$ 200,805
Various Academic Buildings	\$ 800,000	\$ 345,890	\$ 345,890
Extraordinary Maintenance	\$ 560,000	\$ 560,000	\$ 560,000
Quillen Lighting	\$ 870,000	\$ -	\$ -
HOOP Restrooms	\$ 500,000	\$ -	\$ -
Tucker Stadium Turf	\$ 773,409	\$ -	\$ -
Small Projects	\$ 1,659,005	\$ 211,000	\$ 282,469
<b>Total Unexp Plant Transfers</b>	<b>\$ 7,183,419</b>	<b>\$ 1,873,080</b>	<b>\$ 2,400,029</b>
<b><u>Renewal and Replacement</u></b>			
IT Computer Equipment	\$ 377,110	\$ 377,110	\$ 577,110
Electronic Upgrades	\$ 350,000	\$ 350,000	\$ 350,000
Equipment - Departments	\$ 541,846	\$ 542,792	\$ 767,452
ERP Replacement	\$ 6,566,745	\$ -	\$ 1,000,000
Athletics	\$ 902,173	\$ -	\$ -
Anticipated Early Graduation	\$ 1,133,986	\$ 1,133,986	\$ 1,133,986
Reserves	\$ 14,707,686	\$ -	\$ 300,000
<b>Total R&amp;R Transfers</b>	<b>\$ 24,579,546</b>	<b>\$ 2,403,888</b>	<b>\$ 4,128,548</b>
<b>GRAND TOTAL All Transfers</b>	<b>\$ 35,270,433</b>	<b>\$ 7,905,650</b>	<b>\$ 10,197,259</b>

<b>Reserves - Revised Budget FY2021-22 (bal. at 6-30-21)</b>	
	<b><u>Unexpended Plant</u></b>
Land Purchases	\$ 2,705,630
New Construction:	
Science Building	\$ 2,407,691
Fitness & Rec Center	\$ 2,613,918
Shipley Farm Hay Barns	\$ 5,235
Football Offices	\$ 512,252
Athletics Pavilion	\$ 735
Innovation Residence Hall	\$ 814,870
Chiller Innovation Residence Hall	\$ 2,300,000
Parking & Transportation	\$ 4,786,017
Residence Hall Renovations & Roof	\$ 1,979,901
Roaden Center Renovation	\$ 486,054
Infrastructure & HVAC	\$ 1,351,303
Roof Replacement	\$ 488,278
Building Upgrades	\$ 85,156
Tucker Stadium Turf	\$ 623,045
Quillen Field Lighting Upgrade	\$ 870,000
Hoop Roof Replacement	\$ 1,690,308
Hoop Restroom	\$ 500,000
Intramural Field Lighting	\$ 134,318
Cooper Dunn Furnishings	\$ 317,076
Extraordinary Maintenance	\$ 2,212,895
Landscaping	\$ 442,620
Lab Science AV Equipment	\$ 751,115
Library Phase and Advising Center	\$ 204,928
Campus Gateway Signage	\$ 294,459
Depts. Small Projects	\$ 142,375
Other Small Projects	\$ 12,759
Data Center Fire Protection	\$ 404,459
Facilities Development Fund	\$ 1,911,910
Regional Consultants	\$ 480,673
Master Plan	\$ 156,382
Various Academic Upgrades	\$ 872,340
<b>Total Unexpended Plant</b>	<b>\$ 32,558,701</b>
	<b><u>Renewal and Replacement</u></b>
Auxiliary - Housing	\$ 15,851,430
Auxiliary - Other	\$ 17,546,222
Computer Center	\$ 3,823,429
Technology Update	\$ 1,689,667
Telecommunication	\$ 646,658
Printing & Photo Services	\$ 219,364
Motor Pool	\$ 414,935
Craft Center R&R	\$ 471,508
Athletics	\$ 994,679
Strat. Invest. Main & Beautification	\$ 3,800,000
Anticipated Early Grad Change	\$ 1,133,986
HERFF	\$ 10,234,181
ERP Replacement	\$ 6,566,745
Departmental R&R	\$ 1,284,099
University Reserve	\$ 6,831,271
<b>Total R&amp;R</b>	<b>\$ 71,508,171</b>
<b>GRAND TOTAL All Reserves</b>	<b><u>\$ 104,066,872</u></b>

## 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/businessoffice/pdf/budget/Final-October-Summary-Book\\_FY2021-2022.pdf](https://www.tntech.edu/businessoffice/pdf/budget/Final-October-Summary-Book_FY2021-2022.pdf)

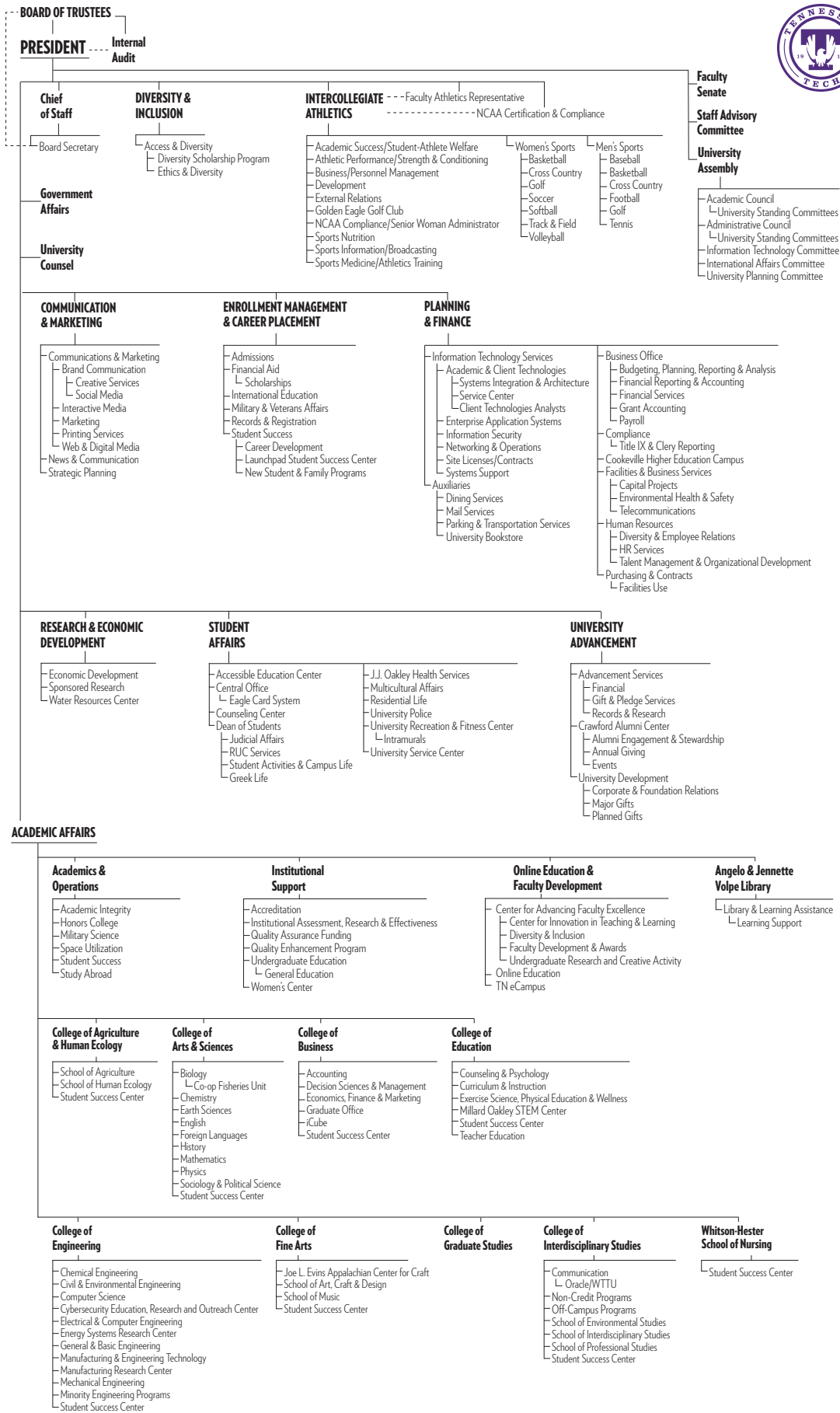
Direct Link to document – **Analysis**:

[https://www.tntech.edu/businessoffice/pdf/budget/Final-October-Analysis-Book\\_FY2021-2022.pdf](https://www.tntech.edu/businessoffice/pdf/budget/Final-October-Analysis-Book_FY2021-2022.pdf)

**Historical Budget documents (FY2011 through FY2021):**

Budget **Summary** and **Analysis**: <https://www.tntech.edu/businessoffice/bpra/budgetary-info.php>







## Agenda Item Summary

8.1

**Date:** December 2, 2021

**Agenda Item:** Tuition Transparency Act Report(T.C.A. §49-7-1604)

Review

Action

No action required

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

**PURPOSE & KEY POINTS:** By February 1 of each year, the Board is required to provide a report to the General Assembly with information regarding expenditures of revenues derived from any tuition and fees increase in the previous full academic year. The report must include how revenues were used, the effect on student financial aid, and the effect on the average total cost of attendance per student.



# State of Tennessee

## PUBLIC CHAPTER NO. 614

### SENATE BILL NO. 1665

By Dickerson, Gresham, Yarbro

Substituted for: House Bill No. 1684

By Smith, Ragan, Daniel, Moody, Hardaway, Terry, Towns

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 11; Title 49, Chapter 7; Title 49, Chapter 8 and Title 49, Chapter 9, relative to higher education.

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

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

#### 49-7-1601.

This part shall be known and may be cited as the "Tuition Transparency and Accountability Act."

#### 49-7-1602.

As used in this part:

(1) "Board" means the trustees of the University of Tennessee or a state university board, as applicable;

(2) "Cost of attendance" means the combined cost of tuition, mandatory fees, room and board, books, and other educational expenses as determined by the financial aid office of the postsecondary institution;

(3) "Predictive cost estimate" means a non-binding estimated cost of attending an undergraduate program at the postsecondary institution based on a student's chosen field of study over a four-year period. A predictive cost estimate may include, but is not limited to, potential tuition and mandatory fee increases, projected increases in tuition based on a student's chosen field of study, and historical trend data; and

(4) "Tuition and mandatory fees" means the charges imposed to attend the relevant institution of higher education as an in-state undergraduate student and all fees required as a condition of enrollment as determined by the board. "Tuition and mandatory fees" does not include fees charged to out-of-state students by institutions of higher education, room and board, or other non-mandatory fees and charges.

#### 49-7-1603.

(a) At least fifteen (15) days prior to holding a meeting to adopt an increase in tuition and mandatory fees, a board shall give public notice of the proposed tuition and mandatory fee increase as an action item on the board's meeting agenda. Individuals shall be permitted to provide comments during the fifteen-day period. The public notice of the proposed tuition and mandatory fee increase shall, at a minimum, include:

(1) An explanation for the proposed tuition and mandatory fee increase;

(2) A statement specifying the purposes for which revenue derived from the tuition and mandatory fee increase will be used; and

8.1

SB 1665

(3) A description of the efforts to mitigate the effect of the tuition and mandatory fee increase on students.

(b)(1) By January 1, 2019, each board shall develop a list of factors that shall be considered when developing recommendations to increase tuition and mandatory fees. The factors shall include, at a minimum, the level of state support; total cost of attendance; and efforts to mitigate the financial effect on students.

(2) Each state university and each campus in the University of Tennessee system shall post on its website a summary of the recommendations pursuant to subdivision (b)(1).

**49-7-1604.**

By February 1 of each year, each governing board shall provide a report to the office of legislative budget analysis, for distribution to the general assembly, with information regarding expenditures of revenues derived from any tuition and fees increase in the previous full academic year. The report shall include how revenues were used, the effect on student financial aid, and the effect on the average total cost of attendance per student.

**49-7-1605.**

Beginning August 1, 2019, each state university and each campus in the University of Tennessee system shall provide, with a student's letter of acceptance, a predictive cost estimate for students applying for undergraduate degree programs for the 2020-2021 academic year and for academic years thereafter.

SECTION 2. This act shall take effect July 1, 2018, the public welfare requiring it.

8.1

SENATE BILL NO. 1665

PASSED: March 19, 2018

  
RANDY McNALLY  
SPEAKER OF THE SENATE

  
BETH HARWELL, SPEAKER  
HOUSE OF REPRESENTATIVES

APPROVED this 2<sup>nd</sup> day of April 2018

  
BILL HASLAM, GOVERNOR

**State of Tennessee  
2018 Public Acts, Chapter 614  
T.C.A § 49-7-1604**

By February 1 of each year, each governing board shall provide a report to the office of legislative budget analysis, for distribution to the general assembly, with information regarding expenditures of revenues derived from any tuition and fees increase in the previous full academic year. The report shall include how revenues were used, the effect on student financial aid, and the effect on the average total cost of attendance per student.

8.1

**Report Based on FY 2020-21 Financial Data**

<b>Tuition increase of : No Increase for FY20-21</b>	
<b>Effect on Average Cost of Attendance per student = \$0</b>	
<b>Effect on Student Financial Aid = None</b>	
<b>Use of Revenues</b>	<b>Dollars</b>
No revenues from a fee increase	\$0

<b>Mandatory Fees increase of : No increase for FY20-21</b>	
<b>Effect on Average Cost of Attendance per student = \$0</b>	
<b>Effect on Student Financial Aid = None</b>	
	\$0



## Agenda Item Summary

8.1

**Date:** December 2, 2021

**Agenda Item:** Disclosed Projects FY2022-23

**Review**

**Action**

**No action required**

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

**PURPOSE & KEY POINTS:** Review and approval of disclosed projects for FY2022-23 which include a parking garage and football stadium.

## **Parking Garage on Wings-up-Way**

**Currently, campus infrastructure is financially supported by parking permit fee collections. In order to better support beautiful, safe, well-functioning campus streets and grounds under continued development, this plan promotes a change in funding this campus infrastructure. Since all students benefit from streets, sidewalks, parking, landscaping, lighting, pedestrian walkways, bike paths, and greening the campus, we propose eliminating the fees that are charged only to student permit holders and instituting a mandatory fee for all students that covers campus benefits associated with streets and grounds including a new parking garage. Employees will continue to purchase permits as is currently done.**

**8.1**



**Parking Garage on Wings-up-Way**

The garage will be located behind the STEM building and provide parking for the southeast quadrant of campus.

*4-level, above ground parking garage		
*Cast-in place concrete with brick and limestone/precast detailing		
*412 Parking spaces - 65 spaces dedicated to employees; 347 available to students		
*Construction cost per space approximately \$26,000		
*Total project cost (including design and other non-construction costs)	\$	13,295,600
*Investment from parking reserves	\$	1,000,000
*Bond financing	\$	12,925,000
	\$	13,925,000
<b>Annual debt service (20 yr bonds @ 5.5%)</b>	\$	<b>1,057,269</b>

<b>Parking and Transportation - Pro Forma</b>			
	<u>Current</u>		<u>Proposed</u>
Parking revenues students (3151 red zone X \$230 annual)	\$ 724,730		
Parking revenues students (1430 green zone X \$230 annual)	\$ 328,900		
Parking revenues students (271 teal zone X \$230 annual)	\$ 62,330		
Parking revenues students (248 purple zone X \$138 annual)	\$ 34,224		
Parking revenues employees (1086 X \$280 annual)	\$ 304,080	\$	304,080
Parking revenues students (9348 headcount X \$274 annual)		\$	2,561,362
Parking revenues staff (65 X \$700 annual)		\$	45,500
Gross revenues	\$ 1,454,264	\$	2,910,942
Operating expenses - current	\$ (353,723)	\$	(353,723)
Operating expenses - parking garage		\$	(100,000)
Total expenses	\$ (353,723)	\$	(453,723)
Net income from parking	\$ 1,100,541	\$	2,457,219
Current debt service for parking & transportation	\$ 839,593	\$	839,593
Debt service - parking garage 20yrs 5.5%		\$	1,057,269
<b>Net after debt service</b>	<b>\$ 260,948</b>	<b>\$</b>	<b>560,357</b>

<b>Objective of the project:</b>			
Provide additional student parking near core of campus			
Provide parking opportunities for all students			
Provide parking to all students at a reasonable cost			
<b>Current student parking fall semester 2021:</b>			
	<u>Number Sold</u>	<u>Annual Cost per Permit</u>	
Red zone (2388 prime student parking spaces)	3151	\$ 230	
Green zone (1029 housing student parking spaces)	1430	\$ 230	
Teal zone (333 Tech Village apartment parking spaces)	271	\$ 230	
Purple zone (735 edge of campus parking spaces)	248	\$ 138	
Total number students currently purchasing parking permits	5100		
Total number students not currently purchasing parking permits	4248		
<b>Proposal assumptions:</b>			
	<u>Fall 2021 Headcount</u>	<u>Annual cost per student</u>	
All students will pay a parking and transportation fee	9348	\$ 274	
All students will have equal access to all student parking			
Student parking zones will be eliminated			

8.1

## **Football Stadium Replacement Project**

**A winning university football program can generate tremendous benefits to the campus and local community. It can boost the local economy, strengthen the community/campus relationship, create spirit and pride in the student body, and generate publicity and visibility that increases student enrollment. The proposed remodel of Tucker Stadium is critical to Tech's football success. Our quality student-athletes are at a disadvantage in the current facility, and the university is forfeiting the opportunities for the benefits a new stadium can bring. The entire new West Side premium seating – suites, club, chairback, berm – will generate revenues. ETSU and Austin Peay enjoy sold-out premium seating because their new stadiums energized their fan bases. As a result, they also are experiencing increased revenues and winning records. ETSU and Austin Peay are financing their stadiums in the same way as Tech is proposing. We are hiring a consultant to help us verify the pricing of new stadium seating, expected concession revenues and other rental income.**

**8.1**

**Football Stadium Replacement Project**

*The project includes demolition of existing West Stadium and replacement of stadium with an updated facility	
*The project is envisioned to be approximately 59,199 square feet with total seating capacity of 5,300	
*The facility will include:	
Suite level with 2 premium suites and 12 regular suites	
Club level to seat 500	
Chairback seating to seat 1850	
North and south end berms to accommodate 1000	
*Total project cost (including design and other non-construction costs)	\$ 29,900,000
*Investment from University reserves	\$ 6,900,000
*Bond financing	\$ 23,000,000
	<u>\$ 29,900,000</u>
<b>Annual debt service (20 yr bonds @5.5%)</b>	<b>\$ 1,881,321</b>

8.1

**Football Stadium - Pro Forma**

	<u>Current</u>	<u>Proposed</u>
Season tickets (1355 sold fall 2019)	\$ 28,866	
Gate sales (3995 sold fall 2019)	\$ 37,202	
Rental of premium suites		\$ 100,000
Rental of suites (12)		\$ 180,000
Club level seating (500)		\$ 300,000
Chairback (1850)		\$ 555,000
Berm (1000)		\$ 100,000
Event rental		\$ 150,000
Concession and catering revenue (game and non-game)	\$ 9,751	\$ 50,000
Anonymous annual gifts		\$ 250,000
President's discretionary gift income		\$ 100,000
Allocation of existing foodservice commission revenue (non-game)		\$ 175,000
Gross revenues	<u>\$ 75,819</u>	<u>\$ 1,960,000</u>
Debt service annually 20 yrs./ 5.5%*	<u>\$ -</u>	<u>\$ 1,881,321</u>
<b>Net after debt service</b>	<u><u>\$ 75,819</u></u>	<u><u>\$ 78,679</u></u>

\*Required to prove revenues to support 5.5% interest rate (coupon rate)

Note: No additional operating expenses expected as this is a replacement project and operating costs are already budgeted within Athletics' operating budget.

**Current Operations:**

Tennessee Tech plays 5 or 6 home games each season  
 Sold 5,350 tickets in 2019 season  
 Current pricing for tickets:

Season Ticket (highest rate)	\$ 36
Youth Season Ticket (ages 13-18)	\$ 25
Senior Season Ticket	\$ 25
Tech Employee Season Ticket	\$ 20
Tech Student Spouse/Child Season Ticket	\$ 12
Back the Golden Eagles Season Ticket Plan (10 tickets/game)	\$ 200
Family Season Ticket Plan (2 adult & 3 youth tickets/game)	\$ 75
Individual Game Ticket	\$ 10
Group per ticket price (for groups of 25+)	\$ 3

**Assumptions:**

Tennessee Tech will play 5 or 6 home games each season  
 Suites and club level area will be available for event rentals when not scheduled for a home game  
 Each premium suite will rent for \$50,000 per season  
 Each regular suite will rent for \$15,000 per season  
 Club level seating will rent for \$600 for season tickets or \$100 to \$125 per game  
 Chairback seating will rent for \$300 for season tickets or \$50 to \$60 per game  
 Berm areas will rent for \$100 for season or \$20 per game  
 Concession revenues will increase from better facilities, better options and catering revenues from event rentals

## Financial Impact of Parking Garage and Football Stadium Projects

<u>Parking Garage</u>	
Total Project Cost	\$ 13,925,600
Investment from parking reserves	\$ 1,000,000
Bond financing	\$ 12,925,600
	<u>\$ 13,925,600</u>

Annual debt service (20 yrs 5.5%) \$ 1,057,269

<u>Football Stadium</u>	
Total Project Cost	\$ 29,900,000
Investment from University reserves	\$ 6,900,000
Bond financing	\$ 23,000,000
	<u>\$ 29,900,000</u>

Annual debt service (20 yrs 5.5%) \$ 1,881,321

### Financial Impact of Debt

	<u>FY2021</u>	<u>Adjusted for additional debt</u>	<u>Industry Standard</u>	<u>Watch Level</u>
Consolidated Financial Indicator (CFI)	4.87	4.71	3.00	1.00
Viability Ratio	1.15	1.04	1.25	0.41

### Debt Capacity

\*State of TN debt capacity requirement: Unrestricted revenues in each fiscal year must be no less than two times the amount required for annual financing charges with respect to all projects for the university.

	<u>Debt Capacity</u>	
	<u>Debt Capacity prior to these 2 projects</u>	<u>including these 2 projects</u>
Debt capacity	\$ 96,906,050	\$ 98,377,085
Unrestricted revenues	\$ 193,812,100	\$ 196,754,169
Debt payments	\$ 10,585,342	\$ 12,938,807

### True Interest - Most Recent Bond Issue

20 year bond issue	
Coupon rate	5.0%
True Interest Cost (TIC)	2.3%

\*Our most recent bond issues have sold at a premium resulting in a True Interest Cost of 2.3%

Assuming the future bond issue is similar, the interest cost savings is shown below.

	<u>Interest Rate 2.3%</u>	<u>Interest Rate 5.5%</u>	<u>Interest Savings</u>
Assuming 20 yr. bonds @ 2.3% vs. 5.5%			
Parking Garage	\$795,214.85	\$ 1,057,269.00	\$ 262,054.15
Stadium	\$1,415,082.52	\$ 1,881,321.00	\$ 466,238.48



## Agenda Item Summary

**Date:** December 2, 2021

**Agenda Item:** Meeting Dates

Review

Action

No action required

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**PRESENTERS:** Chair Harper

**PURPOSE & KEY POINTS:** Announce the upcoming Board of Trustees' meeting dates:

Next Informational Session will be virtual on February 3, 2021 and will be provided by Academic Affairs and Research

Board meetings for calendar year 2022:

March 10, 2022

June 23, 2022

October 6, 2022

December 1, 2022