

# MEETING OF THE



## TENNESSEE HIGHER EDUCATION COMMISSION

Summer Quarterly Meeting  
18<sup>th</sup> Floor, Parkway Towers  
July 22-23, 2015

**Tennessee Higher Education Commission**  
**July 22, 2015**  
**Work Session Agenda**  
**1:00 – 4:30 p.m. Central Time**

- I. 2015-25 Planning Cycle (*Staff Recommend Regular Agenda*)
  - a. Master Plan
  - b. Quality Assurance
  - c. Funding Formula
  
- II. Approval of New Academic Degree Programs (*Staff Recommend Consent Agenda*)
  - a. East Tennessee State University – Pharmacy Studies, BS
  - b. East Tennessee State University – Global Sport Leadership, EdD
  - c. East Tennessee State University – Post-Doctor of Nursing Practice Graduate Certificates: Family Nurse Practitioner, Adult/Gerontological Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Executive Leadership in Nursing
  - d. UT Chattanooga – Social Work, MSW
  - e. UT Chattanooga -- Interior Design, MID and MSID
  
- III. Postsecondary Education Authorization (*Staff Recommend Consent Agenda*)
  - a. Authorization of New Institutions
  - b. Approval of New Programs
  
- IV. July 1 Proposed 2015-16 Operating Budgets (*Staff Recommend Consent Agenda*)
  
- V. College Access Programs Update (*Information*)
  
- VI. Tennessee Education Lottery Scholarship Annual Report (*Information*)
  
- VII. Diversity in Teaching Grant Awards, 2015-17 (*Information*)

**AGENDA**  
**TENNESSEE HIGHER EDUCATION COMMISSION**  
**Summer Quarterly Meeting**  
**Commission Boardroom, Parkway Towers**  
**July 22-23, 2015, 10:00 a.m. CDT**

**July 22, 1:00 – 4:30 p.m. Central Time**

Work Session

**July 23, 9:00 – 10:30 a.m. Central Time**

**Adoption of Agenda**

**Approval of Minutes, April 23, 2015 Meeting**

**Chairman’s Report**

**Executive Director’s Report**

**Recognition of Institutional Excellence**

DSCC Summer Skill Builder Program, Dr. Karen Bowyer

**Systems’ Reports**

Tennessee Board of Regents

University of Tennessee

**I. Action Items**

- A. Election of 2015-16 Officers
- B. Approval of New Academic Degree Programs
  - 1. East Tennessee State University – Pharmacy Studies, BS
  - 2. East Tennessee State University – Global Sport Leadership, EdD
  - 3. East Tennessee State University – Post-Doctor of Nursing Practice Graduate Certificates: Family Nurse Practitioner, Adult/Gerontological Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Executive Leadership in Nursing
  - 4. UT Chattanooga – Social Work, MSW
  - 5. UT Chattanooga -- Interior Design, MID and MSID
- C. Postsecondary Education Authorization
  - 1. Authorization of New Institutions
  - 2. Approval of New Programs
- D. Approval of the 2015-2025 Master Plan for Tennessee Higher Education
- E. 2015-20 Outcomes-Based Formula
- F. 2015-20 Quality Assurance Funding
- G. 2015-16 Proposed Operating Budgets
- H. University of Tennessee Health Science Center Master Plan Update

**II. Information Items**

- A. College Access Programs Update
- B. Tennessee Education Lottery Scholarship Annual Report
- C. Diversity in Teaching Grant Awards, 2015-17
- D. Audit Committee Update
- E. Fall Commission Meeting, November 18-19, 2015

**MINUTES**  
**TENNESSEE HIGHER EDUCATION COMMISSION**  
**Spring Quarterly Meeting**  
**April 23, 2015, 9:00 a.m. CST**

The meeting was called to order by Chairman Evan Cope at 9:00 a.m.

Commission Members Present:

Mr. Evan Cope	Treasurer David Lillard
Mr. Robert Fisher	Mr. Alex Martin
Secretary of State Tre Hargett	Ms. Pam Martin
Ms. Sharon Hayes	Ms. Mintha Roach
Dr. Sara Heyburn	Mr. Keith Wilson
Mr. Bill Lee	

Commission Members Absent:

Mr. Jon Kinsey	Mayor A C Wharton
Ms. Pam Koban	Comptroller Justin Wilson

**Opening Remarks**

Chairman Evan Cope welcomed all and thanked them for their attendance. He introduced special guests: Ms. Mintha Roach, new THEC member from Knoxville, replacing Mr. Randy Boyd; Mr. Dennis Jones, President of the National Center for Higher Education Management Systems (NCHEMS); and Ms. Keri McInnis, TSAC board member and former student member of THEC. Chairman Cope announced that Mr. Robert Fisher, student voting member, is rotating off the Commission and noted this would be his final meeting. He thanked Mr. Fisher for his dedicated service to the Commission.

**Adoption of Agenda**

Mr. Cope inquired if any Commission member would like to place any items discussed yesterday on the consent agenda; there being no further additions, he called for a motion to approve the agenda. Mr. Keith Wilson made a motion to approve the agenda as presented. Ms. Sharon Hayes seconded the motion; the motion was duly adopted.

**Approval of Minutes, January 29, 2015, Meeting**

Chairman Cope then called for a motion to approve the minutes of the January 29, 2015, Commission meeting. Ms. Hayes made a motion to approve the minutes as presented. Mr. Wilson seconded the motion; the motion was duly adopted.

**Chairman's Report**

Chairman Cope discussed the new format of the THEC meeting and worksession and noted the format allows for more in-depth discussion. He then recognized Mr. David Wright for an update on the Master Plan. Mr. Wright briefly reviewed meetings and webinars held to date and recognized Mr. Dennis Jones of NCHEMS to provide a more thorough review of the Master Plan. Mr. Jones began by noting that the overarching goal for Tennessee is already well-established in the Drive to 55 initiative, with the major goal already in place, the master planning effort for the next decade needs to address the following topics: Other State goals deserving of attention; adding detail to D55; determining additional capacity needed to meet goals; and a financing strategy and gave a brief elaboration of each topic.

## **Executive Director's Report**

Dr. Russ Deaton, Interim Executive Director, was recognized. He began by thanking Mr. Fisher for his service on the Commission over the past two years and wished him well with his future endeavors. Dr. Deaton then commented on the productive worksession held yesterday afternoon, noting the new format allowed for more lengthy in-depth discussion among members on major items. He then acknowledged two staff members, one from THEC and one from TSAC for being selected to be representatives of the Tennessee Government Management Institute leadership and development training opportunities for state employees; Maryann Rainey, assistant director of postsecondary completion initiatives, and Jason Seay, director of outreach and college access and commended them for that accomplishment. He commented next on a capital task force Governor Haslam asked to be constituted to address long term challenges on capital projects. The goal is to increase the state's capacity to produce graduates in needed fields and report back to the state strategies to address weaknesses and opportunities in the program. Dr. Deaton noted the Governor requested the task force to submit recommendations by late summer. In closing, he provided a brief overview of the higher education budget. He noted the budget passed with additions which include \$25.7M for formula units; \$10M for the TSAA, which was critical for the need-based program; and the top 6 capital projects were funded. He stated that the disclosed projects were acknowledged and is included for information purposes.

Dr. Deaton then recognized Mr. Scott Sloan, General Counsel and Associate Executive Director for Legal and Regulatory Affairs to provide an update on legislative matters pertaining to higher education. Mr. Sloan began by noting the second session of the 109<sup>th</sup> General Assembly adjourned last night. He then briefed the Commission on bills passed this session beginning with SB 976 Vets Act Update and noted the recent changes; SB 299 State Authorization Reciprocity Act (SARA); SB 237 Higher Education Technical Institutions Publications Committee Sunset; SB 333 University of Memphis Out of State Tuition; SB 605 Community College Reconnect Grant; SB 1018 Test-Prep Class Exemption under the Postsecondary Authorization Act; and SB 543 Barber and Cosmetology Schools under the Postsecondary Authorization Act.

## **Recognition of Institutional Excellence**

Chairman Cope recognized Dr. M. David Rudd, President of the University of Memphis, to present this report. Dr. Rudd briefed the Commission on the Veteran's space at the University of Memphis and the mission which is "to support a transition from military life to civilian life and provide the services to pursue academic and personal interests, and integration into the campus community." He then reviewed the designations which are: being a top military friendly school; U.S. News Top 25 Online Graduate Business Programs for Veterans; and a Tennessee Veterans Education Transition Support (VETS) Campus. Dr. Rudd also commented on the enrollment growth at the undergraduate and graduate levels, available resources, and community partnerships, and other additional outcomes such as the number of Veteran students served, retention and graduation rates, Veteran student organization members and engagement with the campus community.

## **Systems' Reports**

### **Tennessee Board of Regents**

Mr. John Morgan, Chancellor, Tennessee Board of Regents was recognized. Chancellor Morgan began by acknowledging the creation of an endowment by an

anonymous donation in President Rudd's name in the amount of \$100,000 to the University of Memphis. He then commented on the Pathways to Success guide for degree completion and the series of convenings for co-requisite models in English, Math, and Science where non-credit classes will only be offered if a student is also enrolled in a for-credit class. Chancellor Morgan briefed the Commission on the presidential searches for Chattanooga State Community College, Motlow State Community College and Southwest Tennessee Community College and noted that finalists have been identified for Southwest and Motlow.

### **University of Tennessee**

Dr. Joe DiPietro, President, University of Tennessee System, was recognized. He began his report by commenting on the budget and the next steps to hold tuition at low levels and identify other sources of funding. Dr. DiPietro then announced Chancellor Tom Rakes at UT Martin would like to return to a faculty position and resigned as Chancellor. He noted an interim would be named and a search to fill the Chancellor position will begin in the next six months. Dr. DiPietro briefed the Commission on the Diversity Summit held in Nashville where all components of the UT System were involved to talk about best practices and how to advance diversity and inclusiveness across the system. He then updated the Commission on UT Research reports, the final year of the Ten Score program, and tech transfer. Dr. DiPietro then announced the new Vice President of Development Rickey McCurry, and noted that in addition to serving as vice president, McCurry will fill the role of president and CEO of the UT Foundation.

### **Action Items**

Chairman Cope noted that with the new format of the THEC meeting and the detailed discussion at the worksession, all items were placed on a consent agenda and will be approved with one vote. He then called for a motion to adopt and approve the following consent agenda items:

*Approval of New Academic Degree Programs:* University of Tennessee at Martin, MA, Strategic Communication and Middle Tennessee State University, MA, Liberal Arts

*Postsecondary Education Authorization:* Institutional Reauthorization for the period of July 1, 2015 to June 30, 2016; Temporary Authorization of New Institutions; Approval of New Programs; Recommendations for appointments to the Committee on Postsecondary Educational Institutions; and Recommendation concerning DPSA Complaint #13-0135 to proceed with a hearing on Concord School of Grooming.

Mr. Bill Lee made a motion to approve all items on the consent agenda. Ms. Hayes seconded the motion; the motion was duly adopted.

### **Information Items**

#### **Conflict of Interest Disclosure Statement**

Mr. Sloan reviewed the annual conflict of interest policy and requested each member to fill out and return the form to him or Ms. Carter within 30 days following the spring meeting, as required by policy.

#### **Summer Commission Meeting**

Dr. Deaton advised the Commission that the next scheduled meeting would be July 23, 2015, in the THEC board room.

In closing, Dr. Deaton invited all who could attend to the 2015 Harold Love Community Involvement Award reception that would begin at 11:00 a.m. in the boardroom.

There being no further business, the meeting was adjourned at 10:00 a.m.

Approved:

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Evan Cope, Chair

**DATE:** July 23, 2015

**SUBJECT:** Election of Officers

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION:** The Commission will elect the 2015-16 officers. Article V of the Commission's rules of procedure provides:

The Commission officers shall consist of a chair, two vice-chairs, and a secretary, each elected by the Commission members from among their own number. The office of secretary may be combined with that of vice-chair. Officers shall be elected at the summer Commission meeting, and the term of office of all officers shall be one year or until their successors are elected; and their duties shall be those ordinarily performed by such officers.

No member shall serve as chair in excess of three successive one-year terms. Each vice-chair shall reside in one of the grand divisions of the state in which the chair and other vice-chair do not reside.

The current Commission officers are:

Mr. Evan Cope – Chairman  
Mr. Keith Wilson– Vice Chairman  
Ms. Sharon Hayes – Vice Chairman  
Mayor A C Wharton – Secretary

**Proposed officers are:**

**Mr. Evan Cope – Chairman**  
**Mr. Keith Wilson – Vice Chair**  
**Mr. David Kustoff – Vice Chair**  
**Mayor A C Wharton – Secretary**

**DATE:** July 23, 2015

**SUBJECT:** East Tennessee State University, Pharmacy Studies, Bachelor of Science (BS)

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed Pharmacy Studies BS program at East Tennessee State University will facilitate the Bill Gatton College of Pharmacy’s vision to become a recognized leader of pharmacy education in the Southeast. Students who enter the Bill Gatton College of Pharmacy are required to have earned 61 credit hours but they are not required to have earned a baccalaureate degree. By providing this proposed Pharmacy Studies BS degree, students will have the opportunity to have their academic achievements recognized with this degree while simultaneously working towards the terminal Doctor of Pharmacy (Pharm.D.). The Pharm.D. is the professional degree required for entry into the practice of pharmacy. The majority of Pharm.D. programs accredited by the American Association of College of Pharmacy do not require a bachelor’s degree. Typically, academic entrance requirements can be met in the equivalent of two full-time academic years of study. Currently, students who enter pharmacy school without a degree are not recognized for academic achievement until six years (at minimum) after beginning college.

The proposed program will strengthen ETSU’s academic program offerings, especially in the health professions by offering the only Pharmacy Studies BS program in the State of Tennessee. This program also facilitates pharmacy students who are interested in earning joint degrees such as Master of Business Administration or Master of Public Health. These joint degree programs require a bachelor’s degree as a prerequisite for graduate school admission.

**PROPOSED IMPLEMENTATION DATE:** Fall 2015

**1.1.20A MISSION:** The proposed Pharmacy Studies BS program supports ETSU mission of providing “strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world.” The proposed program aligns with the 2010-15 Public Agenda for Higher Education and the Complete College of Tennessee Act of 2010 for increasing the number of students earning bachelor degrees while maximizing resources for students and the university.

**1.1.20B CURRICULUM:** Students earning the Pharmacy Studies BS degree will attain broad knowledge in the liberal arts and basic sciences, as well as specialized education in the field of pharmacy. The program will require completion of 120 credit hours, including 41 hours in the general education core, 29-30 hours in the science core, 10-11 in guided electives, and 39 hours in the major field core.

**1.1.20C ACADEMIC STANDARDS:** Only students who have been admitted into the Bill Gatton College of Pharmacy (BGCOP) and who have not earned a bachelor’s degree are eligible for admission into the proposed Pharmacy Studies BS program. Admission into the BGCOP requires 61 hours of specified courses. The BGCOP academic prerequisites are aligned with the university’s requirements for awarding bachelor’s degrees.

**Projected Program Enrollment and Productivity**

On average, 38 students matriculate at the Bill Gatton College of Pharmacy without a bachelor’s degree. This number, coupled with the student’s interest survey, served as the data sources for enrollment and graduation projections.

Only full-time students are eligible to enroll in the proposed program. It is projected that full-time students will enroll in 39 credit hours during the first academic year of the pharmacy curriculum. It is presumed that students entering the proposed program will lack only the major core – 39 credit hours, thus the number of graduates equals the number of students enrolled.

<b>Year</b>	<b>Headcount</b>	<b>Graduates</b>
<b>2015</b>	30	30
<b>2016</b>	30	30
<b>2017</b>	30	30
<b>2018</b>	30	30
<b>2019</b>	30	30

**1.1.20D FACULTY:** The instructional workload for the major core of the proposed program will be provided by the 14 full-time faculty in the Bill Gatton College of Pharmacy. There will be no additional faculty or staff needed for the proposed degree program.

**1.1.20E LIBRARY RESOURCES:** The existing library including electronic and database resources are sufficient to support the proposed Pharmacy Studies BS degree.

**1.1.20F ADMINISTRATION/ORGANIZATION:** No new organizational unit will be required. The advanced courses for the proposed program will be offered by Bill Gatton College of Pharmacy.

**1.1.20G SUPPORT RESOURCES:** The Office of Student Affairs provides general support for students and coordinates services that students may need. The Assistant Dean of Students will serve as the coordinator for students in the proposed Pharmacy Studies BS program that may require additional services.

**1.1.20H FACILITIES AND EQUIPMENT:** No additional facilities or equipment are needed. The existing building for the BGCOP provides ample physical space, including a teaching laboratory, for the instructional needs of the proposed program. The BGCOP has significant community-based clinical partners to meet the introductory experiential components of the curriculum.

**1.1.20I NEED AND DEMAND:** The proposed program is designed primarily to meet the academic need of pharmacy students who desire a bachelor's degree, but did not obtain such a degree prior to beginning pharmacy school. The program does not seek to produce graduates directly for the job market. However, individuals who complete the bachelor's degree prior to obtaining the Doctor of Pharmacy will have expanded opportunities pursuing joint-degree programs or post-graduate training. The 2011 Supply and Demand Study identifies pharmacy as a high-need field. According to the Bureau of Labor Statistics, employment projections for pharmacists are projected to increase by 14 percent from 2012 to 2022.

Establishing this proposed program facilitates BGCOP's vision: to become a recognized leader of pharmacy education in the Southeast. This is accomplished through a variety of mechanisms but primarily through the delivery of innovative and quality educational programs.

**1.1.20J NO UNNECESSARY DUPLICATION:** There are no existing Pharmacy Studies BS programs offered at a public or private institution in Tennessee.

**1.1.20K COOPERATING INSTITUTIONS:** None at this time.

**1.120L DIVERSITY AND ACCESS:** East Tennessee State University aspires to be an institution that celebrates diversity by welcoming all students, faculty and staff as respected and valued participants in the University's educational mission.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** The proposed Pharmacy Studies BS program will be evaluated through a combination of methods. The Doctor of Pharmacy is accredited by the American Council of Pharmacy Education (ACPE). Although the ACPE does not accredit non-licensure programs, the overlapping curricular design of the proposed program will result in the program undergoing periodic review as part of the systematic accreditation process. The next ACPE accreditation site visit is scheduled for April 2016.

Additionally, the proposed program will also be evaluated utilizing the Institutional Effectiveness process led by the university's Office of Assessment as it relates to student learning outcomes.

**1.1.20O EXTERNAL JUDGMENT:** As part of the program approval process, an expert in the field is invited to campus to serve as the external reviewer. As this proposed program generates no funds or expenses, THEC waived the external reviewer requirement.

**1.1.20P COST/BENEFIT:** The proposed Pharmacy Studies BS program will generate no new tuition and fees. The program will not require any new faculty, additional facilities, equipment or library resources. Students pursuing the proposed program will pay the normal tuition rate for the College of Pharmacy and will not be charged any additional undergraduate tuition and fees.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

**DATE:** July 23, 2015

**SUBJECT:** East Tennessee State University, Global Sport Leadership, Doctor of Education (EdD)

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed Global Sport Leadership doctoral program will enhance the current educational programs and emphasis on sports at East Tennessee State University. The ETSU emphasis on sport is evidence by a strong intercollegiate athletics program, an Olympic Training site for five sports, and four academic programs in physical education and sport administration. The goal of this doctoral program is to help develop the next generation of leaders in the world of sport.

The proposed EdD in Global Sport Leadership is an entrepreneurial interdisciplinary program developed in partnership with the Department of Intercollegiate Athletics and the School of Graduate Studies. In support of this program, a Center for Global Sports Leadership was developed. The Center will aggregate sport leadership knowledge from experts that will build brand equity by being the authority on global sport leadership. The funding for this entrepreneurial program will be managed through the Center.

The program is distinctive in that ETSU would be the first to offer an online executive doctoral program in this field. The proposed degree will integrate worldwide best practices and experiential learning with instruction by prominent experts and faculty throughout the world.

**PROPOSED IMPLEMENTATION DATE:** Fall 2015

**1.1.20A MISSION:** The proposed Global Sport Leadership EdD program supports ETSU mission of “providing outstanding programs of study, enhanced access to education, and distinctive educational and research opportunities to attract students from around the region and the world.” This unique program will provide students opportunities to gain international and domestic experiences of how sport leadership operates.

**1.1.20B CURRICULUM:** The degree program will require completion of 60 semester hours, including 39 hours in the major field, 9 hours in research, and 12 hours for the capstone project. All courses will be offered on-line. After completion of the first research methods course, students will select a doctoral capstone committee to assist them with the formulation of a research question to demonstrate a problem of practice that is viewed through a global leadership perspective. This committee will consist of a minimum of three faculty members that will review the student’s doctoral capstone project and presentation. Students will also complete two faculty led travel practicums for the purpose of providing experiences of how sports impact culture from international and domestic perspectives.

**1.1.20C ACADEMIC STANDARDS:** Applicants must meet admission requirements of the School of Graduate Studies and the program. Program admission requires a Master’s degree in sport or related discipline with a minimum 3.0 graduate GPA; scores from the Graduate Record Examination; a personal statement; resume; three letters of recommendations; and three years of professional experience in collegiate, professional, or high school athletics.

**Projected Program Enrollment and Productivity**

The program of study for the proposed EdD program will be delivered over three years with the first two years focused on the course work and the final year devoted to the doctoral capstone project. The program is designed primarily for working professionals who will take no more than six credits per term.

Year	Headcount	Graduates
2015	11	--
2016	27	--
2017	42	10
2018	45	15
2019	45	15
2020	45	15
2021	45	15

**1.1.20D FACULTY:** The instructional workload for the proposed program will be provided by seven faculty from various departments within the Colleges of Arts and Science and Education. Additionally, adjunct faculty and mini-lectures from practitioners will be incorporated into the courses. All faculty instructors of record will meet SACSCOC guidelines for faculty competency and the ETSU School of Graduate Studies for graduate faculty status.

**1.1.20E LIBRARY RESOURCES:** The existing library including electronic and database resources are sufficient to support the proposed Global Sport Leadership EdD degree. The Sherrod Library at ETSU has a full-time Distance Education Librarian dedicated to helping online students with their research and ensuring students have the tools they need to succeed.

**1.1.20F ADMINISTRATION/ORGANIZATION:** As an interdisciplinary degree, the Global Sport Leadership EdD program will be offered through the School of Graduate Studies that will oversee the quality and standards of the program. The graduate program coordinator will administer the program and facilitate student recruitment, matriculation, retention and degree completion. The Center for Global Sport Leadership will oversee the administrative processes of the educational program while developing other supporting initiatives in the area of Global Sport Leadership.

**1.1.20G SUPPORT RESOURCES:** Students will have access to a wide range of support resources, including advising and mentoring support from faculty affiliated with the program. The School of Graduate Studies provides an online Graduate Student Liaison to provide targeted support for graduate students enrolled in online programs.

**1.1.20H FACILITIES AND EQUIPMENT:** No additional facilities or equipment are needed for the proposed program.

**1.1.20I NEED AND DEMAND:** The establishment of the proposed Global Sport Leadership program provides ETSU with a unique and timely opportunity to develop a pool of global sport leadership professionals. The National Collegiate Athletic Association is proposing autonomous decision-making authority for institutions in five large athletic conferences. The implications for these changes will require college athletic administrators to be better trained with respect to knowledge of best practices worldwide if they are going to perform their leadership responsibilities effectively.

According to the Bureau of Labor Statistics, employment projections for coaches and other sport professionals are projected to increase by 15 percent from 2012 to 2022. This increase results in an estimated 36,000 positions added to the profession with over 243,000 individuals currently employed in various positions.

**1.1.20J NO UNNECESSARY DUPLICATION:** The proposed program will be the only doctoral level program in Global Sport Leadership in Tennessee.

**1.1.20K COOPERATING INSTITUTIONS:** N/A

**1.120L DIVERSITY AND ACCESS:** East Tennessee State University aspires to be an institution that celebrates diversity by welcoming all students, faculty and staff as respected and valued participants in the University's educational mission.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** The proposed EdD program will be evaluated on student success indicators such as their capstone performance, exit interviews and alumni surveys. Additionally, the program will be evaluated externally every seven years. Assessment results from both external and internal evaluations will be used for program improvements.

**1.1.20O EXTERNAL JUDGMENT:** External review of the proposed program was carried out during an institution site visit on April 13-15, 2015. Dr. Aaron Clopton, Associate Professor and Director of the Laboratory for the Study of Sport Management at University of Kansas and Dr. Michael Sagas, Professor and Chair, Department of Tourism, Recreation and Sport Management at the University of Florida, served as the external reviewers.

Dr. Sagas recommended approval of the program and noted that "one of the greatest strengths of the program is that it is sufficiently distinct in scope and market. The program has great potential to meet a real need in the sport industry and to train future innovators." In his evaluation, Dr. Clopton also recommended approval of the proposed program and indicated the following strengths: "potential place in the market, faculty buy-in across multiple disciplines, and the use of online technology to accommodate the needs of future students."

**1.1.20P COST/BENEFIT:** The funding for this entrepreneurial program will be managed through the Center for Global Sport Leadership. Tuition revenue corporate partners and Center-generated revenue will financially support the expenses of the program. The start-up cost for this program will be funded by, corporate partner investments and revenue from major educational/training leadership initiatives.

Currently, three industry partners (Arms Software, Mountain States Health Alliance and Daktronics) have committed over \$50,000 for program implementation.

All expenses for the proposed program will be funded by projected revenues from the Center for Global Sport Leadership with no state dollars requested for the program. The university will receive an agreed upon indirect cost payment based upon revenue for student maintenance fees, programs fees and online fees.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first seven years following program approval and will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

**DATE:** July 23, 2015

**SUBJECT:** East Tennessee State University, Graduate Certificates:  
 Post-DNP Family Nurse Practitioner  
 Post-DNP Adult/Gerontological Nurse Practitioner  
 Post-DNP Psychiatric Mental Health Nurse Practitioner  
 Post-DNP Executive Leadership in Nursing

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** East Tennessee State University proposes to offer four Post-Doctor of Nursing Practice (DNP) graduate certificates:

- Post-DNP Family Nurse Practitioner
- Post-DNP Adult/Gerontological Nurse Practitioner
- Post-DNP Psychiatric Mental Health Nurse Practitioner
- Post-DNP Executive Leadership in Nursing

These Post-DNP graduate certificate programs will allow practicing DNP – prepared advanced practice nurses to earn national certification for advanced practice in one of the three specializations or executive leadership. The Post-DNP graduate certificate programs will range from 36 to 40 credits, depending on the concentration, and will be comprised of the concentration-specific didactic and clinical courses in the existing DNP program. Post-DNP graduate certificate students will enroll with students in currently scheduled DNP degree courses, thus maximizing the use of existing capacity in the DNP degree program.

**PROPOSED IMPLEMENTATION DATE:** Fall 2015

**1.1.20A MISSION:** The proposed Post-DNP graduate certificate programs support ETSU mission of preparing health professionals to serve the rural Appalachian region. The programs will be offered through the College of Nursing whose mission is to facilitate the health of the community through excellence and innovation in nursing education, research, service and practice. The DNP program is an integral academic program within the CON and the Post-DNP graduate certificate programs will expand the impact of DNP prepared individuals in the region.

**1.1.20B CURRICULUM:** The curriculum for the Post-DNP graduate certificates will be implemented in an online and blended format. Students earning one of these graduate certificates will integrate specialized knowledge, theories and research from nursing science and related disciplines for application to nursing practice. The graduate certificates will require 36 to 40 credit hours depending on the selected certificate program:

- Post-DNP Psychiatric Mental Health Nurse Practitioner – 36 hours
- Post-DNP Family Nurse Practitioner – 38 hours
- Post-DNP Executive Leadership in Nursing – 38 hours
- Post-DNP Adult/Gerontological Nurse Practitioner - 40 hours

**1.1.20C ACADEMIC STANDARDS:** Students may be admitted to the Post-DNP graduate certificate programs in one of two ways: as DNP degree holding applicants or concurrently enrolled in the ETSU DNP program. Additional application requirements include licensure as a Registered Nurse in the United States and eligibility for licensure in Tennessee, a personal statement, and resume.

**Projected Program Enrollment and Productivity**

Enrollment in the Post-DNP graduate certificate programs is anticipated to be small. The program is designed for working professional nurses and students are projected to enroll in the program on a part-time basis. Students will have the opportunity to complete their clinical requirements in or near their home city.

Year	Headcount	Graduates
2015	2	--
2016	4	--
2017	6	2
2018	6	2
2019	6	2

**1.1.20D FACULTY:** The instructional workload for the proposed Post-DNP graduate certificate programs will be provided by existing faculty in the College of Nursing. However, if additional graduate clinical sections are needed to accommodate students, part-time faculty will be hired.

**1.1.20E LIBRARY RESOURCES:** The existing library including electronic and database resources are sufficient to support the proposed graduate certificate programs.

**1.1.20F ADMINISTRATION/ORGANIZATION:** No new organizational unit will be required. The proposed programs will be offered by the College of Nursing.

**1.1.20G SUPPORT RESOURCES:** Within the College of Nursing, the Director of Student Services along with four professional advisors provides student support for undergraduate and graduate nursing students. Additionally, with the programs being delivered in an online and blended format, information technology is essential for the success of these programs. The Office of Information Technology will assist faculty in developing and revising their online courses as well as developing videos for use in course development.

**1.1.20H FACILITIES AND EQUIPMENT:** No additional facilities or equipment are needed. The existing building for the College of Nursing provides sufficient space for administrative, faculty, and staff offices.

**1.1.20I NEED AND DEMAND:** The proposed Post-DNP graduate certificate programs will allow practicing DNP nurses to earn national certification for advanced practice or executive leadership training. In 2010, The Institutes of Medicine released *The Future of Nursing* report and recommended that opportunities be available for nurses to engage in lifelong learning to gain competencies needed to provide care for diverse populations across the lifespan. These proposed graduate certificate programs addresses this recommendation.

An increase in the number of DNP graduates with a second or subsequent area of specialization will meet the workforce needs for advanced practice nurses in Tennessee, facilitate improved health outcomes for Tennesseans, and will facilitate meeting faculty needs. According to the Bureau of Labor Statistics, employment projections for DNPs are projected to increase by 34 percent from 2012 to 2022.

**1.1.20J NO UNNECESSARY DUPLICATION:** There are no existing Post-DNP graduate certificate programs offered at a public institution in Tennessee.

**1.1.20K COOPERATING INSTITUTIONS:** None at this time.

**1.1.20L DIVERSITY AND ACCESS:** East Tennessee State University aspires to be an institution that celebrates diversity by welcoming all students, faculty and staff as respected and valued participants in the University's educational mission.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** The Post-DNP graduate certificate programs are eligible for accreditation by the Commission on Collegiate Nursing Education (CCNE). The Doctor of Nursing Practice is accredited by CCNE. These certificate programs will be included in the next accreditation visit scheduled for fall 2017.

**1.1.20O EXTERNAL JUDGMENT:** As part of the program approval process, an expert in the field is invited to campus to serve as the external reviewer. As this proposed program generates no expenses and minimal revenues, THEC waived the external reviewer requirement.

**1.1.20P COST/BENEFIT:** The proposed graduate certificate programs will generate tuition revenues. The program will leverage the existing capacity of resources from the Doctor of Nursing Practice program and therefore no expenditures are projected.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

**DATE:** July 23, 2015

**SUBJECT:** University of Tennessee, Chattanooga, Social Work, Master of Social Work (MSW)

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed Master of Social Work will augment the current educational programs at the University of Tennessee, Chattanooga. The university has a strong Bachelor of Social Work program that was recently reaffirmed in its accreditation by the Council on Social Work Education. The proposed MSW program will complement the other existing MSW programs in the state by providing a niche program for working adults seeking advanced social work training to meet the needs of the aging adult. The focus on service to older adults is a regional priority need that was identified by the 2014 needs assessment conducted by Kronely and Associates. This needs assessment provided compelling evidence that the proposed MSW program contributes directly to institutional priorities and responds to documented needs in the Chattanooga area and surrounding regions.

The proposed program will be delivered as a hybrid evening program and can be completed in one to two years, depending on the level of prior education and experience of the student. The MSW program will emphasize advanced social work practice that will encompass knowledge and methods of engagement, assessment, intervention and evaluation used in various social service settings to promote the well-being of the targeted population, specifically aging adults.

**PROPOSED IMPLEMENTATION DATE:** Fall 2016

**1.1.20A MISSION:** The proposed MSW program with a concentration in service to older adults supports the UTC mission of an “engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement.” The focus on service to older adults is a regional priority identified in the needs assessment process.

The proposed Social Work MSW program is in alignment with the goals outlined in the THEC 2010-15 Public Agenda for Higher Education, specifically the focus on strengthening Tennessee’s Knowledge Economy and increasing the number of graduate degrees awarded to the state’s citizens.

**1.1.20B CURRICULUM:** The proposed curriculum represents a solid foundation for building a MSW program that will be accredited by the Council on Social Work Education (CSWE). The CSWE offers two pathways for students to earn the MSW degree. Students with a Bachelor of Social Work degree from an undergraduate program accredited by CSWE are eligible to enter directly into the advanced year of the MSW program after completing two courses in the

summer prior to the beginning of the advanced year. The curriculum for students in this pathway consists of 36 credit hours.

Students with undergraduate degrees from other fields must complete a two-year program where the first year of courses provides a foundation for social work knowledge, values, and skills, followed by a second year for concentrating on advanced practice methods. The curriculum for students in the two-year program consists of 60 credit hours.

Irrespective of the pathway, all students will complete coursework in four primary areas: (1) theory and practice, (2) policy, (3) research and program evaluation and (4) field education. The CSWE designates Field Education as the signature pedagogy of social work education. Students must complete 900 hours of a field education internship (400 hours in the foundation year and 500 hours in the advanced year). At the end of their internships, students prepare a report and present findings to their assigned agency field instructors.

**1.1.20C ACADEMIC STANDARDS:** Applicants must meet university-wide admission and program requirements. Program admission requires a personal narrative, two professional letters of reference, and a criminal background check. Students seeking admission into the Advanced Standing pathway must have a Bachelor of Social Work degree with a minimum 3.0 GPA from a program accredited by CSWE and letter of reference to document successful completion of the 400 hour field internship.

### **Projected Program Enrollment and Productivity**

The proposed MSW program will be a focused, personalized program designed to accommodate working adults. The proposed enrollment and productivity projections are based on market demand, access to field experiences, and CSWE requirements of accredited MSW programs to have a minimum of six dedicated faculty and a maximum 12:1 student-to-faculty ratio.

The enrollment projections are based on admissions of 20 students in fall 2016 and 25 students thereafter. Beginning in the fall 2018 term, the proposed program will admit 12 Advanced Standing students each summer.

<b>Year</b>	<b>Headcount</b>	<b>Graduates</b>
<b>2016</b>	20	--
<b>2017</b>	44	18
<b>2018</b>	49	22
<b>2019</b>	58	33
<b>2020</b>	58	33

**1.1.20D FACULTY:** Three of the six current faculty members in the Department of Social Work will staff the proposed MSW program in the first year of implementation. The department will add two full-time faculty members and a graduate assistant in year two and one more full-time faculty member in year three.

All faculty members are licensed social work practitioners with significant professional experience. All faculty in the Department of Social Work would qualify for graduate faculty status based on academic credentials.

**1.1.20E LIBRARY RESOURCES:** In January 2015, UTC opened a new library which will provide the needed research materials and resources for the proposed MSW program. The library also offers interlibrary loan service to students and faculty who need to acquire materials that are not owned by the library.

**1.1.20F ADMINISTRATION/ORGANIZATION:** The proposed MSW degree will be offered through the Department of Social Work. The department is located in the UTC College of Health, Education, and Professional Studies. The department chair will serve as the graduate program coordinator.

**1.1.20G SUPPORT RESOURCES:** Students will have access to a wide range of support resources, including advising and mentoring support from faculty affiliated with the program.

**1.1.20H FACILITIES AND EQUIPMENT:** No additional facilities or equipment are needed for the proposed program. Office space for new faculty has been identified within the timeframe outlined.

**1.1.20I NEED AND DEMAND:** UT Chattanooga conducted an independent needs assessment, done by Kronely and Associates, that indicated clear evidence of workforce need. In 2012, the Bureau of Labor Statistics projected the need for social work jobs would increase by 25 percent, from 650,000 to 812,000 jobs in 2020. In Tennessee, the need for social workers is also growing; more than 2,500 new positions will need to be filled by the close of the decade.

The need for advanced social work practitioners to address the social services needs of older adults living in the region demonstrates the necessity of the proposed MSW program. A recent study by the Center for Business and Economic Research at the University of Tennessee Knoxville projects that Hamilton County residents age 60 and above will increase from 21 percent in 2010 to 27 percent in 2030. The Chattanooga region, a community that attracts a growing number of older adults, will need additional professionals trained to help people with increasing needs for services as they age.

**1.1.20J NO UNNECESSARY DUPLICATION:** Tennessee currently has six MSW programs – four public and two private. The public MSW programs are offered at East Tennessee State University, University of Memphis, UT Knoxville and the Mid-Tennessee Collaborative Program (comprised of Austin Peay State University, Middle Tennessee State University and Tennessee State University). In addition to public programs, Southern Adventist University and Union University are private universities offering the MSW program.

The proposed MSW degree at UT Chattanooga is different in curricular focus and course delivery method from the established MSW programs in Tennessee. The proposed program will focus solely on preparing students for advanced social practice for aging through the life course. The curriculum will be delivered in a cohort-based approach offered in the evening for working adult students. Finally, the MSW program will target a different geographic service area

**1.1.20K COOPERATING INSTITUTIONS:** N/A

**1.120L DIVERSITY AND ACCESS:** The Department of Social Work is committed to providing a learning environment in which respect for all persons and understanding of diversity and difference is of utmost importance.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** This program is eligible for accreditation by the Council on Social Work Education. The BSW program was recently reaffirmed by CSWE for eight years with their next site visit scheduled for 2022. The proposed MSW program will submit their application for candidacy in 2016.

The proposed MSW program will also be evaluated internally using student feedback on course evaluations and faculty evaluations to continually improve the program. Additionally, the department's Professional Advisory Board, which is comprised of professionals with diverse agency and industry backgrounds, will be used to assure that the program is meeting the demands and needs of employers.

**1.1.20O EXTERNAL JUDGMENT:** External review of the proposed program was carried out during an institution site visit on March 2-3, 2015 and conducted by Dr. David Sherwood who recently served a six-year term on the Commission on Accreditation for the Council on Social Work Education. Dr. Sherwood strongly recommended approval of the program and noted the following strengths:

“The university has a strong BSW program that has recently been reaffirmed in its accreditation by the Council on Social Work Education, the Social Work Department Director is a well-qualified social work educator who serves on the CSWE Commission on Education Policy, and the Department has already established strong connections with community and regional social work agencies. The review process required by the Tennessee Higher Education has served the Social Work Department well in laying a solid foundation at the university, university system, and state levels for moving forward.”

**1.1.20P COST/BENEFIT:** The proposed Master's program will be funded through additional tuition revenues generated by the program and no institutional reallocation of funds is necessary for program implementation.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following program approval and will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

**DATE:** July 23, 2015

**SUBJECT:** University of Tennessee, Chattanooga, Interior Design, Master of Science (MS) and Interior Design, Master of Interior Design (MID)

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed graduate programs in Interior Design at the University of Tennessee, Chattanooga are in response to a renewed interest in this field due to an increase in design specializations, emergence of evidence-based design and lack of qualified interior design faculty. The two proposed programs – Master of Science (MS) and Master of Interior Design (MID) will allow baccalaureate trained interior design professionals to achieve this advance training. The MS graduate will be prepared for evidence-based practice in the specialized area of urban revitalization. The MID graduate will be similarly prepared for specialized practice as well as applied research and college teaching.

The proposed graduate programs will build upon a strong undergraduate program with existing faculty expertise and facilities in place. The programs will fill a state and regional gap identified through two external needs assessment. Currently, there are no opportunities for students to gain graduate training in interior design in the State of Tennessee.

Students in the proposed programs will enroll on a full-time basis with MS students completing the 36 hour program in four semesters. The MID students are projected to graduate in six semesters after completing the 51 hour program. Both proposed Interior Design graduate programs will emphasize research, communication, community engagement, critical thinking and ethical behavior.

**PROPOSED IMPLEMENTATION DATE:** Fall 2016

**1.1.20A MISSION:** The proposed MS and MSID programs support the UTC mission of an “engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement.” The proposed graduate programs will enhance the mission through its community partnerships and focus on urban revitalization. The external reviewer noted program strengths were connections with non-profit organizations that would provide real-world design opportunities for students.

The proposed Interior Design MS and MID programs are in alignment with the goals outlined in the THEC 2010-15 Public Agenda for Higher Education, specifically the focus on strengthening Tennessee’s Knowledge Economy and increasing the number of graduate degrees awarded to the state’s residents.

**1.1.20B CURRICULUM:** The proposed curricula for both programs will allow students to specialize in areas of urban revitalization ranging from sustainability to historic preservation. These areas of specialization will allow students to conduct current and relevant research as well as have meaningful involvement with the community. The MS curriculum will prepare students for design practitioners. The MID curriculum will prepare students for a career as an interior design professor with a balanced focus on teaching, service and research/creative scholarship. All MID students will be required to take at least one course in curriculum development and will be given opportunities to gain teaching experience.

The proposed curricula for both programs share a major core, field practicum requirement, and a thesis or capstone project option.

**Interior Design Program Structure by Degree**

	<b>Master of Science MS</b>	<b>Master of Interior Design MID</b>
<b>Major Core</b>	15 credits	21 credits
<b>Specialization</b>	12 credits	12 credits
<b>Cognate Area</b>	3 credits	9 credits
<b>Thesis/Capstone</b>	9 credits	9 credits
<b>Total Hours</b>	<b>36 credits</b>	<b>51 credits</b>

**1.1.20C ACADEMIC STANDARDS:** Applicants must meet university-wide and program admission requirements. Program admission requires a personal narrative, portfolio of undergraduate and professional work, and three professional letters of reference. Applicants must also complete an interview.

**Projected Program Enrollment and Productivity**

The enrollment projections are based on admissions of 10 students in the first year of implementation. Students will have the opportunity to take classes year round or may choose a fall and spring model. Students enrolled in the proposed MS program can potentially graduate in four semesters, whereas MID students can graduate in six semesters.

<b>Year</b>	<b>Headcount</b>	<b>Graduates</b>
<b>2016</b>	10	--
<b>2017</b>	25	5
<b>2018</b>	35	13
<b>2019</b>	35	15
<b>2020</b>	35	15

**1.1.20D FACULTY:** Currently, the four full-time members in the Department of Interior Design are well-suited to teach in the proposed MS and MID degree programs. The department also relies on 13 adjunct faculty members representing the fields of Interior Design, Architecture, and Industrial Design. The department will add one new faculty member for the first two years of the program.

**1.1.20E LIBRARY RESOURCES:** In January 2015, UTC opened a new library which will provide the research materials and resources for the proposed Interior Design graduate programs. Budget projections include \$10,000 for upgrading the needed library resources.

**1.1.20F ADMINISTRATION/ORGANIZATION:** The proposed MS and MID degrees will be offered through the Department of Interior Design. The department is located in the UTC College of Health, Education, and Professional Studies. The department chair will serve as the graduate program coordinator.

**1.1.20G SUPPORT RESOURCES:** Students will have access to a wide range of support resources, including advising and mentoring support from departmental faculty. The proposed programs will have the support of numerous community partnerships. These partnerships will help to provide resources, field practicum experiences, and mentorships.

**1.1.20H FACILITIES AND EQUIPMENT:** The budget includes allocations for renovation of space and equipment. Space needs will include a dedicated graduate studio, seminar space, and offices for new faculty and a graduate assistant. Equipment needs are related to the graduate studio and seminar space. The new studio and seminar space will be outfitted with projection systems and computer software programs.

**1.1.20I NEED AND DEMAND:** UT Chattanooga conducted two separate needs assessment for the proposed programs. The first was conducted in 2013 by the Center of Applied Social Research. The second was conducted in 2014 by Kronley and Associates. Both assessments indicated a clear evidence of interest and workforce need. The demand for interior designers, according to the Bureau of Labor Statistics, is expected to increase by 13 percent from 2012 to 2022.

The Interior Design Educator's Council also indicated a shortage of interior designers qualified to teach at the college level. The proposed Master of Interior Design program will focus on preparing design professionals for a career in academia. The 2014 report submitted by Kronley and Associates indicated the "proposed degree programs in Interior Design have been developed to meet recognized needs in the community, in the academy and in the interior design field."

**1.1.20J NO UNNECESSARY DUPLICATION:** Currently, there are no Interior Design graduate programs in Tennessee.

**1.1.20K COOPERATING INSTITUTIONS:** N/A

**1.120L DIVERSITY AND ACCESS:** The Department of Interior Design is committed to diversity and access and expects these programs will produce a diverse pool of graduates.

**1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION:** The Council for Interior Design Accreditation (CIDA) is the accreditation agency exclusively for undergraduate Interior Design programs. In 2012, the undergraduate program was reaffirmed accreditation by CIDA for six years.

The proposed graduate programs will be evaluated using student feedback on course evaluations, faculty evaluations, evaluations of field practicums, review of thesis/capstone projects and exit interviews. Additionally, the department's Professional Advisory Board, which is composed of local and regional design professionals, will be used to assure that the program is meeting the demands and needs of employers.

**1.1.200 EXTERNAL JUDGMENT:** External reviews of the proposed programs were conducted during an institution site visit on March 3-4, 2015 by Dr. Jill Pable, Professor of Interior Design and Director of Graduate Studies at Florida State University. Dr. Pable strongly recommended approval of both programs and noted the following strengths:

“In summation, my assessment of the MS and MID proposals with regard to their scope, orientation and goals are that they serve a necessary function for the interior design field in this geographical region and embrace a logical orientation toward the pragmatic area of urban revitalization. Based on my experience with graduate programs in this field, these proposals appear academically viable, supportive of the Tennessee workforce, and achievable in the context of available resources and those that will be made available to the program.”

**1.1.20P COST/BENEFIT:** The proposed Master's programs will be funded through additional tuition revenues generated by the program and institutional reallocation of funds is needed only for the initial year of program implementation.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed programs will be conducted for the first five years following program approval and will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

**DATE:** July 23, 2015

**SUBJECT:** Temporary Authorization of New Institutions under the Postsecondary Authorization Act

**ACTION RECOMMENDED:** Temporary Authorization

**BACKGROUND INFORMATION:** The Commission, under the Postsecondary Education Authorization Act, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured. The Committee on Postsecondary Educational Institutions met on July 9, 2015 and endorsed staff recommendations for Temporary Authorization of these institutions.

**A. Commercial Drivers Training Academy** **Columbia, TN**  
2348 Park Plus Drive, Suite A, Columbia, Tennessee 38401

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

Commercial Drivers Training Academy is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Columbia, Tennessee.

- 1. **Program:** **Class A CDL Driver Training**
- Credential Awarded:** **Certificate of Completion**
- Length of Program:** **190 Contact Hours**
- 1 Month**

**License/Certification Required for Employment:** **CDL-A**  
**Licensing Board/Agency:** **Tennessee Department of Safety and Homeland Security**

**B. Covenant Theological Seminary** **Nashville, TN**  
Christ Presbyterian Church, 2323 Old Hickory Boulevard #A, Nashville, Tennessee 37215

**Corporate Structure:** Not-for-Profit Corporation  
**Accreditation:** Commission on Accrediting of the Association of Theological Schools (ATS) and The Higher Learning Commission (HLC) (extension campus approval pending)  
**Title IV Funding:** Yes

Covenant Theological Seminary is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

- 1. **Program:** **Theological Studies**  
**Credential Awarded:** **Master of Arts**  
**Length of Program:** **48 Semester Credit Hours**  
**24 Months Full-Time**  
**36 Months Part-Time**

- C. **LifePoint Leadership College: An extension site of Clarksville, TN**  
**Southeastern University**  
1915 Rossvie Road, Clarksville, Tennessee 37043

**Corporate Structure:** C-Corporation  
**Accreditation:** Southern Association of Colleges and Schools,  
Commission on Colleges (SACSCOC)  
**Title IV Funding:** Yes

LifePoint Leadership College: An extension site of Southeastern University, is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Clarksville, Tennessee, as well as on-line.

- 1. **Program:** **Ministerial Leadership**  
**Credential Awarded:** **Associate**  
**Length of Program:** **60 Semester Credit Hours**  
**20 Months**

- D. **North American Lineman Training Center, LLC** **McEwen, TN**  
490 Gravelly Run Road, McEwen, Tennessee 37101

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

**Change of Ownership:**

North American Lineman Training Center was purchased by Andy McComas on January 2, 2015. The institution has been authorized by THEC since July 26, 2007.

North American Lineman Training Center, LLC is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in McEwen, Tennessee.

- 1. **Program:** **Pre-Apprentice Lineworker (Revised)**  
**Credential Awarded:** **Diploma**  
**Length of Program:** **528 Contact Hours**  
**4 Months**

**E. Tennessee Academy of Dental Assisting** **Dickson, TN**  
212 East College Street, Dickson, Tennessee 37055

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

Tennessee Academy of Dental Assisting is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Dickson, Tennessee.

**1. Program:** **Dental Assisting**  
**Credential Awarded:** **Certificate of Completion**  
**Length of Program:** **128 Contact Hours**  
**3.25 Months**

**License/Certification Required for Employment: Registered Dental Assistant**  
**Licensing Board/Agency: Tennessee Board of Dentistry**

**F. The Healthcare Institute LLC** **Memphis, TN**  
7235 Winchester Road, Memphis, Tennessee 38125

**Corporate Structure:** Limited Liability Company (LLC)  
**Accreditation:** None  
**Title IV Funding:** No

The Healthcare Institute LLC is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

**1. Program:** **Nurse Aide**  
**Credential Awarded:** **Certificate of Completion**  
**Length of Program:** **100 Contact Hours**  
**3 Weeks Full-Time**  
**1.25 Months Part-Time**

**License/Certification Required for Employment: Certified Nurse Aide**  
**Licensing Board/Agency: Department of Health/Division of Healthcare Facilities**

**G. The Healthcare Readiness Institute** **Memphis, TN**  
3540 Summer Avenue, Memphis, Tennessee 38122

**Corporate Structure:** Sole Proprietorship  
**Accreditation:** None  
**Title IV Funding:** No

The Healthcare Readiness Institute is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:** Certified Nursing Assistant  
**Credential Awarded:** Certificate  
**Length of Program:** 150 Contact Hours  
1 Month

**License/Certification Required for Employment:** Certified Nurse Aide  
**Licensing Board/Agency:** Department of Health/Division of Healthcare Facilities

**Agenda Item:** I.C.2.

**DATE:** July 23, 2015

**SUBJECT:** Approval of New Programs under the Postsecondary Authorization Act

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION:** The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for the institutions submitting new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions, which is a review and advisory committee to the Commission, met on July 9, 2015 and affirmed staff recommendations for approval.

**A. Arkansas State University** **State University, AR**  
PO Box 179, State University, Arkansas 72401

**Corporate Structure:** Government Agency  
**Authorization Date:** January 29, 2009  
**Accreditation:** The Higher Learning Commission (HLC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

Arkansas State University is seeking approval for one new program. The program will be offered in a distance learning format. This institution is recruitment only and all instruction is provided on-line.

**1. Program:** **Interdisciplinary Studies**  
**Credential Awarded:** **Bachelor of Science**  
**Length of Program:** **120 Semester Credit Hours**  
**48 Months Full-Time**  
**72 Months Part-Time**

**B. Ashford University** **San Diego, CA**  
8620 Spectrum Center Boulevard, San Diego, California 92123

**Corporate Structure:** C-Corporation  
**Authorization Date:** January 26, 2006  
**Accreditation:** Western Association of Schools and Colleges (WASC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

Ashford University is seeking approval for four new programs that will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** **Accountancy/Accounting**  
**Credential Awarded:** **Master of Accountancy**  
**Length of Program:** **48 Semester Credit Hours**  
**25 Months**
  
2. **Program:** **Accountancy/Accounting Information Systems**  
**Credential Awarded:** **Master of Accountancy**  
**Length of Program:** **48 Semester Credit Hours**  
**25 Months**
  
3. **Program:** **Accountancy/Audit**  
**Credential Awarded:** **Master of Accountancy**  
**Length of Program:** **48 Semester Credit Hours**  
**25 Months**
  
4. **Program:** **Accountancy/Tax**  
**Credential Awarded:** **Master of Accountancy**  
**Length of Program:** **48 Semester Credit Hours**  
**25 Months**

**C. Daymar College** **Murfreesboro, TN**  
415 Golden Bear Court, Murfreesboro, Tennessee 37128

**Corporate Structure:** S-Corporation  
**Authorization Date:** July 17, 2003  
**Accreditation:** Accrediting Council for Independent Colleges and Schools (ACICS)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Bachelor Degree

Daymar College is seeking approval for three new programs. The Associate of Applied Science and Diploma programs in Medical Assisting Administrative will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Murfreesboro, Tennessee, as well as on-line.

The Certificate of Completion in Commercial Driver's License (CDL) Training Program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Murfreesboro, Tennessee.

1. **Program:** **Medical Assisting Administrative**  
**Credential Awarded:** **Associate of Applied Science**  
**Length of Program:** **92 Quarter Credit Hours**  
**18 Months Full-Time**  
**27 Months Part-Time**

- 2. **Program:** Medical Assisting Administrative  
**Credential Awarded:** Diploma  
**Length of Program:** 60 Quarter Credit Hours  
12 Months Full-Time  
18 Months Part-Time
  
- 3. **Program:** Commercial Driver's License (CDL) Training  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 160 Contact Hours  
4 Weeks

**License/Certification Required for Employment: CDL-A**  
**Licensing Board/Agency: Tennessee Department of Safety and Homeland Security**

Students in the Associate of Applied Science in Medical Assisting Administrative and Diploma in Medical Assisting Administrative Programs are required to complete an externship or capstone project in order to complete the program requirements. Due to the length of the program and the time the externship would begin, Daymar College does not have executed agreements for potential externship sites. The institution will provide the Division of Postsecondary State Authorization with copies of the executed agreements on or before Monday, May 2, 2016. If an externship site is not available to any eligible student, the student will be taught out at another institution with an Associate of Applied Science in Medical Assistant Administrative or Diploma in Medical Assistant Administrative Program or Daymar College will refund any monies paid by the student.

**D. Daymar College** **Nashville, TN**  
340 Plus Park Boulevard, Nashville, Tennessee 37217

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 1, 1974  
**Accreditation:** Accrediting Council for Independent Colleges and Schools (ACICS)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Bachelor Degree

Daymar College is seeking approval for two new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

- 1. **Program:** Medical Assisting Administrative  
**Credential Awarded:** Associate of Applied Science  
**Length of Program:** 92 Quarter Credit Hours  
18 Months Full-Time  
27 Months Part-Time

- 2. Program: Medical Assisting Administrative**  
**Credential Awarded: Diploma**  
**Length of Program: 60 Quarter Credit Hours**  
**12 Months Full-Time**  
**18 Months Part-Time**

Students in the Associate of Applied Science in Medical Assisting Administrative and Diploma in Medical Assisting Administrative Programs are required to complete an externship or capstone project in order to complete the program requirements. Due to the length of the program and the time the externship would begin, Daymar College does not have executed agreements for potential externship sites. The institution will provide the Division of Postsecondary State Authorization with copies of the executed agreements on or before Monday, May 2, 2016. If an externship site is not available to any eligible student, the student will be taught out at another institution with an Associate of Applied Science in Medical Assistant Administrative or Diploma in Medical Assistant Administrative Program or Daymar College will refund any monies paid by the student.

- E. DeVry University** **Naperville, IL**  
 1200 East Diehl Road, Naperville, Illinois 60563

- Corporate Structure:** C-Corporation  
**Authorization Date:** January 31, 2002  
**Accreditation:** The Higher Learning Commission (HLC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

DeVry University is seeking approval for eight new programs. The programs will be offered in a distance learning format. This institution is recruitment only and all instruction is provided on-line.

- 1. Program: Finance/Corporate Treasury Emphasis**  
**Credential Awarded: Master of Science**  
**Length of Program: 33 Semester Credit Hours**  
**14 Months Full-Time**  
**22 Months Part-Time**
- 2. Program: Finance/Financial Analysis Emphasis**  
**Credential Awarded: Master of Science**  
**Length of Program: 33 Semester Credit Hours**  
**14 Months Full-Time**  
**22 Months Part-Time**
- 3. Program: Finance/Financial Planning Emphasis**  
**Credential Awarded: Master of Science**  
**Length of Program: 33 Semester Credit Hours**  
**14 Months Full-Time**  
**22 Months Part-Time**

- 4. **Program:** Finance/General Finance Emphasis  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
14 Months Full-Time  
22 Months Part-Time
  
- 5. **Program:** Business/Flex Option Track  
**Credential Awarded:** Associate of Applied Science  
**Length of Program:** 60 Semester Credit Hours  
15 Months Full-Time  
30 Months Part-Time
  
- 6. **Program:** Business/General Business Track  
**Credential Awarded:** Associate of Applied Science  
**Length of Program:** 60 Credit Hours  
15 Months Full-Time  
30 Months Part-Time
  
- 7. **Program:** Business/Human Resource Administration Track  
**Credential Awarded:** Associate of Applied Science  
**Length of Program:** 60 Semester Credit Hours  
15 Months Full-Time  
30 Months Part-Time
  
- 8. **Program:** Business/Retail Management Track  
**Credential Awarded:** Associate of Applied Science  
**Length of Program:** 60 Semester Credit Hours  
15 Months Full-Time  
30 Months Part-Time

**F. DeVry University** **Nashville, TN**  
3343 Perimeter Hill Drive, Suite 200, Nashville, Tennessee 37211

**Corporate Structure:** C-Corporation  
**Authorization Date:** April 26, 2007  
**Accreditation:** The Higher Learning Commission (HLC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

DeVry University is seeking approval for four new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

- 1. **Program:** Finance/Corporate Treasury Emphasis  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
14 Months Full-Time  
22 Months Part-Time

- 2. **Program:** Finance/Financial Analysis Emphasis  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
14 Months Full-Time  
22 Months Part-Time
  
- 3. **Program:** Finance/Financial Planning Emphasis  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
14 Months Full-Time  
22 Months Part-Time
  
- 4. **Program:** Finance/General Finance Emphasis  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
14 Months Full-Time  
22 Months Part-Time

**G. Embry-Riddle Aeronautical University** **Memphis, TN**  
3221 Players Club Parkway, Memphis, Tennessee 38125

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** January 1, 1976  
**Accreditation:** Southern Association of Colleges and Schools,  
Commission on Colleges (SACSCOC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

Embry-Riddle Aeronautical University is seeking approval for six new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee, as well as on-line.

- 1. **Program:** Information Security & Assurance - Information Assurance in Global Context Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time
  
- 2. **Program:** Information Security & Assurance - Information Systems Security Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time

- 3. **Program:** Management Information Systems - Global Information Systems Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time
- 4. **Program:** Management Information Systems - Information Assurance Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time
- 5. **Program:** Management Information Systems - Information Systems Governance Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time
- 6. **Program:** Management Information Systems - Information Systems Project Management Concentration  
**Credential Awarded:** Master of Science  
**Length of Program:** 33 Semester Credit Hours  
24 Months Full-Time  
48 Months Part-Time

**H. Excel Dental Training Institute** **Goodlettsville, TN**  
907 Rivergate Parkway, Suite E-6, Goodlettsville, Tennessee 37072

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** July 25, 2013  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Diploma

Excel Dental Training Institute is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Goodlettsville, Tennessee.

- 1. **Program:** Certified Nurse Aide  
**Credential Awarded:** Certificate  
**Length of Program:** 130 Contact Hours  
2.5 Months

**License/Certification Required for Employment:** Certified Nurse Aide  
**Licensing Board/Agency:** Department of Health/Division of Healthcare Facilities

**I. Lab Four Professional Development Center**  
6154 Macon Road, Memphis, Tennessee 38134

**Memphis, TN**

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** April 24, 2008  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Lab Four Professional Development Center is seeking approval for two new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:** Certified Ethical Hacker  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 72 Contact Hours  
3 Months
2. **Program:** ITIL Foundation  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 36 Contact Hours  
1.5 Months

**J. New Horizons Computer Learning Center**

**Knoxville, TN**

10133 Sherrill Boulevard, Suite 130, Knoxville, Tennessee 37932

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 28, 1999  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

New Horizons Computer Learning Center is seeking approval to revise three programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee.

1. **Program:** Cisco Certified Network Associate (Revised)  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 200 Contact Hours  
2 Months
2. **Program:** CompTIA Certified Technician (Revised)  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 300 Contact Hours  
3 Months
3. **Program:** Network Support Specialist (Revised)  
**Credential Awarded:** Certificate of Completion  
**Length of Program:** 800 Contact Hours  
8 Months

**K. New Horizons Computer Learning Center of Memphis Memphis, TN**  
4775 American Way, Memphis, Tennessee 38118

**Corporate Structure:** Limited Liability Company (LLC)  
**Authorization Date:** January 27, 2000  
**Accreditation:** None  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

New Horizons Computer Learning Center of Memphis is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:** **Certified Information System Security Professional (CISSP)**  
**Credential Awarded:** **Certificate of Completion**  
**Length of Program:** **36 Contact Hours**  
**12 Months**
2. **Program:** **Ethical Hacker**  
**Credential Awarded:** **Certificate of Completion**  
**Length of Program:** **36 Contact Hours**  
**12 Months**
3. **Program:** **Project Management Skill Builder**  
**Credential Awarded:** **Certificate of Completion**  
**Length of Program:** **72 Contact Hours**  
**12 Months**

**L. Nossi College of Art Nashville, TN**  
590 Cheron Road, Nashville, Tennessee 37115

**Corporate Structure:** S-Corporation  
**Authorization Date:** January 1, 1982  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Bachelor Degree

Nossi College of Art is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1. **Program:** **Web and Interactive Design**  
**Credential Awarded:** **Bachelor of Graphic Arts**  
**Length of Program:** **133 Semester Credit Hours**  
**44 Months**

**M. Remington College** **Memphis, TN**  
2710 Nonconnah Boulevard, Memphis, Tennessee 38132

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** January 1, 1987  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Bachelor Degree

Remington College is seeking approval for two new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee, as well as on-line.

1. **Program:** **Medical Assisting**  
**Credential Awarded:** **Associate of Applied Science**  
**Length of Program:** **90 Quarter Credit Hours**  
**24 Months**
2. **Program:** **Pharmacy Technician**  
**Credential Awarded:** **Associate of Applied Science**  
**Length of Program:** **90 Quarter Credit Hours**  
**25 Months**

**N. Remington College** **Nashville, TN**  
441 Donelson Pike Suite 150, Nashville, Tennessee 37214

**Corporate Structure:** Not-for-Profit Corporation  
**Authorization Date:** July 17, 2003  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Associate Degree

Remington College is seeking approval for two new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

1. **Program:** **Medical Assisting**  
**Credential Awarded:** **Associate of Applied Science**  
**Length of Program:** **90 Quarter Credit Hours**  
**24 Months**
2. **Program:** **Pharmacy Technician**  
**Credential Awarded:** **Associate of Applied Science**  
**Length of Program:** **90 Quarter Credit Hours**  
**25 Months**

**O. Smokey Mountain Trucking Institute** **Sevierville, TN**  
3173 Newport Highway, Sevierville, Tennessee 37876

**Corporate Structure:** Sole Proprietorship  
**Authorization Date:** November 20, 2003  
**Accreditation:** Council on Occupational Education (COE)  
**Title IV Funding:** No  
**Highest Credential Offered:** Certificate

Smokey Mountain Trucking Institute is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Sevierville, Tennessee, as well as on-line.

1. **Program:** **Advanced Class A CDL Externship Program**  
**Credential Awarded:** **Certificate**  
**Length of Program:** **600 Contact Hours**  
**4 Months**

**License/Certification Required for Employment: CDL-A**  
**Licensing Board/Agency: Tennessee Department of Safety and Homeland Security**

**P. South College** **Knoxville, TN**  
3904 Lonas Drive, Knoxville, Tennessee 37909

**Corporate Structure:** Limited Liability Company (LLC)  
**Authorization Date:** July 27, 2006  
**Accreditation:** Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

South College is seeking approval for one new program. The program will be offered in a distance learning format. All instruction is provided on-line.

1. **Program:** **Business Administration/Healthcare Administration**  
**Credential Awarded:** **Master of Business Administration**  
**Length of Program:** **60 Semester Credit Hours**  
**15 Months Full-Time**  
**23 Months Part-Time**

**Q. South College** **Knoxville, TN**  
400 Goody's Lane, Knoxville, Tennessee 37922

**Corporate Structure:** Limited Liability Company (LLC)  
**Authorization Date:** January 1, 1980  
**Accreditation:** Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Doctorate Degree



**S. University of Phoenix** **Chattanooga, TN**  
1208 Pointe Centre Drive, Chattanooga, Tennessee 37421

**Corporate Structure:** C-Corporation  
**Authorization Date:** July 27, 2006  
**Accreditation:** The Higher Learning Commission (HLC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Master Degree

University of Phoenix is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Chattanooga, Tennessee.

- 1. Program:** **Business**  
**Credential Awarded:** **Bachelor of Science**  
**Length of Program:** **120 Semester Credit Hours**  
**51 Months**

**T. Vatterott Career College** **Memphis, TN**  
2655 Dividend Drive, Suite 110, Memphis, Tennessee 38132

**Corporate Structure:** C-Corporation  
**Authorization Date:** January 28, 1999  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Associate Degree

Vatterott Career College is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

- 1. Program:** **Medical Assistant/Cardiovascular Technology (Non-Invasive)**  
**Credential Awarded:** **Associate of Occupational Studies**  
**Length of Program:** **92 Quarter Credit Hours**  
**16 Months**
- 2. Program:** **Medical Billing and Coding**  
**Credential Awarded:** **Associate of Occupational Studies**  
**Length of Program:** **90 Quarter Credit Hours**  
**16 Months**
- 3. Program:** **Dental Assistant**  
**Credential Awarded:** **Diploma**  
**Length of Program:** **56.5 Quarter Credit Hours**  
**10 Months**

**License/Certification Required for Employment:** **Registered Dental Assistant**  
**Licensing Board/Agency:** **Tennessee Board of Dentistry**

**U. Vatterott Career College - Appling Farms Pkwy** **Memphis, TN**  
6991 Appling Farms Parkway, Memphis, Tennessee 38133

**Corporate Structure:** C-Corporation  
**Authorization Date:** November 15, 2007  
**Accreditation:** Accrediting Commission of Career Schools and Colleges (ACCSC)  
**Title IV Funding:** Yes  
**Highest Credential Offered:** Associate Degree

Vatterott Career College - Appling Farms Pkwy is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

- 1. Program: Medical Assistant/Ophthalmic Technology**  
**Credential Awarded: Associate of Occupational Studies**  
**Length of Program: 94 Quarter Credit Hours**  
**16 Months**
  
- 2. Program: Medical Billing and Coding**  
**Credential Awarded: Associate of Occupational Studies**  
**Length of Program: 90 Quarter Credit Hours**  
**16 Months**
  
- 3. Program: Pharmacy Technician**  
**Credential Awarded: Associate of Occupational Studies**  
**Length of Program: 108 Quarter Credit Hours**  
**21 Months**

**DATE:** July 23, 2015

**SUBJECT:** 2015-20 Master Plan for Tennessee Higher Education

**ACTION RECOMMENDED:** Approval

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**BACKGROUND INFORMATION:**

**Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education 2015-2025**

State statute charges the Tennessee Higher Education Commission (THEC) with developing a statewide *Master Plan* for the future development of public universities, community colleges, and colleges of applied technology, with input from the Tennessee Board of Regents and the University of Tennessee Board of Trustees. The overriding function of the *Plan* is to direct higher education to be accountable for increasing the educational attainment levels of Tennesseans, while also: addressing the state's economic development, workforce development and research needs; ensuring increased degree production within the state's capacity to support higher education; and using institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

The *Plan* for 2015-2025 represents a departure from previous such documents in that it adopts a longer view than the typical five-year planning horizon that has characterized prior efforts. Rather, this *Plan* proposes that the ten year period 2015-2025 will represent a “decade of decision” for Tennessee postsecondary education in that: 1) the year 2025 has been identified as the “due date” for accomplishment of Governor Haslam’s Drive to 55 postsecondary attainment goal; 2) achieving that goal will require focus and persistence over an extended period; and 3) the goal and its attendant policy objectives are unlikely to change fundamentally over the next ten years.

The organizing framework of the 2015-2025 *Plan* is that it: 1) makes the case for continued, focused pursuit of the Drive to 55, Tennessee’s college completion policy agenda; 2) takes stock of important achievements to date since passage of the Complete College Tennessee Act of 2010; 3) calculates statewide and sector-specific degree and certificate production targets necessary for meeting the statewide goal; 4) recognizes three historically underserved student populations worthy of focused policy and programmatic attention throughout the coming decade; 5) identifies tools and strategies for serving these students; and 6) offers observations and recommendations intended to guide policymakers, system leaders, and campuses as they carry out their appropriate roles relative to Drive to 55 goal attainment.

Those observations and recommendations are as follows.

## **OBSERVATIONS AND RECOMMENDATIONS**

### **The Drive to 55**

The principal tool at Tennessee's disposal for achieving the Governor's audacious goal – that, in contrast to Tennessee's current postsecondary attainment rate of 38 percent, a decade from now 55 percent of the state's working-age population (ages 25-64) will have earned a college degree or other high-value postsecondary credential -- is the Drive to 55 itself. This policy agenda has united stakeholders in both the public and independent sectors around a universally accepted goal that is simultaneously aspirational and achievable. Furthermore, it is inclusive, relying on institutions at every level and from every sector – public and independent, including proprietary schools – to contribute to goal attainment.

The Drive to 55 goal and agenda also provide a framework for establishing priorities and allocating resources, both to and within campuses. Two key tasks of first importance are: 1) to understand the numbers of degrees and other postsecondary awards necessitated by the Drive to 55 -- statewide, by system, by sector, and eventually by institution; and 2) to develop widespread agreement about the implications of the Drive to 55 for aligning postsecondary outputs and outcomes with current and future workforce and economic development needs of the State.

### ***How Many Credentials?***

- 1) The statewide goal is rightly placed in terms of rhetoric, achievability, and the duration of sustained effort required. However, it assumes that current rates of in-state employment and net in-migration by college graduates will remain unchanged. Additionally, it carries an implicit assumption that a 55 percent postsecondary attainment rate will be as competitive (or “competitive enough”) in the global marketplace in 2025 as it is today. The adequacy of the 55 percent goal should be re-assessed in five years in light of intra- and inter-state contexts that are likely to change.
- 2) The accumulating deficit between institutions' projected (natural) degree growth and that required for reaching the Drive to 55 by the year 2025 will amount to the need for about 79,200 *additional* state residents (beyond current production levels and those suggested by natural growth) with postsecondary credentials over the next ten years. The compound annual growth rate (year over year) required to bridge that gap is 1.15 percent annually, or about an additional 850 credentials per year. Current production from all systems and sectors, public and independent, stands at about 70,000 awards annually.
- 3) Furthermore, this *Plan* asserts that two-thirds of this growth will need to come from adult learners (individuals of age 25 and above at the time of

degree completion), with the remaining one-third coming from what has historically been thought of as “traditional aged” students (18-24).

- 4) Tennessee should withhold from counting non-credit continuing education certificates, industry certifications, and digital badges in Drive to 55 educational attainment analyses until clear consensus emerges on:
  - a) The quality and rigor of education and training programs issuing such credentials;
  - b) The extent to which the labor market values these kinds of awards and distinguishes them from the more traditional diplomas, certificates, and degrees awarded by postsecondary institutions;
  - c) How reliable, valid, accurate, and comprehensive data on these credentials might be collected, by whom, and at what intervals, and;
  - d) Whether these educational episodes can be linked to subsequent employment outcomes.
- 5) Credential production targets for postsecondary systems, sectors, and award levels should be established by the THEC analysis contained in this *Plan*, pending review and approval by the appropriate boards. A governing board may choose to establish targets for institutions under its purview.
- 6) Responsibility for tracking system and state progress against the Drive to 55 should rest with THEC.

***Credentials for What? Aligning postsecondary outputs and outcomes with economic needs***

- 7) Through a consultative process involving the Department of Economic & Community Development, the Department of Labor & Workforce Development, the Board of Regents, the University of Tennessee System, and the Center for Business & Economic Research, THEC should develop a “hot list” of the most under-supplied high-skill and/or high-wage occupations. Under-supply may be defined in terms of supply-to-demand ratio or the raw number of annual job openings requiring some level of postsecondary education or training.
  - a) The aforementioned list *may* be used in future iterations of the outcomes-based public higher education funding formula, the Quality Assurance (formerly Performance Funding) program, and academic program development.
  - b) The list *should* be used to inform broad-based communication campaigns aimed at students, their families, and other influencing agents such as college planning websites, high school guidance

counselors and other school personnel, Tennessee Promise mentors, college career counselors and counseling centers, and student peers.

- 8) Stakeholders' thinking about educational supply and occupational demand should increasingly be informed by larger "catchment areas" of related skills, academic and training programs, and occupations that require or utilize those skills.
- 9) Consistent with the previous recommendation, degrees in the liberal arts and social sciences must not be devalued in pursuit of the Drive to 55. Multiple studies indicate that these are not mutually exclusive aims. Liberal arts degrees *are* in fact workforce degrees.
- 10) The Governor's Workforce Sub-Cabinet should remain in effect as a standing (as opposed to ad hoc) task force to coordinate higher education, state agency, and business/industry informational needs and roles relative to the Drive to 55.
  - The task force should determine informational needs, adopt Drive to 55 in-common performance metrics that are shared across two or more agencies, and set (and re-set as necessary) priorities that cut across agencies and stakeholder groups.
- 11) In consultation with stakeholders in the state's postsecondary community, THEC should study and make recommendations concerning the feasibility of phasing in a requirement that certificate and degree programs contain an embedded "real world" work requirement (i.e., internship, externship, on-the-job training, apprenticeship, or co-op).

### **The Complete College Tennessee Act Revisited**

The Complete College Tennessee Act (CCTA) of 2010 was landmark legislation nationally at the time of its passage, and still is in many respects. That said, five years in, certain provisions of the act bear re-examination.

#### ***Articulation and Transfer Provisions***

- 12) Based on the higher education agencies' response to a May 2012 performance audit of CCTA implementation, statute was amended to assign THEC responsibility for identifying institutions for which dual admission agreements are appropriate, based on geographic or programmatic considerations. As a result, THEC should: undertake a formal review of existing agreements based on feeder- and receiver-institution patterns found in its annual *Articulation and Transfer* report to the General Assembly; take inventory of the geographic, programmatic and other considerations that govern institutions' decisions to forge or forego these

agreements; and make recommendations to executive and legislative leadership concerning continuation and/or improvement of the dual admission process.

- 13) Contrary to a provision in the CCTA, there are examples of universities not accepting certain community college courses identified in one of the 52 Tennessee Transfer Pathways (TTPs) negotiated by community college and university faculty members in each discipline. Such courses may be accepted by the receiving university as elective, but not degree, credit. Hearing and resolving such instances should become part of the regular work of the UT-TBR Articulation and Transfer Council.
- 14) All current and future TTPs should be amplified to the extent that transferable course sequences are not only identified and listed, but each course is sequenced and “mapped” to the semester during which it is recommended that the course be completed.
- 15) Common numbering and leveling (freshman, sophomore, etc.) should be applied to all courses in the TTPs to aid in the articulation and transfer of these courses.
- 16) Reverse transfer should be factored into future iterations of the outcomes-based formula, but only after all public universities and community colleges begin participating in the reverse transfer network in the fall semester of 2015.
- 17) Consistent with the recent recommendation of the Tennessee Articulation and Transfer Council, the higher education outcomes-based funding formula should weight equally the community college’s and the university’s proportion of effort in producing an associate degree graduate by way of reverse transfer, with half of the outcome funding for that graduate accruing to the sending community college and the other half to the receiving public university.

### ***Funding Mechanisms and Issues***

- 18) Fully funding the productivity gains captured by the public higher education outcomes-based formula (OBF) is of paramount importance to the institutions.
- 19) Since the CCTA established the community colleges as a unified system, the community college degree and credential production metrics should carry equivalent or very similar weights across all colleges. The remaining community college OBF metrics should be weighted differentially based on each college’s mission and priorities.

- 20) The time has come for OBF progression metrics to be based on an assumed full-time credit load of 15 hours per semester, rather than the 12-hour assumption that characterized the formula for its first five years of operation.
- a) This will set university progression benchmarks at 30, 60, and/or 90 credit hours.
  - b) Serious consideration should be given to changing the community college progression benchmarks from the current 12, 24, 36, and/or 48 student credit hours to 15, 30, and/or 45 credits.
- 21) By the end of FY 2015-16, and on an annual basis after that, a task force involving executive, legislative, and higher education leadership should be convened to discuss long-term financing strategies for the Drive to 55. As institutional outputs and outcomes escalate under the OBF and demands on the State budget increase and intensify, an urgent need exists to map a strategy regarding how the State, its postsecondary systems and institutions, the Federal government, employers, and local community leaders can come together to pay for the Drive to 55 and its component parts. Part and parcel of any set of strategies will be trade-offs and role definitions for:
- a) Tuition and financial aid, including a re-examination of state aid programs in light of financial commitments to Tennessee Promise and Tennessee Reconnect;
  - b) In-state and out-of-state students;
  - c) Federal, state, and local support; and
  - d) Investments in capital and other innovations or priorities (including shared programs and facilities, research collaboratives, related equipment and personnel, and technology transfer opportunities).

### **Community Capacity-Building: Toward a Culture of Access and Success**

- 22) The construct of working with communities to build a rich community-based culture supportive of postsecondary student access and success serves as the organizing framework of future outreach efforts to underserved populations – adult learners, low-income students, and academically underprepared students.
- 23) The “student flow model” developed for Tennessee by the National Center for Higher Education Management Systems (NCHEMS) demonstrates that Tennessee cannot reach the Drive to 55 without investing financial, human, and political resources in adult learners. As stated above, adult learners will

make up the majority of new growth in degree and other postsecondary credential production.

- 24) This investment should begin with the “low-hanging fruit” – a concentrated campaign to re-engage previously enrolled adult learners (approximately 100,000 of them in public and participating independent institutions), beginning in the fall semester of 2015.
- These adults, and the campuses that will serve them, should be supported by a concentrated college coaching effort to build self-efficacy skills among adult learners and encourage their continued enrollment and progress. Adult-serving institutions should be offered the optional external support of a proven college coaching organization should they need it, with the understanding that the external agent will assist the college(s) in building their own internal capacity to support adult learners on an ongoing basis.
- 25) The majority of Tennessee’s public institutions have undergone the Adult Learner Friendly Institution (ALFI) self-study process and received the Council for Adult & Experiential Learning’s (CAEL’s) ALFI designation. The remainder of institutions should make it a priority to do the same.

### **Optimizing Online Education**

- 26) The Regents Online Campus Cooperative (ROCC) should be re-imagined as a statewide electronic campus, a consumer-facing environment that appears seamless (“all one system”) to the user but includes information about every course and program being offered online by the TBR and UT systems.
- a) An underlying principle should be that this realm is about online *programs*, not just *courses*.
  - b) Provide linkages to the TTPs organically within the site.
  - c) This information (the State of Tennessee’s online presence) must be disentangled -- more visible, transparent, and clear -- for students.
  - d) The tuition “premium” for online courses should be reconsidered and potentially phased out over time.
  - e) Over time, online section enrollments should get larger and instructional costs per student should come down.
- 27) Transparent and easily-accessible information about offerings from a growing array of alternative, online, and competency-based providers should be posted on the Tennessee electronic campus website, with the acknowledgment that their courses are endorsed by the American Council on Education (ACE) and easily transferable into a Tennessee public

institution via the state's prior learning assessment (PLA) process, recently branded "Timewise Tennessee."

**Assessing Competency**  
**Competency-based education**

28) Tennessee postsecondary systems and institutions should continue to build on and explore opportunities for the responsible use of competency-based education. The first order of business should be to build a competency-based path into and out of the previously-terminal Associate of Applied Science (A.A.S.) degree.

**Prior Learning Assessment**

29) Every Tennessee public institution has the responsibility and right to make its own decisions relative to the transcribing of credit earned by students by way of the prior learning assessment (PLA) process. Should an institution lack the capacity to carry out any or all of the PLA function, or adjudicate a special case, it should be able to rely on a statewide network of individuals with the necessary expertise. THEC should take inventory of this network and the academic disciplines and institutions in which this expertise exists. THEC should list this information on its Timewise Tennessee PLA website.

- a) Regardless of the PLA recommendation of another institution, the decision as to whether to award such credit (and how much) should reside with the admitting institution.
- b) On behalf of the public systems and colleges, THEC should make arrangements with ACE or the Council on Adult & Experiential Learning (CAEL) for Tennessee institutions to avail themselves of those bodies' PLA-recommending systems in instances where outside assistance is indicated.

30) Prior learning assessment (PLA) should be rewarded through the amended outcomes-based formula (OBF), beginning as soon as possible. This should begin with the Fall 2015 and Spring 2016 end-of-term data used by the OBF to build the FY 2017-18 public higher education budget request and funding distribution.

- Institutions should transcript credit hours presented for PLA according to the recommendation of the Tennessee Funding Formula Review Committee.

31) The PLA process is concluded once a Tennessee public university or community college has reached a credit-awarding decision for a student's

portfolio or particular set of demonstrated competencies -- knowledge, skills, and abilities. That is, once transcribed, any resulting credit should not be subject to re-evaluation by other public institutions.

### **Evaluation for Improvement and Accountability**

32) With its greater flexibility in metric selection and inclusion of qualitative performance measures, the Quality Assurance Funding (QAF, formerly Performance Funding) program should continue as a philosophical and fiscal counterbalance to the highly-quantified and productivity-oriented outcomes-based formula.

- A key aspect of the QAF process is that each institution is required to select five “focus populations” of students on campus, toward which the institution plans to direct resources and initiatives over the course of the 2015-20 QAF cycle. For the duration of this *Master Plan*, one exception to the inherent flexibility of the QAF program is that *all* institutions should be required to identify adult learners as a focus population due to the latter’s importance to achieving the Drive to 55.

33) With technical assistance from the Center for Business & Economic Research, THEC should publish an annual *Master Plan* Progress Report that tracks statewide, system, and institutional progress toward meeting the degree production and efficiency goals of the Drive to 55.

- a) A web-enabled, user-friendly *Report* interface should be designed that is available and understandable to the general public.
- b) The web interface should be dynamic in that it empowers users to select the performance indicator, year, system, institution, and focus population of interest. It should also contain the capability for users to print results and download data or figures generated during the users’ session.
- c) To the extent possible, the *Report* should utilize information submitted by THEC, the Department of Education, and the Department of Labor & Workforce Development to the Tennessee Longitudinal Data System (TLDS).
- d) It is important to note, however, that *Progress Report* interface will exclusively utilize de-identified and aggregate (tabular) data, not individual records.

## **CONCLUSION**

Tennessee's success in meeting the goals of the Drive to 55 and this Master Plan will not be accomplished merely by instituting the right policies, procedures, or programs, but by a sustained commitment to forging a better educated and trained Tennessee for the benefit of the state and its residents. This Plan calls for commitments -- from government, communities, non-profits, educational providers, employers -- to partner, innovate, and take initiative. The commitments called for here will not be a one-time show of support or endorsement of a document, but a daily decision to undertake the incremental but urgent work of:

- increasing student access to, progression through, and completion of postsecondary education and training;
- improving the alignment among secondary and postsecondary education, Tennessee business and industry, the Tennessee Department of Labor & Workforce Development, and the Tennessee Department of Economic Development.

These efforts will enable the Volunteer State and its residents to realize greater economic competitiveness and a better quality of life.

**DATE:** July 23, 2015**SUBJECT:** 2015-20 Outcomes Funding Formula**ACTION RECOMMENDED:** Approval

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Immediately following the passage of the Complete College Tennessee Act of 2010 — a law which in part stipulates that higher education institutions be funded based on outcomes rather than enrollment — THEC convened a Formula Review Committee (FRC) consisting of institutional, system and governmental stakeholders to provide counsel on the creation of an outcomes-based funding formula. THEC also solicited advice and feedback from all university and community college presidents and chancellors. Through this process THEC produced a formula that funds institutions based on metrics that measure successes as well as weights that reflect institutional priorities and mission.

Since that time, THEC has convened the FRC annually to review the strengths and weaknesses of the formula, with plans to implement any significant structural changes after a five-year cycle. That first five-year cycle came to an end with the distribution of FY 2015-16 appropriations. For the last six months the 2015-20 FRC (see membership in Appendix A) has proposed and reviewed changes to the current model. THEC also requested frequent feedback and advice from all presidents and chancellors, and reviewed all proposed changes with the Statutory Formula Review Committee, a formal committee charged with reviewing and recommending changes to the formula (see Appendix B).

This process resulted in the removal and redefining of a few outcomes, the inclusion of a new focus population, and an alteration to the application of focus population premiums. Though weights still largely reflect institutional mission as defined by presidents and chancellors, the community college sector chose to implement a unified weighting structure for its completion outcomes to better reflect the needs of the state. The proposed formula also excludes the out-of-state tuition deduction and no longer relies on a salary multiplier to monetize the outcomes. These changes are summarized in Appendices D and E.

Additionally, the underlying structure of the formula was reworked in part to allow for the introduction of mathematically-derived scales. This structural change — while not changing how the formula rewards success — also allows the 2015-20 model to calibrate perfectly to the 2010-15 model, removing the need for a phase-in period. This change will be discussed in the presentation.

The process used to analyze and review changes to the outcomes model allowed all stakeholders to play a significant role in creating the proposed 2015-20 Outcomes-Based Funding Formula model. This model does not differ greatly from the 2010-15 model, but it more effectively rewards institutions for outcome success while reflecting the input from these stakeholders. THEC staff recommends it for approval.

## Appendix A

### THEC 2015-20 Formula Review Committee

<b>Name</b>	<b>Institution</b>	<b>Title</b>
Chad Brooks	Austin Peay State University	Professor of Biology
Cynthia Brooks	Tennessee State University	Vice President for Business and Finance
Richard Brown	University of Tennessee, Chattanooga	Executive Vice Chancellor for Finance and Operations
Crystal Collins	THEC Staff	Director of Fiscal Policy Analysis
Evan Cope	THEC Commission	Chair of Commission
Will Cromer	Governor's Office	Director of Policy and Research
Betty Dandridge Johnson	THEC Staff	Associate Executive Director for Academic Affairs
Russ Deaton	THEC Staff	Interim Executive Director
Tristan Denley	Tennessee Board of Regents	Vice Chancellor for Academics
Steven Gentile	THEC Staff	Director of Fiscal Policy Research
Danny Gibbs	Roane State Community College	Executive Vice President for Business and Finance
Tré Hargett	Secretary of State	Secretary of State
Sharon Hayes	THEC Commission	Commissioner
Katie High	University of Tennessee System	Vice President for Academic Affairs and Student Success
Nate Johnson	Postsecondary Analytics	Consultant
David Lillard	Treasurer	Treasurer
Kenyatta Lovett	Tennessee Board of Regents	Assistant Vice Chancellor for Community College Initiatives
Teri Maddox	Dyersburg State Community College	Vice President for the College
Susan Martin	University of Tennessee, Knoxville	Provost and Senior Vice President
Warren Nichols	Tennessee Board of Regents	Vice Chancellor of Community Colleges
Butch Peccolo	University of Tennessee System	Chief Financial Officer
David Rudd	University of Memphis	President
Dale Sims	Tennessee Board of Regents	Vice Chancellor for Business and Finance
Janet Smith	Columbia State Community College	President
Greg Turner	Department of Finance and Administration	Education and THDA Coordinator
Justin Wilson	Comptroller	Comptroller
David Wright	THEC Staff	Associate Executive Director for Strategic PPR

## Appendix B

### Statutory Formula Review Committee

<b>Name</b>	<b>Institution</b>	<b>Title</b>
Representative Harry Brooks	House of Representatives	Chair, House Education Administration & Planning Committee
Russ Deaton	Tennessee Higher Education Commission	Interim Executive Director
Joe DiPietro	University of Tennessee	President
Representative John Forgety	House of Representatives	Chair, House Education Instruction & Programs Committee
Senator Dolores Gresham	Senate	Chair, Senate Education Committee
Cathy Higgins	Office of Legislative Budget Analysis	House Budget Analysis Director
Larry Martin	Department of Finance and Administration	Commissioner
Senator Randy McNally	Senate	Chair, Senate Finance, Ways & Means Committee
John Morgan	Tennessee Board of Regents	Chancellor
Rick Nicholson	Office of Legislative Budget Analysis	Senate Budget Analysis Director
Representative Charles Sargent	House of Representatives	Chair, House Finance, Ways & Means Committee
Justin Wilson	Comptroller	Comptroller

## **Appendix C**

### **Formula Review Committee Meeting Dates**

- Thursday, February 12, 2015
- Friday, March 13, 2015
- Friday, April 10, 2015
- Friday, May 8, 2015
- Thursday, June 4, 2015
- Tuesday, June 30, 2015

### **Statutory Formula Review Committee Meeting Date**

- Monday, June 29, 2015

## Appendix D

### 2015-20 Higher Education Funding Formula Proposed Changes

The higher education outcomes-based funding formula is made up of three major elements: outcome metrics, institutional mission weights, and focus populations. Below is a summary of the proposed changes to the formula.

#### **Proposed Changes to Outcome Metrics**

*Community College Model* — Community colleges would be measured by a suite of outcomes very similar to the current version of the funding formula. **Short-term certificates** would undergo a definitional change and **remedial and developmental success** would be removed as an outcome metric, replaced with a subpopulation premium focused on academically underprepared students.

*University Model* — Universities also would have very similar outcomes in the next iteration of the funding formula. The progression metrics would change from 24/48/72 semester hours to **30/60/90 semester hours** and the **transfer-out** metric would be removed.

In both sectors the Degrees/Awards per Full-time Enrollment metrics will change so that full-time enrollment (FTE) only includes students who are degree-seeking. In the current model all undergraduate students, whether degree-seeking or not, are included.

#### **Proposed Changes to Mission Weights**

All chancellors and presidents were asked to prioritize outcomes based on institutional mission. These prioritized outcomes were presented to the Formula Review Committee (FRC) for analysis and feedback. During this process, conversations between THEC and TBR led to a policy recommendation to standardize the weights for certain outcomes across the community college sector in order to create a unified system-wide response to the needs of Drive to 55 and the Complete College Tennessee Act. University weights would continue to be grounded in Carnegie classification. New weights would be assigned to outcomes based on these priorities as part of the final formula design process.

#### **Proposed Changes to Focus Populations (formally called Subpopulations)**

*Community College and University Models* — A premium level would be applied to the progression and undergraduate completion metrics for students who are low-income (qualify for the Pell Grant), adults (25 years or older) or identified as academically underprepared (tentatively defined as students who score an 18 or below on the ACT or are flagged for remedial or developmental coursework).

*Premium Levels* — Premiums would be differentiated based on the number of focus populations for which a student qualifies. The first subpopulation would garner an 80 percent premium, the second would garner an additional 20 percent, and the third would garner another 20 percent.

#### **Proposed Additional Changes to the Model**

The 2015-20 Outcomes-Based Funding Formula would exclude the out-of-state tuition deduction. This change would result in state funding no longer shifting due to changes in out of state enrollment levels. Furthermore, tuition border county legislation would no longer impact the funding formula. Additionally, the FRC has also discussed no longer using an SREB salary multiplier, thus removing the state funding movement based on changes to the SREB median faculty salary rather than outcome production. The Quality Assurance (Performance Funding) program, which was reviewed separately, and the fixed cost components would remain largely unchanged.

## Appendix E

### Outcomes-Based Funding Formula Changes: Outcomes and Focus Populations

2010-2015 Formula Model	2015-2020 Outcomes Model
<p><b><u>Community College Outcomes</u></b>            Students Accumulating 12 hrs            Students Accumulating 24 hrs            Students Accumulating 36 hrs                Dual Enrollment                Associates                Long-term Certificates                Short-term Certificates                Job Placements            Remedial &amp; Development Success                Transfers out with 12 hrs                Workforce Training                Awards per 100 FTE</p> <p><b><u>University Outcomes</u></b>            Students Accumulating 24 hrs            Students Accumulating 48 hrs            Students Accumulating 72 hrs                Bachelors and Associates            Masters/Ed Specialist Degrees                Doctoral / Law Degrees                Research and Service            Transfers Out with 12 hrs                Degrees per 100 FTE            Six-Year Graduation Rate</p> <p><b><u>Subpopulations (Both Sectors)</u></b>                Adults                Low-income</p> <p><b><u>Subpopulation Premiums</u></b>            40% for Each Population</p>	<p><b><u>Community College Outcomes</u></b>            Students Accumulating 12 hrs            Students Accumulating 24 hrs            Students Accumulating 36 hrs                Dual Enrollment                Associates                Long-term Certificates  <b>Short-term Certificates<sup>1</sup></b>                Job Placements  <b>Remedial &amp; Development Success<sup>2</sup></b>                Transfers out with 12 hrs                Workforce Training  <b>Awards per 100 FTE<sup>3</sup></b></p> <p><b><u>University Outcomes</u></b>  <b>Students Accumulating 30 hrs</b>  <b>Students Accumulating 60 hrs</b>  <b>Students Accumulating 90 hrs</b>                Bachelors and Associates            Masters/Ed Specialist Degrees                Doctoral / Law Degrees                Research and Service  <del>Transfers Out with 12 hrs<sup>2</sup></del>  <b>Degrees per 100 FTE<sup>3</sup></b>            Six-Year Graduation Rate</p> <p><b><u>Focus Populations (Both Sectors)</u></b>                Adults                Low-income  <b>Academically Underprepared<sup>4</sup></b></p> <p><b><u>Focus Population Premiums</u></b>            80% for One Focus Population            100% for Two Focus Populations            120% for Three Focus Populations</p>

1 - In the 2010-2015 model only short-term certificates (those requiring fewer than 24 semester credit hours) that represent the highest award earned at the time of a student's stop-out were counted. In the 2015-2020 model all *technical* short-term certificates will be counted, regardless of whether a student stops-out or continues with her education. Certificates defined as *academic* are not counted as they are intended for transfer.

2 - Outcome removed from consideration.

3 - In the 2010-2015 model both nondegree-seeking and degree-seeking undergraduate students were included in the full-time enrollment (FTE) metric. In the 2015-2020 model, only degree-seeking undergraduate students are included in the FTE metric.

4 - Tentatively defined as students who either required remediation or scored an 18 or below on the ACT Composite.

**Agenda Item:** I.F.

**DATE:** July 23, 2015

**SUBJECT:** Quality Assurance Funding 2015-20 Cycle

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** Tennessee was the pioneer in developing quality based funding for higher education institutions and has become a model for states seeking to promote the highest standards and continuous improvement. Performance Funding incentivizes meritorious performance and provides a means of assessing the progress of student learning at public community colleges and universities.

Planning for Performance Funding began in 1974 with collaboration between higher education institutions, governing boards, THEC and a national advisory panel. This collaboration resulted in a set of research-based quality standards used to guide institutions as they seek to improve student learning while carrying out their unique missions. These standards include program evaluation and accreditation results, licensure rates, general education and major field assessment scores, and retention and graduation rates.

In 1979, Performance Funding was implemented to promote academic excellence and incentivize institutional improvement. Success on the quality standards allows institutions to earn a percentage of funds over their annual operating budgets. In addition, Performance Funding requires each institution to build mature institutional effectiveness operations, and evidence of these operations holds them in good standing with institutional and specialized accreditors.

Quality standards for Performance Funding are evaluated every five years to ensure alignment with the public agenda and state high education priorities. A committee comprised of Commission staff, governing boards and institutional faculty and staff collaborate to revise the standards that are then approved by the Commission. As a result, each five year cycle has particular defining features in addition to the common quality standards. The 1988-1992 cycle saw a shift in emphasis from the process of assessment to performance outcomes. The 2005-10 cycle emphasized solidifying articulation and transfer agreements. In the 2010-15 cycle, traditional productivity measures of retention and persistence to graduation were ceded to the Outcomes Based Funding Formula leaving Performance Funding to focus solely on quality standards.

Beginning with the 2015-20 cycle, Performance Funding will be known as Quality Assurance Funding (QAF). The change in name helps to distinguish the mission of Quality Assurance Funding from the Outcomes Based Funding Formula. The 2015-20 cycle standards reflect current state priorities outlined in the 2015-25 Master Plan and guided by the Drive to 55 and continue to challenge institutions to promote the highest standards and strive for excellence. The 2015-20 QAF standards reflect the professional judgment of the Advisory Committee which brought together institutional representatives and University of Tennessee and Tennessee Board of

Regents system staff. A Scoring Sub-Committee also worked with THEC staff to develop operational strategies in the evaluation of the standards. The Commission staff expresses appreciation to both committees for their contributions to the 2015-20 QAF standards.

## **2015-20 Quality Assurance Funding**

### ***Points by Standard***

<b>Standard</b>	<b>Community College</b>	<b>University</b>
<b>I. Student Learning and Engagement</b>	<b>75</b>	<b>75</b>
• <i>General Education</i>	<i>15</i>	<i>15</i>
• <i>Major Field Assessment</i>	<i>15</i>	<i>15</i>
• <i>Academic Programs</i>	<i>15</i>	<i>25</i>
• <i>Institutional Satisfaction Study</i>	<i>10</i>	<i>10</i>
• <i>Adult Learner Success</i>	<i>10</i>	<i>10</i>
• <i>Tennessee Job Market Graduate Placement</i>	<i>10</i>	<i>NA</i>
<b>II. Student Access and Success</b>	<b>25</b>	<b>25</b>
<b>TOTAL</b>	<b>100</b>	<b>100</b>

### ***Defining Features***

#### **Academic Programs**

When an appropriate accrediting agency is not available, institutions utilize program evaluations to ensure that departmental standards remain high. Institutions may utilize the Program Review or Academic Audit to assess the quality of programs on campus through a self study and external review. As part of the 2015-20 cycle standards review, the Program Review and Academic Audit rubrics have been updated to reflect current best practices and more closely align with SACS-COC standards.

#### **Institutional Satisfaction Study**

In the 2015-20 QAF cycle, community colleges and universities will follow a unique schedule to engage various institutional stakeholders. Community colleges will use the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) as they welcome students utilizing the Tennessee Promise scholarship to their campuses. Universities will employ the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE) and Performance Enhancement Group (PEG) Alumni Study survey to evaluate satisfaction across the institution.

#### **Adult Learner Success**

A major component of Tennessee Reconnect and the 2015-25 Public Agenda is engaging adult learners. In order to support institutions in this critical mission, QAF has introduced an Adult Learner Success standard focused on the unique experiences and challenges faced by adult students. The standard utilizes both qualitative and quantitative measures to gauge success. Institutions will perform a self-study, gather feedback from adult students and develop an action plan to better serve the needs of adult students. The standard will also examine adult student retention and graduation rates.

**Tennessee Job Market Graduate Placement**

The Tennessee Longitudinal Data System (TLDS) will now serve as the source of data for the community college job placement standard. TLDS combines data from the Department of Education, Department of Labor and THEC and includes individuals employed in Tennessee. TLDS allows for statewide job placement analysis that is uniform across all community colleges.

**Student Access and Success**

Quality Assurance Funding will direct institutional attention on increasing access and success of focus populations around the state. In the 2015-20 cycle, institutions will select five populations on which to focus particular attention and resources. Veterans have been added as a focus population for the 2015-20 QAF cycle. Universities may also now focus on specific populations to increase the number of graduates in masters and doctoral programs.

**DATE:** July 23, 2015

**SUBJECT:** 2015-16 Proposed Operating Budgets

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The General Appropriations Act requires that the operating budgets of all higher education units be submitted by the respective governing boards to the Higher Education Commission. The budgets are to then be submitted, with the Commission's action and comments, to the Department of Finance and Administration for review and approval.

**SUMMARY OF COMMENTS:** The FY 2015-16 proposed operating budgets for higher education are balanced. Campuses have again directed the majority of their resources to the teaching functions. Expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. All higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives.

Tuition and fees revenue accounted for 54.2 percent of overall revenue, while state appropriations accounted for 35.8 percent. Five years ago, tuition and fees accounted for 45.8 percent of overall revenue and state appropriations accounted for 44.0 percent.

Even as the proportion of revenue attributable to state appropriations has declined over the last decade, institutions have continued to focus on students with their expenditures. The teaching functions on campus – instruction, research, public service, and academic support – accounted for 61.8 percent of overall expenditures in 2015-16, compared to 62.7 percent five years ago and 65.2 percent ten years ago.

**RECOMMENDATION:** It is recommended that the Commission approve the FY 2015-16 July 1 budgets and the Executive Director transmit the approval of the FY 2015-16 July 1 budgets, along with the appropriate commentary, to the Commissioner of Finance and Administration.

**Table 1  
HIGHER EDUCATION  
STATE APPROPRIATIONS  
2015-16**

<b>Academic Formula Units</b>	<b>THEC FY 2015-16 Formula Calculation</b>	<b>Total FY 2014-15 State Appropriation<sup>1</sup></b>	<b>2015-16 Preliminary State Appropriations<sup>1</sup></b>	<b>2015-16 Preliminary NR State Appr<sup>2</sup></b>	<b>2015-16 Preliminary Total</b>
<b>TBR Universities</b>					
Austin Peay	\$58,535,000	\$34,239,800	\$36,967,700	\$42,000	\$37,009,700
East Tennessee	80,537,000	48,048,900	51,089,000	91,400	51,180,400
Middle Tennessee	135,694,500	82,830,300	85,855,200	125,600	85,980,800
Tennessee State	51,828,300	32,088,900	32,885,900	45,400	32,931,300
Tennessee Tech	61,974,900	38,394,000	39,301,700	70,300	39,372,000
University of Memphis	150,177,000	89,331,900	95,118,300	1,083,200	96,201,500
<b>Subtotal</b>	<b>\$538,746,700</b>	<b>\$324,933,800</b>	<b>\$341,217,800</b>	<b>\$1,457,900</b>	<b>\$342,675,700</b>
<b>Two-Year Colleges<sup>3</sup></b>					
Chattanooga	\$43,489,000	\$26,008,100			
Cleveland	14,779,000	8,843,700			
Columbia	20,373,700	12,349,500			
Dyersburg	12,378,000	7,317,900			
Jackson	18,052,000	11,095,700			
Motlow	17,458,000	10,656,700			
Nashville	26,782,000	15,861,200			
Northeast	23,036,000	13,224,100			
Pellissippi	40,495,000	23,429,800			
Roane	28,592,000	17,399,500			
Southwest	40,050,000	24,677,200			
Volunteer	27,122,000	16,216,000			
Walters	33,280,000	20,350,200			
<b>Subtotal</b>	<b>\$345,886,700</b>	<b>\$207,429,600</b>	<b>\$218,360,800</b>	<b>\$312,200</b>	<b>\$218,673,000</b>
<b>UT Universities</b>					
UT Chattanooga	\$65,724,000	\$37,501,400	\$41,649,800	\$84,500	\$41,734,300
UT Knoxville	292,897,000	179,044,900	187,915,600	291,400	188,207,000
UT Martin	43,764,000	26,249,700	27,908,900	64,100	27,973,000
<b>Subtotal</b>	<b>\$402,385,000</b>	<b>\$242,796,000</b>	<b>\$257,474,300</b>	<b>\$440,000</b>	<b>\$257,914,300</b>
<b>Total Colleges and Universities</b>	<b>\$1,287,018,400</b>	<b>\$775,159,400</b>	<b>\$817,052,900</b>	<b>\$2,210,100</b>	<b>\$819,263,000</b>
<b>TN Colleges of Applied Technology</b>	<b>\$89,665,000</b>	<b>\$55,346,600</b>	<b>\$56,370,100</b>	<b>\$61,000</b>	<b>\$56,431,100</b>
<b>Total Academic Formula Units</b>	<b>\$1,376,683,400</b>	<b>\$830,506,000</b>	<b>\$873,423,000</b>	<b>\$2,271,100</b>	<b>\$875,694,100</b>

1 - Recurring

2 - Non-recurring; includes \$1M to UM for Lambuth operations and \$83.2K for a 401k match.

3 - Beginning in 2013-14, appropriations to community colleges are allocated in the aggregate only. Breakdown of appropriations presented in table above provided by the Tennessee Board of Regents.

**Table 1  
HIGHER EDUCATION  
STATE APPROPRIATIONS  
2015-16**

<b>Specialized Units</b>	<b>THEC FY 2015-16 Formula Calculation</b>	<b>Total FY 2014-15 State Appropriation<sup>1</sup></b>	<b>2015-16 Preliminary State Appropriations<sup>1</sup></b>	<b>2015-16 Preliminary NR State Appr<sup>2</sup></b>	<b>2015-16 Preliminary Total</b>
<b>Medical Education</b>					
ETSU College of Medicine	\$69,440,000	\$28,948,800	\$30,227,300	\$22,600	\$30,249,900
ETSU Family Practice	6,866,000	6,130,800	6,447,500	5,900	6,453,400
UT College of Medicine	143,220,000	46,956,800	48,795,900	51,100	48,847,000
UT Family Medicine	10,017,000	10,506,000	10,944,000	12,000	10,956,000
UT Memphis	159,062,000	71,919,300	75,396,800	3,071,500	78,468,300
UT College of Veterinary Medicine	24,969,000	16,530,900	17,380,400	24,400	17,404,800
<b>Subtotal</b>	<b>\$413,574,000</b>	<b>\$180,992,600</b>	<b>\$189,191,900</b>	<b>\$3,187,500</b>	<b>\$192,379,400</b>
<b>Research and Public Service</b>					
UT Agricultural Experiment Station	\$75,376,000	\$25,557,800	\$26,543,000	\$29,500	\$26,572,500
UT Agricultural Extension Service	42,798,000	31,044,400	32,255,500	42,200	32,297,700
TSU McMinnville Center	1,200,000	560,400	575,500	300	575,800
TSU Institute of Agricultural and Environmental Research	3,318,300	2,278,500	2,340,300	-	2,340,300
TSU Cooperative Extension	2,584,900	3,108,900	3,206,000	-	3,206,000
TSU McIntire-Stennis Forestry Research	207,900	179,400	183,400	-	183,400
UT Space Institute	24,560,000	7,916,500	8,193,600	7,700	8,201,300
UT Institute for Public Service	11,678,000	5,247,800	5,420,400	3,600	5,424,000
UT County Technical Assistance Service	2,479,000	1,763,100	1,858,300	3,000	1,861,300
UT Municipal Technical Advisory Service	3,475,000	2,897,500	3,033,200	4,000	3,037,200
<b>Subtotal</b>	<b>\$167,677,100</b>	<b>\$80,554,300</b>	<b>\$83,609,200</b>	<b>\$90,300</b>	<b>\$83,699,500</b>
<b>Other Specialized Units</b>					
UT University-Wide Administration	\$5,715,000	\$4,661,800	\$4,860,600	\$56,000	\$4,916,600
TN Board of Regents Administration	6,759,000	5,133,100	5,464,800	8,100	5,472,900
TN Student Assistance Corporation	93,138,700	61,566,800	70,902,300	600,000	71,502,300
TN Student Assistance Awards	89,462,500	57,762,500	67,762,500	-	67,762,500
TN Student Assistance Corporation Loan/Scholarships Program	1,235,200	1,333,500	1,919,000	600,000	2,519,000
Endowment Scholarships	1,191,000	1,220,800	1,220,800	-	1,220,800
	1,250,000	1,250,000	-	-	-
TN Foreign Language Institute	678,000	414,100	400,800	-	400,800
Contract Education	3,181,700	2,180,800	2,110,800	-	2,110,800
TN Higher Education Commission	2,224,900	2,438,800	5,845,100	3,096,300	8,941,400
TN Higher Education Administration	2,224,900	2,438,800	2,345,100	-	2,345,100
Adult Learner Initiatives	-	-	1,000,000	1,450,000	2,450,000
Labor Education Alignment Program	-	-	-	96,300	96,300
Community College Initiatives	-	-	2,500,000	550,000	3,050,000
Veteran Education	-	-	-	1,000,000	1,000,000
<b>Subtotal</b>	<b>\$111,697,300</b>	<b>\$76,395,400</b>	<b>\$89,584,400</b>	<b>\$3,760,400</b>	<b>\$93,344,800</b>
<b>Total Specialized Units</b>	<b>\$692,948,400</b>	<b>\$337,942,300</b>	<b>\$362,385,500</b>	<b>\$7,038,200</b>	<b>\$369,423,700</b>
<b>Total Formula and Specialized Units</b>	<b>\$2,069,631,800</b>	<b>\$1,168,448,300</b>	<b>\$1,235,808,500</b>	<b>\$9,309,300</b>	<b>\$1,245,117,800</b>
<b>Program Initiatives</b>					
Campus Centers of Excellence	\$32,403,900	\$17,769,000	\$17,414,600	\$0	\$17,414,600
Campus Centers of Emphasis	2,325,400	1,282,600	1,257,000	-	1,257,000
Academic Scholars Program	401,800	411,800	411,800	-	411,800
UT Access and Diversity Initiative	6,181,900	5,688,900	5,806,700	-	5,806,700
TBR Access and Diversity Initiative	10,919,100	10,048,800	10,256,900	-	10,256,900
THEC Grants	3,830,500	2,353,900	2,278,400	-	2,278,400
Research Initiatives - UT	10,000,000	5,734,200	5,852,900	-	5,852,900
<b>Subtotal</b>	<b>\$66,062,600</b>	<b>\$43,289,200</b>	<b>\$43,278,300</b>	<b>\$0</b>	<b>\$43,278,300</b>
<b>Total Operating</b>	<b>\$2,135,694,400</b>	<b>\$1,211,737,500</b>	<b>\$1,279,086,800</b>	<b>\$9,309,300</b>	<b>\$1,288,396,100</b>

1 - Recurring

2 - Non-recurring; includes \$1M to UM for Lambuth operations and \$83.2K for a 401k match.

**Table 2**  
**Capital Projects**  
**Legislative Action - FY 2015-16**

<b>Capital Outlay Projects</b>		<b>Total Project Cost</b>
1 TCATs	Master Plan Improvements	\$ 23,370,000
2 UTIA	West TN 4-H Center Land Acquisition	\$ 14,310,000
3 APSU	Fine Arts Building Expansion and Improvements	\$ 15,000,000
4 Jackson	New Health Science Facilities	\$ 16,200,000
5 ETSU	Fine Arts Classroom Building	\$ 28,000,000
6 UTK	Science Laboratory Facility	\$ 75,000,000
7 TCATs	Equipment Purchases	\$ 5,000,000
8 UTIA	TN Aerothermodynamics Laboratory	\$ 1,000,000
<b>Capital Outlay - Total (8 Projects)</b>		<b>\$ 177,880,000</b>

<b>Capital Maintenance Projects</b>		
1 Statewide	ADA Compliance	\$ 800,000
2 UTK	Fire Safety Upgrades Phase I	\$ 3,800,000
3 UTIA	Agriculture Research and Extension Roof Replacements	\$ 2,000,000
4 UTM	Engineering and Physical Sciences (Johnson EPS) Building Improvements Phase I	\$ 4,290,000
5 UTHSC	Security Upgrades Phase I	\$ 8,000,000
6 UTC	Guerry Center Improvements	\$ 4,900,000
7 UTSI	Building Improvements	\$ 2,000,000
8 UTM	Electrical Distribution Upgrades	\$ 1,520,000
<b>Capital Maintenance Subtotal - UT (8 Projects)</b>		<b>\$ 27,310,000</b>

1 Statewide	ADA Compliance	\$ 800,000
2 Statewide	Management Support Services	\$ 1,000,000
3 TCATs	TCAT Roof Replacements	\$ 740,000
4 TCATs	TCAT Building System Upgrades Phase I	\$ 1,920,000
5 Roane	Oak Ridge Campus Roof Replacement	\$ 750,000
6 TTU	Roof Replacements Phase 1	\$ 2,040,000
7 Southwest	Roof Replacement and Envelope Repair	\$ 770,000
8 UM	Electric and Gas Utility Updates	\$ 3,000,000
9 Volunteer	Lighting Updates	\$ 180,000
10 ETSU	Powerhouse Boiler Replacement	\$ 3,000,000
11 Cleveland	Electrical Infrastructure Modernization	\$ 410,000
12 Columbia	Powerhouse System Repairs Phase I	\$ 400,000
13 ETSU	Sprinkler System Updates	\$ 500,000
14 MTSU	Central Plant Control Updates	\$ 2,650,000
15 APSU	Music Mass Communications Building HVAC Replacement Phase I	\$ 1,200,000
16 Jackson	Elevator Modernization Phase I	\$ 370,000
17 Walters	Mechanical and Electrical Updates	\$ 750,000
18 Pellissippi	Boiler and Chiller Updates	\$ 700,000
19 TSU	Campus-Wide Elevator Replacement	\$ 2,500,000
20 Dyersburg	Building Mechanical System Modernization	\$ 320,000
21 Chattanooga	Parking Lots Updates	\$ 850,000
22 Northeast	Faculty Building Glass Replacement	\$ 220,000
23 Motlow	Exterior Buildings Repairs Phase I	\$ 280,000
24 Volunteer	Wood Building Restroom Renovations	\$ 180,000
25 TCATs	Parking and Paving Replacements	\$ 610,000
26 ETSU	Various Roof Replacements	\$ 2,000,000
<b>Capital Maintenance Subtotal - TBR (26 Projects)</b>		<b>\$ 28,140,000</b>

<b>Capital Maintenance - Total (34 Projects)</b>	<b>\$ 55,450,000</b>
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<b>Original THEC Recommendations</b>		
Capital Outlay	6 Projects	\$ 184,082,000
Capital Maintenance	80 Projects	\$ 132,910,000

<b>Original Governor Recommendations</b>		
Capital Outlay	6 Projects	\$ 171,880,000
Capital Maintenance	29 Projects	\$ 48,770,000

**Table 3**  
**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE**  
**FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2015-16**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	Chattanooga
<b>Tuition &amp; Fees</b>								
Dollar	\$74,641,700	\$126,961,800	\$184,921,600	\$85,220,400	\$102,818,800	\$187,920,000	\$762,484,300	\$34,178,300
Percent	63.75%	65.05%	63.97%	67.43%	67.51%	55.57%	62.59%	54.79%
<b>State Appropriation</b>								
Dollar	\$37,009,700	\$51,180,400	\$85,491,300	\$31,905,000	\$38,671,100	\$96,136,500	\$340,394,000	\$27,475,600
Percent	31.61%	26.22%	29.57%	25.25%	25.39%	28.43%	27.94%	44.05%
<b>Sales &amp; Service</b>								
Dollar	\$0	\$1,506,300	\$568,500	\$197,100	\$1,821,900	\$2,877,100	\$6,970,900	\$281,500
Percent	0.00%	0.77%	0.20%	0.16%	1.20%	0.85%	0.57%	0.45%
<b>Other Sources</b>								
Dollar	\$5,434,200	\$15,532,900	\$18,084,900	\$9,058,600	\$8,986,700	\$51,227,200	\$108,324,500	\$440,800
Percent	4.64%	7.96%	6.26%	7.17%	5.90%	15.15%	8.89%	0.71%
<b>Total Educational and General</b>								
Dollar	\$117,085,600	\$195,181,400	\$289,066,300	\$126,381,100	\$152,298,500	\$338,160,800	\$1,218,173,700	\$62,376,200
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

  

	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast	Pellissippi
<b>Tuition &amp; Fees</b>								
Dollar	\$11,320,400	\$16,756,000	\$10,014,800	\$14,350,800	\$15,369,800	\$30,468,300	\$22,168,900	\$37,180,000
Percent	53.54%	56.27%	55.28%	54.11%	57.75%	62.96%	59.24%	57.17%
<b>State Appropriation</b>								
Dollar	\$9,342,600	\$12,778,400	\$7,849,000	\$11,412,500	\$11,016,800	\$16,952,500	\$14,611,600	\$25,621,900
Percent	44.19%	42.91%	43.33%	43.03%	41.40%	35.03%	39.05%	39.40%
<b>Sales &amp; Service</b>								
Dollar	\$8,800	\$28,700	\$4,300	\$166,800	\$37,400	\$8,600	\$22,700	\$25,000
Percent	0.04%	0.10%	0.02%	0.63%	0.14%	0.02%	0.06%	0.04%
<b>Other Sources</b>								
Dollar	\$471,400	\$214,800	\$247,700	\$592,700	\$189,300	\$960,900	\$616,800	\$2,209,700
Percent	2.23%	0.72%	1.37%	2.23%	0.71%	1.99%	1.65%	3.40%
<b>Total Educational and General</b>								
Dollar	\$21,143,200	\$29,777,900	\$18,115,800	\$26,522,800	\$26,613,300	\$48,390,300	\$37,420,000	\$65,036,600
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**Table 3 (cont.)**

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE  
FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2015-16**

	<b>Roane</b>	<b>Southwest</b>	<b>Volunteer</b>	<b>Walters</b>	<b>Total Two-Year Institutions</b>	<b>TN Colleges of Applied Technology</b>	<b>ETSU Medical School</b>	<b>ETSU Family Practice</b>
<b>Tuition &amp; Fees</b>								
<b>Dollar</b>	\$20,628,800	\$37,116,900	\$29,864,500	\$22,646,000	\$302,063,500	\$32,395,500	\$9,885,500	\$0
<b>Percent</b>	52.50%	58.61%	62.88%	50.79%	56.98%	36.91%	17.95%	0.00%
<b>State Appropriation</b>								
<b>Dollar</b>	\$17,878,400	\$25,302,000	\$17,217,100	\$20,991,900	\$218,450,300	\$51,994,100	\$30,249,900	\$6,453,400
<b>Percent</b>	45.50%	39.95%	36.25%	47.08%	41.21%	59.24%	54.92%	42.56%
<b>Sales &amp; Service</b>								
<b>Dollar</b>	\$34,100	\$166,600	\$58,600	\$153,500	\$996,600	\$707,900	\$14,008,700	\$8,442,500
<b>Percent</b>	0.09%	0.26%	0.12%	0.34%	0.19%	0.81%	25.44%	55.68%
<b>Other Sources</b>								
<b>Dollar</b>	\$752,400	\$740,900	\$353,400	\$794,800	\$8,585,600	\$2,669,500	\$932,100	\$266,500
<b>Percent</b>	1.91%	1.17%	0.74%	1.78%	1.62%	3.04%	1.69%	1.76%
<b>Total Educational and General</b>								
<b>Dollar</b>	\$39,293,700	\$63,326,400	\$47,493,600	\$44,586,200	\$530,096,000	\$87,767,000	\$55,076,200	\$15,162,400
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	<b>ETSU College of Pharmacy</b>	<b>Tennessee Board of Regents</b>	<b>TSU McMinnville Center</b>	<b>TSU McIntire-Stennis</b>	<b>TSU Institute of Agr and Envir. Research</b>	<b>TSU Cooperative Education</b>	<b>Sub-Total TBR System</b>	<b>UTC</b>
<b>Tuition &amp; Fees</b>								
<b>Dollar</b>	\$11,224,700	\$0	\$0	\$0	\$0	\$0	\$1,118,053,500	\$101,866,500
<b>Percent</b>	99.69%	0.00%	0.00%	0.00%	0.00%	0.00%	57.24%	67.24%
<b>State Appropriation</b>								
<b>Dollar</b>	\$0	\$9,909,900	\$575,800	\$183,400	\$2,340,300	\$3,206,000	\$663,757,100	\$42,618,600
<b>Percent</b>	0.00%	33.54%	100.00%	100.00%	100.00%	100.00%	33.98%	28.13%
<b>Sales &amp; Service</b>								
<b>Dollar</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$31,126,600	\$4,903,500
<b>Percent</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.59%	3.24%
<b>Other Sources</b>								
<b>Dollar</b>	\$35,000	\$19,636,900	\$0	\$0	\$0	\$0	\$140,450,100	\$2,113,700
<b>Percent</b>	0.31%	66.46%	0.00%	0.00%	0.00%	0.00%	7.19%	1.40%
<b>Total Educational and General</b>								
<b>Dollar</b>	\$11,259,700	\$29,546,800	\$575,800	\$183,400	\$2,340,300	\$3,206,000	\$1,953,387,300	\$151,502,300
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**Table 3 (cont.)**

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE  
FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2015-16**

	<b>UTK</b>	<b>UTM</b>	<b>Total UT Formula Universities</b>	<b>UT Space Institute</b>	<b>UT Memphis</b>	<b>UT College of Medicine</b>	<b>UT Family Medicine</b>	<b>Agricultural Experiment Station</b>
<b>Tuition &amp; Fees</b>								
<b>Dollar</b>	\$387,333,800	\$61,054,500	\$550,254,800	\$1,293,200	\$54,357,900	\$26,523,200	\$0	\$0
<b>Percent</b>	62.06%	64.46%	63.22%	13.00%	35.37%	32.61%	0.00%	0.00%
<b>State Appropriation</b>								
<b>Dollar</b>	\$191,195,700	\$28,706,900	\$262,521,200	\$8,294,100	\$75,933,500	\$48,847,000	\$10,956,000	\$26,686,000
<b>Percent</b>	30.63%	30.31%	30.16%	83.38%	49.40%	60.06%	48.29%	67.51%
<b>Sales &amp; Service</b>								
<b>Dollar</b>	\$5,140,900	\$3,204,000	\$13,248,400	\$0	\$6,080,900	\$1,887,100	\$10,961,100	\$3,227,400
<b>Percent</b>	0.82%	3.38%	1.52%	0.00%	3.96%	2.32%	48.31%	8.16%
<b>Other Sources</b>								
<b>Dollar</b>	\$40,493,400	\$1,744,700	\$44,351,800	\$360,600	\$17,329,800	\$4,079,800	\$770,200	\$9,615,100
<b>Percent</b>	6.49%	1.84%	5.10%	3.62%	11.27%	5.02%	3.39%	24.32%
<b>Total Educational and General</b>								
<b>Dollar</b>	\$624,163,800	\$94,710,100	\$870,376,200	\$9,947,900	\$153,702,100	\$81,337,100	\$22,687,300	\$39,528,500
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

  

	<b>Agricultural Extension Service</b>	<b>College of Veterinary Medicine</b>	<b>Institute for Public Service</b>	<b>MTAS</b>	<b>CTAS</b>	<b>University- Wide Administration</b>	<b>Sub-Total UT System</b>	<b>July 1 Grand Total</b>
<b>Tuition &amp; Fees</b>								
<b>Dollar</b>	\$0	\$11,647,600	\$0	\$0	\$0	\$0	\$644,076,700	\$1,762,130,200
<b>Percent</b>	0.00%	26.02%	0.00%	0.00%	0.00%	0.00%	49.64%	54.20%
<b>State Appropriation</b>								
<b>Dollar</b>	\$32,408,600	\$17,730,400	\$5,438,200	\$3,039,100	\$1,863,200	\$4,994,400	\$498,711,700	\$1,162,468,800
<b>Percent</b>	68.28%	39.61%	81.97%	46.97%	36.99%	51.72%	38.43%	35.76%
<b>Sales &amp; Service</b>								
<b>Dollar</b>	\$4,867,700	\$13,884,200	\$0	\$0	\$0	\$0	\$54,156,800	\$85,283,400
<b>Percent</b>	10.25%	31.02%	0.00%	0.00%	0.00%	0.00%	4.17%	2.62%
<b>Other Sources</b>								
<b>Dollar</b>	\$10,190,900	\$1,497,200	\$1,195,800	\$3,431,600	\$3,173,500	\$4,662,200	\$100,658,500	\$241,108,600
<b>Percent</b>	21.47%	3.34%	18.03%	53.03%	63.01%	48.28%	7.76%	7.42%
<b>Total Educational and General</b>								
<b>Dollar</b>	\$47,467,200	\$44,759,400	\$6,634,000	\$6,470,700	\$5,036,700	\$9,656,600	\$1,297,603,700	\$3,250,991,000
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**Table 4**

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	Chattanooga	Cleveland
<b>Instruction</b>									
Dollar	\$54,369,600	\$90,378,300	\$137,771,400	\$56,264,400	\$65,980,400	\$144,577,000	\$549,341,100	\$33,483,000	\$9,335,300
Percent	47.68%	47.48%	49.58%	45.31%	46.77%	44.00%	46.71%	54.09%	45.04%
<b>Research</b>									
Dollar	\$518,400	\$2,767,700	\$4,585,400	\$2,500,000	\$1,334,400	\$13,317,800	\$25,023,700	\$0	\$0
Percent	0.45%	1.45%	1.65%	2.01%	0.95%	4.05%	2.13%	0.00%	0.00%
<b>Public Service</b>									
Dollar	\$432,000	\$2,193,100	\$3,303,900	\$1,332,600	\$2,567,700	\$5,573,400	\$15,402,700	\$100,000	\$332,200
Percent	0.38%	1.15%	1.19%	1.07%	1.82%	1.70%	1.31%	0.16%	1.60%
<b>Academic Support</b>									
Dollar	\$8,318,600	\$20,033,900	\$29,308,600	\$10,114,300	\$11,479,300	\$29,446,500	\$108,701,200	\$5,006,100	\$1,292,400
Percent	7.30%	10.52%	10.55%	8.15%	8.14%	8.96%	9.24%	8.09%	6.24%
<b>SubTotal</b>									
Dollar	<b>\$63,638,600</b>	<b>\$115,373,000</b>	<b>\$174,969,300</b>	<b>\$70,211,300</b>	<b>\$81,361,800</b>	<b>\$192,914,700</b>	<b>\$698,468,700</b>	<b>\$38,589,100</b>	<b>\$10,959,900</b>
Percent	<b>55.81%</b>	<b>60.61%</b>	<b>62.97%</b>	<b>56.54%</b>	<b>57.68%</b>	<b>58.72%</b>	<b>59.39%</b>	<b>62.34%</b>	<b>52.88%</b>
<b>Student Services</b>									
Dollar	\$22,050,200	\$26,015,000	\$40,888,300	\$18,860,600	\$23,297,500	\$55,980,600	\$187,092,200	\$7,272,400	\$3,073,200
Percent	19.34%	13.67%	14.72%	15.19%	16.52%	17.04%	15.91%	11.75%	14.83%
<b>Institutional Support</b>									
Dollar	\$12,201,300	\$16,227,100	\$25,466,500	\$16,339,900	\$15,675,700	\$30,223,600	\$116,134,100	\$9,673,000	\$4,145,300
Percent	10.70%	8.52%	9.16%	13.16%	11.11%	9.20%	9.88%	15.63%	20.00%
<b>Operation &amp; Maintenance</b>									
Dollar	\$9,973,000	\$14,459,500	\$24,170,300	\$12,018,200	\$12,236,300	\$31,899,200	\$104,756,500	\$5,295,800	\$1,940,300
Percent	8.75%	7.60%	8.70%	9.68%	8.67%	9.71%	8.91%	8.56%	9.36%
<b>Scholarships &amp; Fellowships</b>									
Dollar	\$6,160,500	\$18,276,200	\$12,373,000	\$6,744,300	\$8,494,700	\$17,538,900	\$69,587,600	\$1,070,000	\$608,600
Percent	5.40%	9.60%	4.45%	5.43%	6.02%	5.34%	5.92%	1.73%	2.94%
<b>Total Educational and General Expenditures</b>									
Dollar	\$114,023,600	\$190,350,800	\$277,867,400	\$124,174,300	\$141,066,000	\$328,557,000	\$1,176,039,100	\$61,900,300	\$20,727,300
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**Table 4 (cont.)**

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	<b>Columbia</b>	<b>Dyersburg</b>	<b>Jackson</b>	<b>Motlow</b>	<b>Nashville</b>	<b>Northeast</b>	<b>Pellissippi</b>	<b>Roane</b>	<b>Southwest</b>
<b>Instruction</b>									
<b>Dollar</b>	\$15,748,200	\$9,456,200	\$11,961,100	\$12,501,500	\$25,253,500	\$17,394,800	\$33,777,200	\$20,965,200	\$26,453,200
<b>Percent</b>	53.49%	52.47%	45.02%	46.04%	52.58%	46.04%	52.08%	53.17%	42.48%
<b>Research</b>									
<b>Dollar</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Percent</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Public Service</b>									
<b>Dollar</b>	\$123,100	\$11,500	\$64,100	\$107,400	\$399,900	\$293,200	\$528,000	\$625,900	\$43,500
<b>Percent</b>	0.42%	0.06%	0.24%	0.40%	0.83%	0.78%	0.81%	1.59%	0.07%
<b>Academic Support</b>									
<b>Dollar</b>	\$1,458,600	\$585,200	\$2,756,400	\$2,598,800	\$6,232,200	\$4,044,700	\$7,108,000	\$2,000,200	\$7,952,600
<b>Percent</b>	4.95%	3.25%	10.37%	9.57%	12.98%	10.71%	10.96%	5.07%	12.77%
<b>SubTotal</b>									
<b>Dollar</b>	<b>\$17,329,900</b>	<b>\$10,052,900</b>	<b>\$14,781,600</b>	<b>\$15,207,700</b>	<b>\$31,885,600</b>	<b>\$21,732,700</b>	<b>\$41,413,200</b>	<b>\$23,591,300</b>	<b>\$34,449,300</b>
<b>Percent</b>	<b>58.86%</b>	<b>55.78%</b>	<b>55.64%</b>	<b>56.01%</b>	<b>66.39%</b>	<b>57.53%</b>	<b>63.85%</b>	<b>59.83%</b>	<b>55.32%</b>
<b>Student Services</b>									
<b>Dollar</b>	\$4,176,300	\$2,121,400	\$3,066,600	\$3,747,700	\$3,453,800	\$4,538,500	\$6,991,000	\$5,176,100	\$7,887,700
<b>Percent</b>	14.19%	11.77%	11.54%	13.80%	7.19%	12.01%	10.78%	13.13%	12.67%
<b>Institutional Support</b>									
<b>Dollar</b>	\$4,726,100	\$3,223,300	\$5,187,700	\$4,925,000	\$6,710,000	\$6,164,400	\$9,245,900	\$5,893,700	\$12,824,200
<b>Percent</b>	16.05%	17.88%	19.53%	18.14%	13.97%	16.32%	14.26%	14.95%	20.59%
<b>Operation &amp; Maintenance</b>									
<b>Dollar</b>	\$2,749,100	\$1,864,300	\$2,284,300	\$2,733,700	\$4,325,200	\$5,119,300	\$5,322,600	\$4,405,100	\$5,192,100
<b>Percent</b>	9.34%	10.34%	8.60%	10.07%	9.01%	13.55%	8.21%	11.17%	8.34%
<b>Scholarships &amp; Fellowships</b>									
<b>Dollar</b>	\$460,000	\$761,800	\$1,247,700	\$539,400	\$1,651,000	\$223,000	\$1,885,000	\$365,300	\$1,917,000
<b>Percent</b>	1.56%	4.23%	4.70%	1.99%	3.44%	0.59%	2.91%	0.93%	3.08%
<b>Total Educational and General Expenditures</b>									
<b>Dollar</b>	\$29,441,400	\$18,023,700	\$26,567,900	\$27,153,500	\$48,025,600	\$37,777,900	\$64,857,700	\$39,431,500	\$62,270,300
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	Volunteer	Walters	Total Two-Year Schools	TN Colleges of Applied Technology	ETSU College of Medicine	ETSU Family Practice	ETSU College of Pharmacy	Tennessee Board of Regents	TSU McMinnville Center
<b>Instruction</b>									
Dollar	\$26,170,900	\$23,930,000	\$266,430,100	\$53,066,700	\$40,465,800	\$9,881,500	\$6,515,300	\$0	\$0
Percent	55.43%	53.88%	50.48%	59.33%	65.68%	66.39%	66.80%	0.00%	0.00%
<b>Research</b>									
Dollar	\$0	\$0	\$0	\$0	\$4,173,700	\$315,100	\$344,000	\$0	\$575,000
Percent	0.00%	0.00%	0.00%	0.00%	6.77%	2.12%	3.53%	0.00%	100.00%
<b>Public Service</b>									
Dollar	\$376,000	\$533,700	\$3,538,500	\$0	\$0	\$0	\$0	\$0	\$0
Percent	0.80%	1.20%	0.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Academic Support</b>									
Dollar	\$2,948,800	\$2,169,100	\$46,153,100	\$7,800	\$5,776,700	\$2,880,400	\$1,224,900	\$0	\$0
Percent	6.25%	4.88%	8.74%	0.01%	9.38%	19.35%	12.56%	0.00%	0.00%
<b>SubTotal</b>									
Dollar	\$29,495,700	\$26,632,800	\$316,121,700	\$53,074,500	\$50,416,200	\$13,077,000	\$8,084,200	\$0	\$575,000
Percent	62.47%	59.96%	59.89%	59.34%	81.83%	87.86%	82.89%	0.00%	100.00%
<b>Student Services</b>									
Dollar	\$5,051,000	\$5,940,800	\$62,496,500	\$10,841,100	\$1,581,900	\$0	\$558,700	\$0	\$0
Percent	10.70%	13.38%	11.84%	12.12%	2.57%	0.00%	5.73%	0.00%	0.00%
<b>Institutional Support</b>									
Dollar	\$7,103,600	\$5,652,500	\$85,474,700	\$14,725,700	\$2,925,100	\$1,523,100	\$614,300	\$24,349,100	\$0
Percent	15.05%	12.73%	16.19%	16.46%	4.75%	10.23%	6.30%	98.17%	0.00%
<b>Operation &amp; Maintenance</b>									
Dollar	\$4,326,600	\$5,447,600	\$51,006,000	\$10,056,100	\$6,425,800	\$283,500	\$496,200	\$444,600	\$0
Percent	9.16%	12.27%	9.66%	11.24%	10.43%	1.90%	5.09%	1.79%	0.00%
<b>Scholarships &amp; Fellowships</b>									
Dollar	\$1,235,600	\$741,200	\$12,705,600	\$743,100	\$260,000	\$0	\$0	\$10,000	\$0
Percent	2.62%	1.67%	2.41%	0.83%	0.42%	0.00%	0.00%	0.04%	0.00%
<b>Total Educational and General Expenditures</b>									
Dollar	\$47,212,500	\$44,414,900	\$527,804,500	\$89,440,500	\$61,609,000	\$14,883,600	\$9,753,400	\$24,803,700	\$575,000
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

**Table 4 (cont.)**

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	TSU McIntire- Stennis Forestry Research	TSU Institute of Ag. and Env. Research	TSU Cooperative Education	Sub-Total TBR System	UTC	UTK	UTM	Total UT Universities	UT Space Institute
<b>Instruction</b>									
Dollar	\$0	\$0	\$0	\$925,700,500	\$64,046,900	\$274,749,800	\$43,000,300	\$381,797,000	\$4,958,400
Percent	0.00%	0.00%	0.00%	48.45%	42.49%	44.38%	45.56%	44.18%	50.27%
<b>Research</b>									
Dollar	\$183,100	\$2,337,400	\$0	\$32,952,000	\$1,640,900	\$22,524,100	\$302,700	\$24,467,700	\$797,700
Percent	100.00%	100.00%	0.00%	1.72%	1.09%	3.64%	0.32%	2.83%	8.09%
<b>Public Service</b>									
Dollar	\$0	\$0	\$3,201,400	\$22,142,600	\$2,555,100	\$11,820,600	\$555,600	\$14,931,300	\$0
Percent	0.00%	0.00%	100.00%	1.16%	1.70%	1.91%	0.59%	1.73%	0.00%
<b>Academic Support</b>									
Dollar	\$0	\$0	\$0	\$164,744,100	\$11,578,400	\$66,033,800	\$11,044,000	\$88,656,200	\$258,400
Percent	0.00%	0.00%	0.00%	8.62%	7.68%	10.67%	11.70%	10.26%	2.62%
<b>SubTotal</b>									
Dollar	\$183,100	\$2,337,400	\$3,201,400	\$1,145,539,200	\$79,821,300	\$375,128,300	\$54,902,600	\$509,852,200	\$6,014,500
Percent	100.00%	100.00%	100.00%	59.96%	52.96%	60.59%	58.17%	59.00%	60.98%
<b>Student Services</b>									
Dollar	\$0	\$0	\$0	\$262,570,400	\$23,269,300	\$42,965,600	\$11,503,700	\$77,738,600	\$72,400
Percent	0.00%	0.00%	0.00%	13.74%	15.44%	6.94%	12.19%	9.00%	0.73%
<b>Institutional Support</b>									
Dollar	\$0	\$0	\$0	\$245,746,100	\$14,598,000	\$61,606,600	\$8,173,100	\$84,377,700	\$1,549,900
Percent	0.00%	0.00%	0.00%	12.86%	9.69%	9.95%	8.66%	9.76%	15.71%
<b>Operation &amp; Maintenance</b>									
Dollar	\$0	\$0	\$0	\$173,468,700	\$20,424,300	\$71,101,500	\$11,254,100	\$102,779,900	\$1,932,400
Percent	0.00%	0.00%	0.00%	9.08%	13.55%	11.48%	11.92%	11.89%	19.59%
<b>Scholarships &amp; Fellowships</b>									
Dollar	\$0	\$0	\$0	\$83,306,300	\$12,610,400	\$68,307,900	\$8,557,000	\$89,475,300	\$293,600
Percent	0.00%	0.00%	0.00%	4.36%	8.37%	11.03%	9.07%	10.35%	2.98%
<b>Total Educational and General Expenditures</b>									
Dollar	\$183,100	\$2,337,400	\$3,201,400	\$1,910,630,700	\$150,723,300	\$619,109,900	\$94,390,500	\$864,223,700	\$9,862,800
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	UT Memphis	UT College of Med	UT Family Medicine	Agricultural Experiment Station	Agricultural Extension Service	College of Veterinary Medicine	Institute for Public Service	MTAS	CTAS
<b>Instruction</b>									
Dollar	\$53,120,600	\$59,911,300	\$21,258,700	\$0	\$0	\$34,182,100	\$0	\$0	\$0
Percent	33.24%	87.12%	94.14%	0.00%	0.00%	72.38%	0.00%	0.00%	0.00%
<b>Research</b>									
Dollar	\$3,812,500	\$660,400	\$0	\$35,423,500	\$0	\$3,441,200	\$0	\$0	\$0
Percent	2.39%	0.96%	0.00%	89.81%	0.00%	7.29%	0.00%	0.00%	0.00%
<b>Public Service</b>									
Dollar	\$25,000	\$17,700	\$0	\$0	\$45,104,200	\$92,300	\$4,668,900	\$6,006,100	\$4,935,800
Percent	0.02%	0.03%	0.00%	0.00%	95.43%	0.20%	82.96%	94.56%	98.76%
<b>Academic Support</b>									
Dollar	\$35,552,200	\$4,510,800	\$0	\$1,560,900	\$858,800	\$5,088,300	\$0	\$272,000	\$0
Percent	22.25%	6.56%	0.00%	3.96%	1.82%	10.77%	0.00%	4.28%	0.00%
<b>SubTotal</b>									
Dollar	<b>\$92,510,300</b>	<b>\$65,100,200</b>	<b>\$21,258,700</b>	<b>\$36,984,400</b>	<b>\$45,963,000</b>	<b>\$42,803,900</b>	<b>\$4,668,900</b>	<b>\$6,278,100</b>	<b>\$4,935,800</b>
Percent	<b>57.90%</b>	<b>94.66%</b>	<b>94.14%</b>	<b>93.76%</b>	<b>97.24%</b>	<b>90.64%</b>	<b>82.96%</b>	<b>98.85%</b>	<b>98.76%</b>
<b>Student Services</b>									
Dollar	\$5,191,000	\$867,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Percent	3.25%	1.26%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Institutional Support</b>									
Dollar	\$28,343,300	\$721,200	\$1,097,200	\$2,017,600	\$1,303,300	\$1,428,600	\$959,300	\$73,200	\$61,800
Percent	17.74%	1.05%	4.86%	5.11%	2.76%	3.03%	17.04%	1.15%	1.24%
<b>Operation &amp; Maintenance</b>									
Dollar	\$26,660,900	\$0	\$226,900	\$442,800	\$0	\$2,945,300	\$0	\$0	\$0
Percent	16.69%	0.00%	1.00%	1.12%	0.00%	6.24%	0.00%	0.00%	0.00%
<b>Scholarships &amp; Fellowships</b>									
Dollar	\$7,081,900	\$2,080,700	\$0	\$0	\$0	\$47,100	\$0	\$0	\$0
Percent	4.43%	3.03%	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%
<b>Total Educational and General Expenditures</b>									
Dollar	\$159,787,400	\$68,769,600	\$22,582,800	\$39,444,800	\$47,266,300	\$47,224,900	\$5,628,200	\$6,351,300	\$4,997,600
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 4 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES  
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS  
July 1 Budget 2015-16**

	University- Wide Administration	Sub-Total UT System	July 1 GRAND TOTAL
<b>Instruction</b>			
Dollar	\$0	\$555,228,100	\$1,480,928,600
Percent	0.00%	42.88%	46.20%
<b>Research</b>			
Dollar	\$250,000	\$68,853,000	\$101,805,000
Percent	1.34%	5.32%	3.18%
<b>Public Service</b>			
Dollar	\$0	\$75,781,300	\$97,923,900
Percent	0.00%	5.85%	3.05%
<b>Academic Support</b>			
Dollar	\$0	\$136,757,600	\$301,501,700
Percent	0.00%	10.56%	9.41%
<b>SubTotal</b>			
Dollar	<b>\$250,000</b>	<b>\$836,620,000</b>	<b>\$1,982,159,200</b>
Percent	<b>1.34%</b>	<b>64.61%</b>	<b>61.84%</b>
<b>Student Services</b>			
Dollar	\$0	\$83,869,500	\$346,439,900
Percent	0.00%	6.48%	10.81%
<b>Institutional Support</b>			
Dollar	\$18,423,500	\$140,356,600	\$386,102,700
Percent	98.66%	10.84%	12.05%
<b>Operation &amp; Maintenance</b>			
Dollar	\$0	\$134,988,200	\$308,456,900
Percent	0.00%	10.43%	9.62%
<b>Scholarships &amp; Fellowships</b>			
Dollar	\$0	\$98,978,600	\$182,284,900
Percent	0.00%	7.64%	5.69%
<b>Total Educational and General Expenditures</b>			
Dollar	\$18,673,500	\$1,294,812,900	\$3,205,443,600
Percent	100.00%	100.00%	100.00%

**Table 5**  
**MANDATORY STUDENT FEE CHARGES**  
**2014-15 & 2015-16**

	2014-15			2015-16			Percent Increase		
	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident
Austin Peay	\$1,264	\$6,198	\$7,462	\$1,453	\$6,348	\$7,801	15.0%	2.4%	4.5%
East Tennessee	\$1,355	\$6,630	\$7,985	\$1,649	\$6,828	\$8,477	21.7%	3.0%	6.2%
Middle Tennessee	\$1,636	\$6,552	\$8,188	\$1,648	\$6,756	\$8,404	0.7%	3.1%	2.6%
Tennessee State	\$1,026	\$6,198	\$7,224	\$1,039	\$6,378	\$7,417	1.3%	2.9%	2.7%
Tennessee Tech	\$1,511	\$6,474	\$7,985	\$1,171	\$7,182	\$8,353	-22.5%	10.9%	4.6%
University of Memphis	\$1,563	\$7,410	\$8,973	\$1,583	\$7,686	\$9,269	1.3%	3.7%	3.3%
UT Chattanooga	\$1,708	\$6,430	\$8,138	\$1,732	\$6,624	\$8,356	1.4%	3.0%	2.7%
UT Martin	\$1,308	\$6,716	\$8,024	\$1,408	\$6,918	\$8,326	7.6%	3.0%	3.8%
UT Knoxville (admitted before 2013-14)	\$1,510	\$8,766	\$10,276	\$1,758	\$9,028	\$10,786	16.4%	3.0%	5.0%
UT Knoxville (admitted 2013-14) <sup>1</sup>	\$1,510	\$10,074	\$11,584	\$1,758	\$10,376	\$12,134	16.4%	3.0%	4.7%
UT Knoxville (admitted after 2013-14) <sup>1</sup>	\$1,510	\$10,366	\$11,876	\$1,758	\$10,678	\$12,436	16.4%	3.0%	4.7%
Chattanooga	\$325	\$3,702	\$4,027	\$325	\$3,828	\$4,153	0.0%	3.4%	3.1%
Cleveland	\$283	\$3,702	\$3,985	\$299	\$3,828	\$4,127	5.7%	3.4%	3.6%
Columbia	\$271	\$3,702	\$3,973	\$271	\$3,828	\$4,099	0.0%	3.4%	3.2%
Dyersburg	\$299	\$3,702	\$4,001	\$299	\$3,828	\$4,127	0.0%	3.4%	3.1%
Jackson	\$285	\$3,702	\$3,987	\$285	\$3,828	\$4,113	0.0%	3.4%	3.2%
Motlow	\$276	\$3,702	\$3,978	\$301	\$3,828	\$4,129	9.1%	3.4%	3.8%
Nashville	\$225	\$3,702	\$3,927	\$225	\$3,828	\$4,053	0.0%	3.4%	3.2%
Northeast	\$287	\$3,702	\$3,989	\$287	\$3,828	\$4,115	0.0%	3.4%	3.2%
Pellissippi	\$339	\$3,702	\$4,041	\$339	\$3,828	\$4,167	0.0%	3.4%	3.1%
Roane	\$303	\$3,702	\$4,005	\$303	\$3,828	\$4,131	0.0%	3.4%	3.1%
Southwest	\$315	\$3,702	\$4,017	\$315	\$3,828	\$4,143	0.0%	3.4%	3.1%
Volunteer	\$273	\$3,702	\$3,975	\$277	\$3,828	\$4,105	1.5%	3.4%	3.3%
Walters	\$288	\$3,702	\$3,990	\$288	\$3,828	\$4,116	0.0%	3.4%	3.2%
TN Colleges of Applied Technology	\$230	\$3,195	\$3,425	\$230	\$3,324	\$3,554	0.0%	4.0%	3.8%

Note: Rates presented are based on year round (Fall and Spring) attendance of 15 credit hours each semester.

1 - The tuition rates for students admitted in the Fall of 2013 and later are flat rates for 15 semester credit hours, regardless of the number of credit hours taken by the student. This policy ("Fifteen in Four") was approved in 2012 by the UT Board for introduction in Fall 2013.

Table 6

COMPARISON OF AUXILIARY ENTERPRISE REVENUES, EXPENDITURES AND TRANSFERS  
FOR THE TBR AND UT SYSTEMS

	Estimated 2014-15			Original 2015-16		
	Revenue	Expenditures/ Transfers	Difference	Revenue	Expenditures/ Transfers	Difference
Austin Peay	\$11,261,200	\$11,261,200	\$0	\$11,953,400	\$11,953,400	\$0
East Tennessee	19,250,600	19,242,000	8,600	19,153,200	19,150,900	2,300
Middle Tennessee	31,844,800	31,744,800	100,000	32,569,800	32,569,800	-
Tennessee State	21,842,300	21,842,300	-	21,952,900	21,952,900	-
Tennessee Tech	15,975,400	15,975,400	-	15,893,300	15,893,300	- *
University of Memphis	21,499,000	21,499,000	-	24,275,500	24,275,400	100
<b>subtotal</b>	<b>\$121,673,300</b>	<b>\$121,564,700</b>	<b>\$108,600</b>	<b>\$125,798,100</b>	<b>\$125,795,700</b>	<b>\$2,400</b>
<b>Chattanooga</b>	<b>\$1,595,000</b>	<b>\$1,395,300</b>	<b>\$199,700</b>	<b>\$1,595,000</b>	<b>\$1,390,800</b>	<b>\$204,200</b>
Cleveland	208,400	46,600	161,800	213,300	46,400	166,900
Columbia	300,000	300,000	- *	305,000	305,000	- *
Dyersburg	97,000	97,000	-	97,000	97,000	-
Jackson	225,000	225,000	-	225,000	225,000	-
Motlow	157,000	12,800	144,200	157,000	12,800	144,200
Nashville	485,200	31,000	454,200	485,200	31,000	454,200
Northeast	245,500	245,500	- *	245,500	12,300	233,200
Pellissippi	600,000	600,000	- *	600,000	600,000	- *
Roane	288,100	288,100	- *	288,100	288,100	- *
Southwest	894,700	644,400	250,300	894,700	676,500	218,200
Volunteer	365,500	284,800	80,700	365,500	284,800	80,700
Walters	275,200	275,200	-	275,200	272,300	2,900
<b>subtotal</b>	<b>\$5,736,600</b>	<b>\$8,139,600</b>	<b>\$1,290,900</b>	<b>\$5,746,500</b>	<b>\$4,242,000</b>	<b>\$1,504,500</b>
UT Chattanooga	\$13,097,605	\$13,097,605	\$0	\$13,537,609	\$13,537,609	\$0
UT Knoxville	179,640,457	179,640,457	-	202,964,474	202,964,474	-
UT Martin	11,451,645	11,451,645	-	11,520,992	11,520,992	-
<b>subtotal</b>	<b>\$204,189,707</b>	<b>\$204,189,707</b>	<b>\$0</b>	<b>\$228,023,075</b>	<b>\$228,023,075</b>	<b>\$0</b>
UT Space Institute	\$170,691	\$170,691	\$0	\$178,850	\$178,850	\$0
UT Memphis	1,759,267	1,759,267	-	1,707,123	1,707,123	-
TN Colleges of Applied Tech	4,391,400	4,008,400	383,000	4,441,700	3,813,500	628,200
<b>subtotal</b>	<b>\$6,321,358</b>	<b>\$5,938,358</b>	<b>\$383,000</b>	<b>\$6,327,673</b>	<b>\$5,699,473</b>	<b>\$628,200</b>
<b>TOTAL</b>	<b>\$337,920,965</b>	<b>\$339,832,365</b>	<b>\$1,782,500</b>	<b>\$365,895,348</b>	<b>\$363,760,248</b>	<b>\$2,135,100</b>

\*Revenues include transfers from Fund Balance in order to balance out Auxiliary Enterprises.

**Table 7  
Athletics Data  
2014-15 & 2015-16**

	<b>2014-15 General Fund Support</b>	<b>Athletics General Fund as Percent of E&amp;G</b>	<b>2014-15 Student Athletics Fee</b>	<b>2014-15 Athletics Fee Revenue</b>	<b>2014-15 Athletics Budget</b>
<b>APSU</b>	\$5,197,700	4.7%	\$250	\$2,076,400	\$9,299,100
<b>ETSU</b>	5,092,900	2.7%	500	6,865,800	14,063,700
<b>MTSU</b>	8,258,400	2.9%	350	7,183,300	24,491,600
<b>TSU</b>	5,281,800	4.3%	320	2,860,000	10,285,400
<b>TTU</b>	5,356,600	3.5%	456	4,900,000	12,278,300
<b>UM</b>	9,600,500	2.6%	450	7,559,900	41,794,700
<b>UTC</b>	6,338,909	4.3%	480	4,991,503	15,693,349
<b>UTM</b>	5,712,360	6.0%	308	1,955,000	10,423,545
<b>UTK*</b>	0	NA	0	1,000,000	102,147,500
<b>Subtotal</b>	<b>\$50,839,169</b>			<b>\$39,391,903</b>	<b>\$240,477,194</b>
<b>Chattanooga</b>	\$779,200	1.3%	\$0	\$0	\$1,170,600
<b>Cleveland</b>	614,700	2.9%	0	0	894,000
<b>Columbia</b>	540,500	1.9%	0	0	950,500
<b>Dyersburg</b>	370,900	2.1%	0	0	510,800
<b>Jackson</b>	542,100	2.0%	0	0	827,400
<b>Motlow</b>	487,600	1.8%	0	0	750,600
<b>Roane</b>	652,100	1.7%	0	0	1,022,800
<b>Southwest</b>	598,000	1.0%	0	0	846,800
<b>Volunteer</b>	718,000	1.7%	0	0	947,100
<b>Walters</b>	779,200	1.8%	0	0	1,205,085
<b>Subtotal</b>	<b>\$6,082,300</b>			<b>\$0</b>	<b>\$9,125,685</b>
<b>Total</b>	<b>\$56,921,469</b>			<b>\$39,391,903</b>	<b>\$249,602,879</b>

	<b>2015-16 General Fund Support</b>	<b>Athletics General Fund as Percent of E&amp;G</b>	<b>2015-16 Student Athletics Fee</b>	<b>2015-16 Athletics Fee Revenue</b>	<b>2015-16 Athletics Budget</b>
<b>APSU</b>	\$5,324,000	4.7%	\$400	\$2,855,600	\$10,343,400
<b>ETSU</b>	5,130,800	2.7%	450	6,262,800	14,000,000
<b>MTSU</b>	7,994,800	2.9%	350	7,183,300	25,662,300
<b>TSU</b>	5,316,500	4.3%	320	2,860,000	10,490,000
<b>TTU</b>	5,391,800	3.8%	456	4,812,500	12,016,000
<b>UM</b>	1,153,641	0.4%	450	7,559,900	33,884,600
<b>UTC</b>	5,842,704	3.9%	480	4,991,503	15,197,144
<b>UTM</b>	5,787,808	6.1%	408	2,380,000	10,475,588
<b>UTK*</b>	0	NA	0	1,000,000	119,815,400
<b>Subtotal</b>	<b>\$41,942,053</b>			<b>\$39,905,603</b>	<b>\$251,884,432</b>
<b>Chattanooga</b>	\$782,300	1.3%	\$0	\$0	\$1,149,300
<b>Cleveland</b>	615,800	3.0%	0	0	807,800
<b>Columbia</b>	471,014	1.6%	0	0	813,540
<b>Dyersburg</b>	359,200	2.0%	0	0	505,900
<b>Jackson</b>	491,000	1.8%	0	0	547,100
<b>Motlow</b>	488,300	1.8%	0	0	753,300
<b>Roane</b>	529,900	1.3%	0	0	918,700
<b>Southwest</b>	691,700	1.1%	0	0	940,500
<b>Volunteer</b>	704,200	1.5%	0	0	952,700
<b>Walters</b>	782,300	1.8%	0	0	1,195,400
<b>Subtotal</b>	<b>\$5,915,714</b>			<b>\$0</b>	<b>\$8,584,240</b>
<b>Total</b>	<b>\$47,857,767</b>			<b>\$39,905,603</b>	<b>\$260,468,672</b>

\*Athletics at UTK are self-supporting.

**Table 8**  
**2015-16 Formula Needs Analysis**

Institution	Preliminary FY 2015-16					Formula Estimated Total Need	Difference (Short)	Percent Funded
	Legislative* Appropriation	Maintenance Fees	Technology Access Fee	Out-of-State Tuition	Total Revenue			
<b>TBR Universities</b>								
Austin Peay	\$ 36,967,700	\$ 58,515,400	\$ 2,135,200	\$ 3,524,500	\$ 101,142,800	\$ 108,267,000	\$ (7,124,200)	93.4%
East Tennessee	51,089,000	90,331,100	3,120,000	17,917,970	162,458,070	158,041,000	4,417,070	102.8%
Middle Tennessee	85,855,200	141,452,162	4,600,000	17,803,900	249,711,262	251,861,500	(2,150,238)	99.1%
Tennessee State	32,885,900	52,839,200	1,767,500	24,523,200	112,015,800	105,471,300	6,544,500	106.2%
Tennessee Tech	39,301,700	75,176,000	2,389,900	17,352,700	134,220,300	117,369,900	16,850,400	114.4%
University of Memphis	95,118,300	147,570,050	3,651,600	7,627,500	253,967,450	287,195,000	(33,227,550)	88.4%
<b>Subtotal</b>	\$ 341,217,800	\$ 565,883,912	\$ 17,664,200	\$ 88,749,770	\$ 1,013,515,682	\$ 1,028,205,700	\$ (14,690,018)	98.6%
<b>Community Colleges</b>	\$ 218,360,800	\$ 254,536,464	\$ 16,019,400	\$ 10,434,190	\$ 499,350,854	\$ 522,416,700	\$ (23,065,846)	95.6%
<b>UT Universities</b>								
UT Chattanooga	\$ 41,649,800	\$ 73,615,611	\$ 2,800,000	\$ 6,559,223	\$ 124,624,634	\$ 122,711,000	\$ 1,913,634	101.6%
UT Knoxville	187,915,600	265,020,448	5,950,000	40,235,519	499,121,567	552,168,000	(53,046,433)	90.4%
UT Martin	27,908,900	48,107,098	1,569,600	4,866,700	82,452,298	81,834,000	618,298	100.8%
<b>Subtotal</b>	\$ 257,474,300	\$ 386,743,157	\$ 10,319,600	\$ 51,661,442	\$ 706,198,499	\$ 756,713,000	\$ (50,514,501)	93.3%
<b>TN Colleges of Applied Technology</b>	\$ 56,370,100	\$ 29,153,500	\$ 1,913,700	\$ -	\$ 87,437,300	\$ 112,081,295	\$ (24,643,995)	78.0%
<b>Total Academic Formula Units</b>	\$ 873,423,000	\$ 1,236,317,033	\$ 45,916,900	\$ 150,845,402	\$ 2,306,502,335	\$ 2,419,416,695	\$ (112,914,360)	95.3%

\*Recurring funds only.

**DATE:** July 23, 2015**SUBJECT:** UTHSC Master Plan**ACTION RECOMMENDED:** Approval

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**Background**

Campus master plans are an essential element of higher education public policy. Master plans provide an opportunity for long range planning that incorporates the institution's needs and ambitions, while also providing the public and state government a sense for how the institution might evolve over time. Whether the acquisition of strategic property, the need for an efficient use of facilities or analysis of how the campus footprint meshes with the surrounding community, master plans provide a method of anticipating and preparing for the future needs of the campus and the students it serves. THEC encourages institutions to produce a master plan every five years that addresses near, mid and long-term needs of the campus with respect to building and land use, open space, vehicular circulation and parking, and land acquisition opportunities.

**Master Plan Summary**

The Memphis campus of the University of Tennessee Health Science Center (UTHSC) is an urban campus of 55 acres with limited ability to acquire additional property or expand its footprint. With a desire to enhance the institution's ability to meet the needs of students, faculty, researchers, clinical partners and patients, UTHSC hired Perkins+Will, an architecture and design firm, to develop a strategic master plan to more clearly define and articulate the institution's vision. In part this vision includes increasing full-time enrollment across its six colleges (Colleges of Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing and Pharmacy) from 2,980 today to 3,379; increasing research expenditures from \$45 million to \$63 million; and establishing stronger relationships with the institution's five clinical partners, all over the next decade.

The key to this Master Plan, as with so many others, is an analysis of the current facilities' conditions. This analysis found that 38 percent (roughly 535,000 square feet) of UTHSC's square footage is in critical condition and in need of demolition or substantial renovation. An additional 41 percent requires significant upgrades. Further, using the THEC Space Allocation Guidelines in addition to other resources, the Master Plan found an overall space deficit of 900,000 gross square feet (GSF), including nearly 470,000 GSF of academic space, 66,000 GSF of research space, and 160,000 GSF of facility support space.

In the immediate future the Master Plan calls for the construction of four new academic buildings and the renovation of five academic buildings (several of these construction and renovation projects are already underway). The plan also

calls for improvements to green space and streetscape (along Madison and Union Avenues) in part to help make the campus more navigable and pedestrian-friendly for students and patients. Finally, the Master Plan encourages the development of residential apartments and recreational space in the southernmost portion of campus.

The UTHSC Campus Master Plan helps define a vision and integrate it into the Memphis campus. It has been thoroughly reviewed and THEC staff recommends it for approval.

**DATE:** July 23, 2015**SUBJECT:** College Access Programs Update**ACTION RECOMMENDED:** Information

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**BACKGROUND INFORMATION:** GEAR UP TN Youth Summit GEAR UP TN provides Tennessee students with a clear path to college. Funded through a seven-year grant from the U.S. Department of Education, GEAR UP TN works with Collaboratives in 15 Tennessee counties to promote college readiness and success. GEAR UP TN Collaboratives serve a cohort of students, the Class of 2018, starting in the seventh grade continuing through their first year of postsecondary education. Cohort students will be entering tenth grade in the fall. The program also provides services to high school seniors each year of the grant. GEAR UP TN is designed to promote student achievement and expand the college-going culture statewide.

In June, GEAR UP TN hosted the annual Youth Summit for cohort students. Over 160 students and 45 chaperones from across the 15 GEAR UP TN Collaboratives attended this year's Youth Summit, which was hosted at Middle Tennessee State University. Students attended a range of sessions, covering topics such as Tennessee Promise, writing a college admissions essay, financial aid options, tips for a successful tenth grade year, and STEM majors and careers. In post-event surveys, both students and chaperones reported that the event was very positive experience for all involved and contributed to the student's college-going aspirations.

Tennessee Promise Forward Grants Awarded

In May, THEC awarded \$522,638 in Tennessee Promise Forward grants to seven community colleges to focus on success and retention of Tennessee Promise students. Awarded grants facilitate the development of campus programs that assist Tennessee Promise students in succeeding during their first year of college and continuing to their second year. Grantees were chosen through a competitive application process. Projects will be funded for a total of fourteen months, beginning in June 2015 and continuing through the end of August 2016. Tennessee Promise Forward grants are administered by THEC and funded by a College Access Challenge Grant from the U.S. Department of Education.

The following community colleges were awarded Tennessee Promise Forward grants: Chattanooga State (\$72,638), Cleveland State (\$75,000), Columbia State (\$75,000), Dyersburg State (\$75,000), Northeast State (\$75,000), Pellissippi State (\$75,000), and Volunteer State (\$75,000).

CollegeforTN.org and Transcript Exchange

The Office of P-16 Initiatives is currently in the process of procuring vendors for CollegeforTN.org and the Tennessee electronic transcript exchange. The contract for the current CollegeforTN.org vendor expires in 2015 and the selection of a vendor for the next five years is expected to be complete in July. The electronic transcript exchange request for proposals was released in June and a vendor is expected to be chosen by the end of August.

**DATE:** July 23, 2015

**SUBJECT:** Tennessee Education Lottery Scholarship (TELS) Annual Report

**ACTION RECOMMENDED:** Information

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**BACKGROUND INFORMATION:** Staff will present information included in the annual *Tennessee Education Lottery Scholarship (TELS) Program* report. This report is available in its entirety at: <https://www.tn.gov/thec/article/2015-legislative-reports>

Findings from this report will focus on program participation across sectors, trends in scholarship renewal, and rates of persistence and graduation. Additionally, upcoming changes to the TELS program, and the implications of these changes, will be discussed at length.

**DATE:** July 23, 2015

**SUBJECT:** Diversity in Teaching Grant Awards, 2015-2017

**ACTION RECOMMENDED:** Information

**BACKGROUND INFORMATION:** Every two years, the Tennessee Higher Education Commission administers the Diversity in Teaching (DIT) Program which provides funds, awarded on a competitive basis, to Tennessee colleges and universities. The Diversity in Teaching Grant is a competitive matching grant program that aims to increase the number of qualified teachers from underrepresented groups committed to diversity as an instructional tool and entering the teaching profession in grades K-12.

Diversity in Teaching grants were awarded to institutions whose proposals emphasized curriculum and retention strategies that will enable students to progress through teacher education programs, on passing the PRAXIS examination, and ultimately, on obtaining licensure. Proposals were allowed a maximum funding level of \$50,000 annually and programs will be funded for the period July 1, 2015 to June 30, 2017.

An Advisory Committee consisting of both K-12 and higher education experts met on April 28, 2015, to review grant proposals and make funding recommendations. The Advisory Committee included the following individuals:

- Deanna Morris-Stacey, Tennessee Board of Regents
- Gloria R. Gammell, University of Tennessee
- Patrick L. Meldrim, TICUA
- Patrice Watson, Tennessee Department of Education
- Latonya Todd, Tennessee Higher Education Commission
- Kim Martin, Tennessee Higher Education

A total of eight proposals were submitted and four proposals were recommended for funding. The four proposals recommended for funding totaled \$395,884 over a two year period.

The Advisory Committee recommended the following projects to receive funding for 2015-17:

University of Tennessee at Chattanooga	\$99,984
<i>Each One, Reach One</i>	
Program Director: Sandy Cole	

The University of Tennessee at Chattanooga will use Diversity in Teaching funds to continue the Each One Reach program in partnership with Hamilton County Department of Education (HCDE). Each student will be given a scholarship that

covers partial tuition and a textbook stipend. UTC will: (1) recruit 12 teacher candidates that reside in Tennessee and often lack access to financial support; (2) recruit candidates for HCDE critical need areas; (3) focus on clinical experiences to prepare participants for the realities of education; (4) emphasize diversity as a vital instructional tool; (5) provide early intervention and preparation for the PRAXIS exam and other academic hurdles; and (6) offer supports and resources that assist individual students with unique needs and forge a community of learners through a cohort model.

University of Tennessee at Knoxville \$100,000  
*Diversity in Teaching Intern Program*  
Program Director: Jamia Stokes

The University of Tennessee at Knoxville will utilize funds for 30 teacher licensure student interns from underrepresented populations. The funding will be used to provide stipends for these interns and offset other educational expenses incurred during the internship year. Students selected to participate in this program have already completed the undergraduate teacher licensure program and are ready to enter the graduate level teaching internship.

Freed Hardeman University \$95,900  
*Diversity in Teaching Recruiting and Training Initiative*  
Program Director: Dr. Elizabeth Saunders

Freed Hardeman University will utilize Diversity in Teaching funds for five teacher licensure students from underrepresented populations. Students selected to participate in this program will receive scholarships to complete the teacher education program within two years of their initial participation in the program. With the assistance of partner school districts, program participants will complete on site practicums and their student teaching experiences.

Lee University \$100,000  
*STEPS: Systematic Techniques to Equalize Personnel in Schools*  
Program Director: Gary Riggins

The Diversity in Teaching funds at Lee University will be used for scholarships and Praxis exam fees for students. This program will fund 10-15 undergraduate or graduate students. The purpose of the STEPS program is to recruit, prepare and support teacher candidates committed to diversity in Tennessee P-12 schools. Priority will be given to minority candidates, candidates preparing to teach high need content (science, math, and special education) and individuals who are committed to working with diverse or underrepresented populations.

Program directors convened at THEC on May 5, 2015 for a mandatory technical assistance workshop.

**Agenda Item:** II.D.

**DATE:** July 23, 2015

**SUBJECT:** Audit Update

**ACTION RECOMMENDED:** Information

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**BACKGROUND INFORMATION:** The creation of an audit committee was required under Public Chapter 310, known as the “State of Tennessee Audit Committee Act of 2005.” The Commission approved the merging of the THEC and TSAC audit committees on July 24, 2008.

**THEC/TSAC Audit Committee:** A meeting of the THEC/TSAC Audit Committee was held on May 27, 2015 prior to the TSAC Board meeting. Members of THEC and TSAC staff attended. The meeting was chaired by Dr. Claude Pressnell. Other members included Keri McInnis (TSAC) and Sharon Hayes (THEC).

The committee discussed and approved the FY16 internal audit plan.

TSAC: The committee discussed prior audits and action taken on noted issues. Financial information related to the loans division of TSAC was discussed.

THEC: The committee received an internal audit report earlier in the year prepared in conjunction with the Division of State Audit regarding the state’s Contract Education program. The committee was provided an update on the current administration of the program.

This long-standing program involving state appropriations included contracts administered by the Southern Regional Education Board with Meharry Medical College (Meharry) and the Southern College of Optometry (SCO), some THEC direct contracts with Meharry and other smaller contracts with other private colleges. THEC determined that only portions of the funds administered by SREB with Meharry and SCO were being applied directly to student accounts. The review revealed issues with the SREB contracting process and lack of monitoring. As a result, starting with FY15, THEC contracted directly with all the institutions making substantial changes in contract terms and improving accountability.

**Agenda Item:** II.E.

**DATE:** July 23, 2015

**SUBJECT:** Fall Quarterly Meeting

**ACTION RECOMMENDED:** Information

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**BACKGROUND INFORMATION:** The next scheduled quarterly Commission meeting is November 18-19, 2015. The meeting will be held in the Commission's board room.