



**Spring Quarterly
Meeting**

**Senate Hearing Room 1
Cordell Hull Building
May 17, 2018**

**Tennessee Higher
Education Commission**



AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Spring Quarterly Meeting
Cordell Hull Building, Senate Hearing Room 1
May 17, 2018, 10:00 am – 2:00 pm CDT

Adoption of Agenda

Approval of Minutes, January 26, 2018 Meeting

Chairman's Report

Executive Director's Report

Systems' Reports

Tennessee Board of Regents

University of Tennessee

Locally Governed Institutions

Agenda Items

- I. Postsecondary Education Authorization (*Action Item*)
 - A. Institutional Reauthorization
 - B. Approval of New Programs
 - C. Optional Expedited Authorization
- II. New Academic Programs (*Action Item*)
 - A. East Tennessee State University, Rehabilitative Health Sciences, Bachelor of Science
 - B. University of Memphis, Nursing, Doctor of Philosophy
- III. Academic Program Review: Follow up
- IV. Institutional Mission Profiles (*Action Item*)
- V. Capital Management Severance (*Action Item*)
 - A. University of Memphis
 - B. Tennessee Tech University
 - C. Middle Tennessee State University
- VI. Procurement Severance (*Action Item*)
 - A. Middle Tennessee State University
 - B. Tennessee State University
 - C. University of Memphis
- VII. Tuition and Fees (*Action Item*)
 - A. Range for Tuitions Rates
 - B. Range for Combined Tuition and Mandatory Fees
- VIII. Legislative Updates

TENNESSEE HIGHER EDUCATION COMMISSION

Winter Quarterly Meeting, January 26, 2018

10:00am-2:00pm

WELCOME REMARKS

Chairman Evan Cope called the Winter Quarterly meeting to order at 10:00am.

ADOPTION OF AGENDA

Chairman Cope asked for a motion to adopt the agenda. Mayor Wharton made a motion to approve the agenda and Secretary Hargett seconded it. A voice vote was taken and the motion passed unanimously.

ROLL CALL

Evan Cope-present	Vernon Stafford-present
Dr. Nancy Dishner-present	Jimmy Johnston-present
Secretary Hargett-present	Dakasha Winton-absent
Treasurer Lillard-absent	Jeremy Chisenhall-present
Comptroller Wilson-present	Cara Sulyok-present
Dr. Sara Heyburn-absent	Pam Koban-present
Mintha Roach-present	AC Wharton-present
Frank Watson-present	

There were 12 voting members present, constituting a quorum.

APPROVAL OF MINUTES

Chairman Cope entertained a motion to approve the November 2017 minutes. Mr. Stafford made a motion to amend the November minutes to show that Mr. Wharton asked if Title IX relates to students or both students and staff. Pam Koban seconded the motion to amend. Chairman then made a motion to approve the amended minutes. A voice vote was taken to amend the November minutes and it passed unanimously. Comptroller Wilson made the motion and Tre Hargett seconded it.

Chairman's Report

Chairman Cope thanked Mike Krause and staff for securing the Hearing Room for this meeting and welcomed our new commission member, Cara Sulyok. He reported more Tennesseans are going to college than ever before and THEC is on track to meet the Drive to 55 goals. THEC is reaching more Tennesseans with financial aid while we are simultaneously reducing the debt obligation of those students and all these achievements are due in large part to the staff, TBR, LGIs and the UT system. He reflected on the task ahead of the commission and that THEC must maintain the momentum that we have because Tennessee is leading the nation in so many categories. THEC's role as a commission continues to evolve but our fundamental mission is not unchanged and continues to be our focus of promoting the welfare of Tennessee students: making higher education affordable, making sure we have high quality academic programs for our students, regulating the for-profits institutions, making sure our veterans have the benefits and access to higher education that they deserve, and removing all barriers for Tennesseans to go back to school. Chairman Cope announced that the executive director's position has never been evaluated in a public forum. While Mr. Krause is doing an excellent job, the board will discuss metrics for the executive director to be adopted for his evaluation.

He announced several agenda items that will be discussed at today's meeting and introduced Mike Krause for his report.

EXECUTIVE DIRECTOR'S REPORT

Mr. Krause appreciates all the members that are present today. He spoke about his role as director and seeks a rigorous and public evaluation as he does all staff of THEC and asks you to please review the goals and give feedback to him and Chairman Cope and he looks forward to hearing from the commission towards the end of the year.

Mr. Krause discussed 3 things about removing barriers in higher education:

HBCU Excellence Initiative: We have 7 HBCUs in Tennessee, more than other states. The collective growth in this sector is important to reach our Drive to 55 goals. As an outcome of the TN General Assembly action in 2017 to create the nation's only full-time agency employee focused on the needs of HBCUs, Director Krause welcomed Brittany Mosley as THEC's new Director of HBCU Initiatives. Tennessee is serious about being a partner and resource to HBCUs.

Advise TN initiative: Troy Grant updated the commission on how Advise TN is reaching Tennessee high school students through numerous program services.

Tennessee's Distressed Counties Assistance: Over the next 12 months, THEC will make a concerted effort to focus intervention efforts across Tennessee's 19 distressed counties. All counties will be visited and THEC will include county officials to inform them that THEC has alternatives available and that a targeted focus will be made available to them directly.

He thanked the college presidents that were in attendance, recognized several colleagues and full time staffers on senate, house and budget committees.

Systems' Reports

Tennessee Board of Regents

Chairman Cope recognized Dr. Russ Deaton who presented for the TBR. Dr. Deaton addressed student preparation and their strategy on fixing the problem. TBR is moving away from the pre-requisite remediation strategy and enforcing the new co-requisite model. Results are good and hopefully this will lead to higher graduation rates down the road. Other slides presented the same information for reading. Dr. Deaton also reported on the SAILS program that reaches over 13,000 students with a 97% success rate. Dr. Deaton reported on remarkable numbers for the TN Promise. Chairman Cope, in reference to Dr. Deaton's slide presentation which indicated approximately 20.9% of non-promise students fell into an "other" category, asked for clarification of possible reasons such students might have been deemed ineligible from TN Promise. Dr. Deaton suggested maybe the student was out of state. Director Krause noted that the troubling statistic for students ineligibility continues to be the 38% of non-Promise students who were lost due to lack of FAFSA Verification. Dir. Krause noted that the problem lay largely with the Federal Government and the regulation of FAFSA verification and further noted that despite the problem, Tennessee's colleges and universities have been highly accommodating to students and have taken the lead in helping students to navigate the process.

Dr. Deaton reported that TBR has partnered with the Department of Labor and ECD to roll out the Tennessee Trained Program. Ms. Koban asked what other states are using the Tennessee Trained model and Dr. Deaton answered that he didn't know of any other states.

UT System

Dr. Johnson reported to the commission on the UT System. Reflecting of the 2017 challenges and successes, the year ended with the death of Dr. David Millhorn. With the

passing of Dr. Millhorn, UT has appointed Vice President Stacey Patterson, who is keeping all facets of research going forward and staying strong. In 2017, UT had enrollment increase, tuition decrease, and UT Research achieved a record \$481 million in research and sponsored program expenditures. UT had 98 patents and 166 new invention disclosures, a 20% increase of last year and 100% increase since 2011. Searches on the radar are for new VP Human Resources and Ricky McCurry has retired. Mr. Kerry Witcher will serve as interim VP of Development and Alumni Affairs and UT Foundation president. Feb 28, DiPietro will give his annual State of the University address and will speak about priorities and progress across the system. UT is steadfast in its commitment of addressing the opioid epidemic and combating opioid deaths in Tennessee and are partnering with Blue Cross Blue Shield of TN Health program. UTK announced plans for the new engineering facility and it will serve as home of the 6th ranked nuclear engineering department. UTC and UTM continue their provost search. A team of specialist at UT Institute of Agriculture has been awarded a grant to explore the competitiveness of specialty crops, including hops. UT will look at how other states are utilizing and improving hops production and will provide educational materials to help us better evaluate its production.

LGI Report

Chairman Cope recognized President Rudd who updated the commission on recent successes, new programs and new initiatives across each of the locally governed institutions.

POSTSECONDARY EDUCATION AUTHORIZATION

Chairman Cope recognized Julie Woodruff who noted that the Committee on Postsecondary Education Institutions met on January 11th, and recommend for approval to the commission the reauthorizations for 50 institutions, temporary authorization of 8 new institutions, approval of 8 new or revised programs and optional expedited authorization of 12 institutions.

Ms. Woodruff discussed the temporary authorization for Ross University School of Medicine. Ms. Woodruff explained that because of the hurricane, RU could not continue classes on the island of Dominique and needed classroom space through February 2019. Lincoln Memorial University agreed to lease Ross University space for classes.

Director Krause noted for the record that this situation stemmed from an unprecedented circumstance and further acknowledged the formal memo recognizing the temporary nature of the arrangement and the circumstances surrounding the lease with Lincoln

Memorial University. Dir. Krause further noted that the decision to facilitate the temporary arrangement fits within the statutory allowances and the broader mission of THEC.

In response to a question from Commissioner Koban regarding the time frame for the arrangement, Dr. Bill Owen, Chancellor, Dean and Executive Officer of Ross University School of Medicine, spoke to the commission regarding their temporary needs for classroom space.

Ms. Koban asked if this is only for 1st and 2nd year students, totaling 1200 students. She asked how LMU can absorb and manage the new students. His response was they are leasing space in a LMU vacant 160,000 square foot building that has been built out for them. The RU faculty has moved to Tennessee to teach their students. She asked what LMU will do if Dominique is not ready in 2019. He wished he knew the answer to that but conversations are taking place to have a plan B in place and Caribbean islands are talking with him to perhaps come to their island.

Mr. Stafford asked that the commission receive an interim update at a future date and Mr. Krause asked DPSA staff to prepare an update for presentation at the May Commission meeting.

Chairman Cope opened the floor for discussion. Mr. Wharton made a motion to approve all recommendations and Ms. Koban seconded it. A voice vote was taken and the motion passed unanimously.

MASTER PLANNING

Chairman Cope recognized Patti Miller who presented to the commission an update and revision on master planning. The Tennessee Higher Education Commission Policy Manual outlines the roles and responsibilities of the Commission and its staff in the areas of academic affairs, finance, human resources, legal and regulatory affairs, and general operations. In 2017, legislative actions, including the Focus On College and University Success (FOCUS) Act of 2016, and changes in practice necessitated revisions to the THEC Policy Manual's financial policies. THEC Policy F4.1 for Master Plans was last revised May 11, 2017 in preparation of FOCUS transitions and severance of LGI's for capital project management. The current policy revisions provide processes and guidelines to support continuous planning and flexibility to respond to changing planning environments. The policy was revised to include the following changes: Three types of master plan actions are defined in the policy revisions. A master plan is a comprehensive document that must be

updated and approved every 10 years. A full master plan requires review and approval of THEC prior to the submittal to the State Building Commission. A master plan update is consistent with the objectives and concept of the original master plan, but has the types of substantial changes that require a new master plan book. It is recommended that an update be completed by the original master plan designer. A master plan amendment is limited in scope, and consistent with the objectives of the original plan, such as a property adjacent to the campus or campus acquisition area, traffic study, housing or athletics study, workforce development study, moving a building site, or refining a building program. An amendment to the master plan may be a separate document from the original plan. The Executive Director of THEC is given the authority to approve updates and amendments to master plans that were previously approved by the Commission. In the case of a master plan update, the Executive Director is required to report the action to THEC. The Executive Director may present the update for information purposes at the discretion of the Commission, at the next quarterly meeting. A full master plan, a master plan update, or master plan amendment, are required to be performed in accordance with THEC Master Plan Guidelines. The Guidelines are developed, maintained, and updated by THEC staff.

Mr. Stafford asked Ms. Miller to explain the word change from “facility” to “campus”. Ms. Miller said they felt campus was more directly related to strategic planning and campus was more encompassing and not just to a building, so just a more comprehensive word.

Chairman Cope opened the floor for discussion. A motion to approve was made by Mr. Stafford and seconded by Comptroller Wilson. A voice vote was taken and the motion passed unanimously.

DRIVE TO 55 PROGRESS

Chairman Cope recognized Dr. Emily House who provided an update on Tennessee’s progress toward the Drive to 55. Dr. House revealed the positive trend in degree completions and those early indications are that the state will reach its Drive to 55 goals. Currently, the state is at about 40% attainment. Dr. House reported that Tennessee continues to lead the nation in terms of FAFSA filing rate. Dr. House also shared some research on students who do not file a FAFSA; these students are disproportionately male, non-white, and low-income. Dr. House reported that overall enrollment has been relatively flat in the last few years. More traditional-age students are enrolling, while adults are returning to the workforce due to the state’s strong economy. The trend of decreased adult enrollment will likely change with the implementation of the Community College Reconnect Scholarship in Fall 2018. Dr. House shared that the percentage of community college students requiring remediation has decreased. Much of this progress can be attributed to

the growth of the SAILS program. Dr. House reported that persistence rates are up across all institution types and student borrowing among community college students has declined. Secretary Hargett asked about the dollar amount of the average loan for a community college student, and Dr. House promised to follow up with that information. Dr. House also provided a summary of the state's largest financial aid programs.

Ms. Koban asked about persistence and graduation rates for SAILS students. Mr. Krause responded that the first statewide cohort of SAILS students was in 2013, so THEC will start looking at completion of SAILS students next academic year. Commissioner Koban followed up by asking why SAILS is not available in every high school. Dr. House responded that the primary constraints are funding and access to technology, since the course must be taught in a computer lab.

Mr. Wharton asked whether we know if students are beginning the FAFSA and not completing it. Dr. House responded that THEC can see every Tennessee student who initiates a FAFSA without completing. Mayor Wharton commented that we should consider removing any question on the FAFSA that is not necessary. Emily responded that the FAFSA has nearly 200 questions, and current research indicates that the FAFSA is a barrier to higher education for many students.

Mr. Stafford asked about the biggest opportunities and threats in higher education and what the Commission can focus on to improve student success. Dr. House responded that FAFSA verification is a major hurdle for students, and we need to deploy more resources to help students. She also commented that we could focus more attention on the subgroups that are least likely to file a FAFSA. Mr. Krause said Commissioners can help by having conversations about the FAFSA in their communities. THEC has seen great success by communicating with principals and school leaders about FAFSA filing.

Mr. Johnston asked what types of credentials count toward the Drive to 55 and asked to see the attainment rate broken down by degree type. Dr. House responded that workforce or industry certifications are not included in the attainment goal. Only credentials awarded by a postsecondary institution contribute to the Drive to 55. Currently, certificates account for 5% of the current attainment rate, and associate degrees or higher account for the remaining 35%. Dr. House promised to follow up with breakdown of associate degrees, bachelor's degrees, and graduate degrees.

President Rudd asked if THEC plans to track Tennessee Promise students as they transfer to universities. Mr. Krause responded that Tennessee Promise students are flagged in

THEC's data system. Dr. House assured President Rudd that THEC will be able to track the differential success of Promise students compared to their non-Promise peers.

NEW ACADEMIC PROGRAMS

Chairman Cope recognized Ms. Betty Dandridge Johnson. Ms. Johnson stated that THEC takes the responsibility of approving new programs at the staff level very serious and this process has undergone a very scrutiny review by both the THEC staff and external consultants. Ms. Johnson introduced Dr. Rex Gandy who presented for APSU. Austin Peay State University proposes a Doctor of Education (EdD) in Educational Leadership designed to develop practitioner scholars as administrative leaders who use professional skills and knowledge, evidence-based practices, and related educational literature to address the difficult problems facing education and society. The program is designed for part-time working professionals who hold a current leadership license as well as those who seek beginning leadership licensure. This degree will be APSU's first doctorate. APSU currently offers an Educational Specialist (EdS) which will serve as a feeder program for the proposed EdD.

Ms. Koban asked Dr. Gandy about saturation of a market. Dr. Gandy responded that he has a list of 50 people that want this program. Also, the Montgomery County School System will probably be one of the main employers for this degree, so there is an increasing demand and with the growth in middle Tennessee, APSU still feels like there is a need for APSU to offer this degree.

Dr. Dishner asked if the courses will be taught with face to face, hybrid and on-line classes? Dr. Gandy said it will be initially be blended and will be the cohort model. She asked about the terminal project for the program and will a dissertation be required? Dr. Gandy responded that yes, a dissertation will be required a professor will guide the students and pick the projects.

Chairman Cope asked if tuition would cover the cost of the program. Dr. Gandy explained there will be a little bit of upfront cost, but after a few years, tuition will pretty much cover the costs. Secretary Hargett asked Dr. Gandy if the tuition "pretty much covers the cost", or does it cover the cost. Dr. Gandy replied the tuition will cover the cost.

Chairman Cope opened the floor for discussion. Secretary Hargett made the motion to approve the recommendation and Ms. Koban seconded it. A voice vote was taken and the motion passed unanimously.

ACADEMIC PROGRAM REVIEW

Chairman Cope recognized Victoria Harpool who presented the academic productivity report on 2017 academic programs actions.

The Academic Program Review provides a view of the status of degree programs throughout the state, and includes the three components. **Program Activity:** Depicts new academic programs added to the state inventory in 2017, as well as programs that have been terminated, **Post Approval Monitoring:** Assesses success of newly approved academic programs against projected enrollment and graduation benchmarks, and **Program Productivity Report:** Every 3 years, THEC reviews all mature programs against nationally recognized productivity benchmarks.

Ms. Harpool walked the Commission through how academic programs are approved. She reported that 2017 was a fairly typical year for number of new programs. She discussed the new academic programs, modifications and terminations of programs. She then discussed the trends of the new academic programs, going back to 2013 through this year. Next, Ms. Harpool discussed the newly approved programs that are evaluated through the Post Approval monitoring program (PAM). She shared that Table 5 is a list of the PAM certificate and associate programs which mark which programs met enrollment benchmark and which met graduation benchmarks. Ms. Harpool then discussed the PAM for the Baccalaureate programs on Table 6, the PAM for Master's Programs on Table 7, the PAM Doctoral Programs on Table 8 and the PAM Extended Monitoring Programs on Table 9. Table 10 identifies the program productivity of low producing academic programs in LGI, UT and community Colleges. Appendix A and B identify 2017 Academic Program Activity Report, including low producing academic programs.

Ms. Harpool concluded with three key takeaways for the academic program review: Approval of a program for multiple community colleges is not always effective in establishing productive programs. Setting realistic benchmarks is important in the program proposal process to build healthy programs. The annual net increase in new programs compared to low producing programs necessitates a review of institutional resources and continuous program improvement.

Chairman Cope opened the floor for discussion.

Ms. Roach was impressed with the hard work of the staff, but asked Ms. Harpool what THEC is supposed to do with this information. Ms. Harpool answered the question that THEC is the approval authority however the termination authority lies with the governing boards. Mr. Krause commented that the volume and quality of the report is serving a role beyond just the advisory given that there are now six institutions have new boards that are

looking at this. Mr. Krause further noted that THEC approves programs on the front end but further noted that there are specific programs the Commission has concerns with and has asked General Counselor Scott Sloan to research the commission's role. Mr. Sloan reported THEC has expressed authority to approve or disapprove any new program that is brought before the Commission but THEC is silent on any termination authority. He recommends that THEC include a letter in writing from Chairmen Cope to the respecting chair of the governing institution.

Dr. Rudd encouraged THEC to make all this data available to all the boards. His board is already aware of this data and has been asked to present program reviews and this data in their March meeting. Dr. Johnson added that they provide this information to their board on a regular basis. They hold their campuses to high standards and standards of THEC expectations. This is a big concern to them across the campuses. Secretary Hargett asked Mr. Krause when is the last time a campus/ or how long it had been since a campus asked for that program to not be in existence anymore. Mr. Krause said it happens on an annual basis but THEC has never had a new program proposed and then when it isn't meeting bench marks, the institution come back and say we are not going to move forward. The plan would be to alter the recruitment plan and adjust. Mr. Hargett said that he believes the LGI boards will help with this. He asked that Mr. Sloan and Mike Krause visit with the chairs of the various education committees of the General Assembly. Mr. Krause said they would schedule the meeting.

Mr. Stafford proposed that we need more action and suggested a plan of action if low performance continues.

Ms. Koban agreed with Mr. Stafford and said when she looks at the low percentages, it's an embarrassment. She asked Dr. Johnson what she says to their board about the masters programs and they continue at 16%? She replied that some of these programs might be highly specialized with low enrollment at that level. They have some programs that don't necessarily add to the cost of the program, but are still a concern when year after year there is not a very identifiable reason for decline. Even if they feel it should be a program should be in termination, there is a process to terminate the program and going through that process is a bit complicated.

Dr. Linda Martin reported to the Commission why the certain program asked about was low. She explained that in some cases, students might begin a PHD program but at some point change to the masters program.

Ms. Koban understands that many schools have a reason for low numbers. She asked schools reporting fewer than 50% to 60% provide a report. President Rudd requested that THEC make the issue of low producing programs as a component of the broader conversation regarding costs and cost containment. Ms. Roach suggested that THEC staff and leaders of these institutions work on a proposal to bring back at a future meeting for approval on how to proceed with this situation and how to best address the issue of low producing programs. Dr. Dishner addressed the cost containment and quality of effectiveness of instruction.

Chairman Cope suggested the Commission make a motion and asked Ms. Koban for the motion.

Ms. Koban said higher education institutions should not be about the business of prevailing for our own sake, rather they should be about the business of educating and providing a service for the people of Tennessee. We should not bow to keeping on, keeping on. She acknowledged that some low producing programs may be tied to specific and unique areas of study for some select and critical faculty but further noted that evidently, some of the programs are not that important.

Mr. Wharton stated many years ago, the termination process ended up in the political arena and feels there needs to be a policy. He urges THEC staff to gather all the facts, see what other states are doing. He suggests they need more information and suggests a directive to our staff, to come back with information. He is asking for more information by the next meeting. Mr. Krause agreed more information needs to be given. Lou Hanemann will meet with both chairs to brief him on the report.

Mr. Frank Watson clarified the request to the staff that they develop a methodology, including the development of appropriate metrics to evaluate academic programs and to recommend the modification, continuation, or termination of those programs. After continued discussion, and advice from General Counsel Sloan, Chairman Cope stated that it would be appropriate to recognize Commissioner Watson's comment as a motion under THECs statutory authority to convene the institutions and appropriate staff for the purpose of coordinating higher education. Commissioner Watson indicated that his comments be accepted as a formal motion to the Commission and Mr. Wharton seconded the motion. A voice vote was carried unanimously. No date certain was indicated in the language of the motion.

REVISED BUDGETS, 2017

Chairman Cope recognized Crystal Collins, THEC Director of Fiscal Policy Analysis, who presented on the 2017-18 revised operating budgets for higher education. Ms. Collins spoke about the operating budget development process focusing specifically on the conclusion of the process with the revised operating budgets being presented. She discussed overall revenue and expenditures at the universities, providing historical context over the last decade. Ms. Collins noted that universities continue to direct the majority of total expenditures toward the teaching function. Ms. Collins expanded the discussion on revenue and expenditures at universities, presenting information on changes in tuition revenue and state appropriations in relation to expenses on the core academic function. Mayor Wharton inquired about the proportion of tuition revenue growth that was offset by state investment in financial aid. Ms. Collins stated she would follow-up on Mayor Wharton's inquiry with additional information. Mayor Wharton also asked about Tennessee's state investment compared to other states, specifically, states that border Tennessee. Ms. Collins discussed the recent findings of the 2017 SHEF survey.

Next, Ms. Collins presented information on the revenue and expenditures at the community colleges in 2017-18 and over the last decade. As with the universities, she indicated that community colleges are investing the majority of their expenditures in the teaching function. Lastly, Ms. Collins provided an update on what is driving overall increases in expenditures in higher education. Initial results indicate that personnel is not driving overall expenditure growth, but rather an increase in investments in academic advising and student support services over the last five years. Chairman Cope opened the floor for discussion. Mr. Johnston made a motion that the Commission approve the FY2017-18 October 31 Revised Operating Budgets, authorize the Executive Director to make appropriate technical adjustments if necessary, and transmit the revised operating budgets with the Commission's action and comments to the Department of Finance and Administration for their review and approval. Dr. Dishner seconded the motion. A voice vote was taken. Comptroller Wilson requested that he be shown as abstaining. The motion carried.

MASTER PLAN UPDATES-Austin Peay State University

Chairman Cope recognized Ms. Patti Miller who introduced Dr. Alisa White. Dr. White updated the Commission on the master plan for APSU. The 2017 Austin Peay State University master plan update provides a comprehensive yet flexible plan to guide the facility for the next decade.

Ms. Koban encouraged all commission members to participate in the campus visits. Mr. Johnston thanked Dr. White for the tour and also commented the master plan is much more involved than just the square footage of a building. Mr. Stafford asked about practicality of a Barnes and Nobles bookstore being built and the future of printed books. Dr. White replied that it will have the print shop, school supplies and material, apparel and now will have a coffee bar.

The master plan has been thoroughly reviewed, and THEC staff recommends it for approval. Mayor Wharton made a motion to approve and Mr. Stafford seconded it. A voice vote was taken and the motion passed unanimously.

TENNESSEE RECONNECT

Chairman Cope introduced Jessica Gibson who presented an update to the commission on TN Reconnect program. Ms. Gibson, noting that the application would be available in the coming months, explained how the process will work from initial phone call to enlistment at community college or TCAT. Beginning with the fall 2018 semester, students who meet the following criteria will be eligible for the Tennessee Reconnect grant:

- Complete the FAFSA and be classified as an independent student
- Not already have earned an associate or baccalaureate degree
- Have been a TN resident for at least one year preceding the date of application
- Be admitted to an eligible institution
- Participate in a college success program (advising) through the Tennessee Reconnect Community initiative as determined by THEC

*TRC Grantees must enroll in 6 hours each semester and maintain a 2.0 GPA to remain eligible.

THEC staff has worked extensively internally to meet the programming expectations of the recent legislation and has further met with the Tennessee Board of Regents system and other eligible institutions to support their work focusing on the needs of adult learners through new strategies, initiatives and faculty and staff training. Comprehensively, Ms. Gibson discussed the array of programs under the new Tennessee Reconnect Success Plan and the various services and points of contact with adult learners as they move through the total process. Commissioner Koban asked questions related to some of the obstacles that adult learners face when returning back to school, such as child care. Ms. Gibson noted that institutions and staff are discussing the issue and other similar problems but that no concrete resolutions have been found to be consistent across all institutions.

Chairman Cope adjourned the meeting.

Evan Cope, Chair

Carole Anne Orsborn, Secretary

Agenda Item: I.A.

DATE: May 17, 2018

SUBJECT: Institutional Reauthorization

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Tennessee Higher Education Authorization Act of 2016, 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 to determine whether all documentation was submitted in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions met on May 3, 2018 and endorsed staff recommendations for reauthorization as described below.

Authorized Locations With Regular Authorization (June 1, 2018 - May 31, 2019)
(40)

1. Arnold's Beauty School (Milan, TN - Code: 1817)
2. At-Home Professions (Fort Collins, CO - Code: 1229)
3. Chattanooga Massage Institute (Hixson, TN - Code: 1248)
4. Codes Unlimited Healthcare Academy (Memphis, TN - Code: 1251)
5. College of Traditional Midwifery (Summertown, TN - Code: 1819)
6. Contemporary Music Center (Brentwood, TN - Code: 1742)
7. Delta Technical College (Horn Lake, MS - Code: 1597)
8. Dental Assistant School of Nashville (Brentwood, TN - Code: 1726)
9. Dental Staff School (Chattanooga, TN - Code: 1748)
10. Dental Staff School (Knoxville, TN - Code: 1655)
11. DeVry University (Nashville, TN - Code: 1268)
12. Drive-Train (Memphis, TN - Code: 1656)
13. Empire Beauty School (Brentwood, TN - Code: 1827)
14. Empire Beauty School (Jackson, TN - Code: 1829)
15. Empire Beauty School (Memphis, TN - Code: 1830)
16. Empire Beauty School (Memphis, TN - Code: 1826)
17. Empire Beauty School (Memphis, TN - Code: 1828)
18. Genesis Career College (Cookeville, TN - Code: 1732)
19. Genesis Career College (Lebanon, TN - Code: 1722)
20. Genesis Career College: Nashville Airport Campus (Nashville, TN - Code: 1278)
21. Lab Four Professional Development Center (Memphis, TN - Code: 1405)
22. Master's Barber & Styling College Inc. (Old Hickory, TN - Code: 1823)

23. Mind Body Institute, LLC (Nashville, TN - Code: 1424)
24. Nashville Academy of Reflexology, LLC (Nashville, TN - Code: 1680)
25. New College Franklin (Franklin, TN - Code: 1440)
26. Nurse Aide Education of Tennessee, LLC (Smyrna, TN - Code: 1822)
27. Ohio Technical College (Cleveland, OH - Code: 1669)
28. Olympic Career Training Institute (Memphis, TN - Code: 1599)
29. Sandra Academy of Salon Services, Inc. (New Tazewell, TN - Code: 1825)
30. Southeast Institute of Biblical Studies (Knoxville, TN - Code: 1271)
31. Southern Baptist Theological Seminary (Jackson, TN - Code: 1483)
32. Southern Baptist Theological Seminary (Lenoir City, TN - Code: 1484)
33. Southern Baptist Theological Seminary (Louisville, KY - Code: 1482)
34. Southern Baptist Theological Seminary (Nashville, TN - Code: 1485)
35. Tennessee Health Careers, LLC (Clarksville, TN - Code: 1498)
36. TN Professional Training Institute (Murfreesboro, TN - Code: 1681)
37. Total Tech, LLC (Nashville, TN - Code: 1506)
38. United Truck Driving School (Murfreesboro, TN - Code: 1517)
39. Universal Technical Institute Motorcycle & Marine Mechanics Institute & Automotive Divisions (Orlando, FL - Code: 1518)
40. Urban League of Greater Chattanooga (Chattanooga, TN - Code: 1534)

Authorized Location With Regular Authorization (March 1, 2018 - February 28, 2019) (1)

1. Memphis Urban League (Memphis, TN - Code: 1417)

Authorized Locations With Temporary Authorization (June 1, 2018 - May 31, 2019) (5)

1. Achieve Trade School (Franklin, TN - Code: 1904)
2. Max Trucking Training Academy (Memphis, TN - Code: 1910)
3. Paul Mitchell the School Memphis (Memphis, TN - Code: 1864)
4. Tennessee Leadership Institute (Athens, TN - Code: 1902)
5. The Allegiant Institute of Healthcare Solutions LLC (Memphis, TN - Code: 1905)

Authorized Locations With Conditional Authorization (June 1, 2018 - May 31, 2019) (5)

1. Compassionate Care Technical Center, Inc. (Sevierville, TN - Code: 1855)
2. Dark Horse Institute (Franklin, TN - Code: 1596)
3. Fortis Institute (Cookeville, TN - Code: 1413)
4. Fountainhead College of Technology (Knoxville, TN - Code: 1277)
5. Recording Radio Film Connection & CASA Schools (Los Angeles, CA - Code: 1724)

Authorized Location With Conditional Authorization (March 1, 2018 - February 28, 2019) (1)

1. 2nd Chance Forklift Training Academy LLC. (Memphis, TN - Code: 1898)

Agenda Item: I.B.

DATE: May 17, 2018

SUBJECT: Approval of New Programs

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Tennessee Higher Education Authorization Act of 2016, 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 new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions met on May 3, 2018 and endorsed staff recommendations for approval.

A. Age of Montessori **Bozeman, MT**
301 Evergreen Drive, Suite 100, Bozeman, Montana 59715

Corporate Structure: Not-for-Profit Corporation
Authorization Date: January 26, 2017
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Age of Montessori 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 location in Bozeman, Montana, as well as on-line. This institution is recruitment only.

1. Program: **Age of Montessori Elementary I**
Credential Awarded: **Montessori Elementary Teacher I Teacher Certification**
Length of Program: **899 Contact Hours**
17 Months

B. Age of Montessori **Nashville, TN**
Abintra Montessori School, 914 Davidson Drive, Nashville, Tennessee 37205

Corporate Structure:	Not-for-Profit Corporation
Authorization Date:	January 26, 2017
Accreditation:	None
Title IV Funding:	No
Highest Credential Offered:	Residency Certificate

Age of Montessori 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 location in Nashville, Tennessee.

- | | |
|----------------------------|---------------------------------------|
| Program: | Age of Montessori Elementary I |
| Credential Awarded: | Residency Certificate |
| Length of Program: | 160 Contact Hours |
| | 1 Month |

C. Allied Health Careers Institute **Murfreesboro, TN**
 1237 Commerce Park, Murfreesboro, Tennessee 37130

Corporate Structure:	Limited Liability Company (LLC)
Authorization Date:	November 18, 2010
Accreditation:	Council on Occupational Education (COE)
Title IV Funding:	No
Highest Credential Offered:	Certificate

Allied Health Careers Institute is seeking approval to revise two programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized location in Murfreesboro, Tennessee.

- | | |
|----------------------------|---|
| Program: | Medical Billing and Coding (day) (Revised) |
| Credential Awarded: | Certificate |
| Length of Program: | 640 Contact Hours |
| | 6 Months Full-Time |
| | 11.5 Months Part-Time |
- | | |
|----------------------------|---|
| Program: | Medical Billing and Coding (night) (Revised) |
| Credential Awarded: | Certificate |
| Length of Program: | 640 Contact Hours |
| | 6 Months Full-Time |
| | 11.5 Months Part-Time |

D. Apprentice Academy**Franklin, TN**

4526 Gosey Lane, Franklin, Tennessee 37064

Corporate Structure: Limited Liability Company (LLC)
Authorization Date: January 26, 2018
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Apprentice Academy is seeking approval for one new program. The program will be offered in a distance learning format. Instruction will be provided on-line by faculty from their authorized location in Franklin, Tennessee.

1. **Program:** Audio Engineering and Music Production (Distance Learning)
Credential Awarded: Certificate of Completion
Length of Program: 72 Contact Hours
4 Months

E. Crown School of Trades and Technology**Powell, TN**

2307 West Beaver Creek Drive, Powell, Tennessee 37849

Corporate Structure: Not-for-Profit Corporation
Authorization Date: January 29, 2015
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Diploma

Crown School of Trades and Technology 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 location in Powell, Tennessee.

1. **Program:** Welding
Credential Awarded: Associate of Applied Science
Length of Program: 72 Semester Credit Hours
24 Months
2. **Program:** Welding
Credential Awarded: Diploma
Length of Program: 1350 Contact Hours
24 Months

F. Franklin Institute of Wellness **Franklin, TN**
504 Autumn Springs Court, Suite A-6, Franklin, Tennessee 37067

Corporate Structure: Limited Liability Company (LLC)
Authorization Date: November 14, 2013
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Diploma

Franklin Institute of Wellness is seeking approval for five new programs. The programs will be offered in a distance learning format. All instruction is provided on-line.

1. **Program:** Aromatherapy Science
Credential Awarded: Diploma
Length of Program: 550 Contact Hours
15 Months Full-Time
30 Months Part-Time
2. **Program:** Essential Oil Ingestion
Credential Awarded: Certificate
Length of Program: 130 Contact Hours
3 Months Full-Time
6 Months Part-Time
3. **Program:** Health Promotion
Credential Awarded: Certificate
Length of Program: 180 Contact Hours
6 Months Full-Time
12 Months Part-Time
4. **Program:** Herbal Product Development
Credential Awarded: Certificate
Length of Program: 120 Contact Hours
3 Months Full-Time
6 Months Part-Time
5. **Program:** Herbal Science
Credential Awarded: Certificate
Length of Program: 180 Contact Hours
6 Months Full-Time
12 Months Part-Time

G. Knoxville College**Knoxville, TN**

901 Knoxville College Drive, Knoxville, Tennessee 37921

Corporate Structure: Not-for-Profit Corporation
Authorization Date: November 14, 1997
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Bachelor Degree

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

1. **Program:** General Studies
Credential Awarded: Associate of Arts
Length of Program: 60 Semester Credit Hours
24 Months Full-Time
48 Months Part-Time

H. Nashville Software School, Inc.**Nashville, TN**

500 Interstate Blvd S Ste 300, Nashville, Tennessee 37210

Corporate Structure: Not-for-Profit Corporation
Authorization Date: November 19, 2015
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Nashville Software School, Inc. 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 location in Nashville, Tennessee.

1. **Program:** Part-Time Web Developer Bootcamp (Revised)
Credential Awarded: Web Software Developer Certificate
Length of Program: 600 Contact Hours
12 Months

I. Olympic Career Training Institute**Memphis, TN**

2851 Lamb Place #11, Memphis, Tennessee 38118

Corporate Structure: S-Corporation
Authorization Date: April 28, 2011
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Olympic Career Training 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 location in Memphis, Tennessee, as well as on-line.

1. **Program:** CDL Truck Driver
Credential Awarded: Certificate
Length of Program: 160 Contact Hours
4 Weeks Full-Time
8 Weeks Part-Time

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

- J. **Universal Technical Institute Motorcycle & Marine Mechanics Institute & Automotive Divisions** **Orlando, FL**
9751 Delegates Drive, Orlando, Florida 32837

Corporate Structure: C-Corporation
Authorization Date: April 17, 1998
Accreditation: Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Diploma

Universal Technical Institute Motorcycle & Marine Mechanics Institute & Automotive Divisions is seeking approval for seven new programs. The programs will be offered in a residential format. The institution is recruitment only and all instruction will be provided by faculty from their authorized location in Orlando, Florida.

1. **Program:** Motorcycle Technician with BMW & FAST
Credential Awarded: Diploma
Length of Program: 49 Semester Credit Hours
42 Weeks

- | | | |
|----|--|--|
| 2. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with BMW & HonTech
Diploma
49 Semester Credit Hours
42 Weeks |
| 3. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with BMW & K-Tech
Diploma
49 Semester Credit Hours
42 Weeks |
| 4. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with BMW & YamaPro
Diploma
49 Semester Credit Hours
42 Weeks |
| 5. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with FAST & HonTech
Diploma
49 Semester Credit Hours
42 Weeks |
| 6. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with FAST & K-Tech
Diploma
49 Semester Credit Hours
42 Weeks |
| 7. | Program:
Credential Awarded:
Length of Program: | Motorcycle Technician with HonTech & K-Tech
Diploma
49 Semester Credit Hours
42 Weeks |

Agenda Item: I.C.

DATE: May 17, 2018

SUBJECT: Optional Expedited Authorization under the Tennessee Higher Education Authorization Act of 2016

ACTION RECOMMENDED: Optional Expedited Authorization

BACKGROUND INFORMATION: The Commission, under the Tennessee Higher Education Authorization Act of 2016, 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 and staff has determined that all necessary documentation has been submitted. The Committee on Postsecondary Educational Institutions met on May 3, 2018 and endorsed staff recommendations for Optional Expedited Authorization of these institutions.

- | | |
|---|-------------------|
| 1. Ashford University | San Diego, CA |
| 2. Chamberlain University | Addison, IL |
| 3. Crown College of the Bible | Powell, TN |
| 4. The Art Institute of Tennessee | Nashville, TN |
| 5. University of St Augustine for Health Sciences | Austin, TX |
| 6. University of St Augustine for Health Sciences | Miami, FL |
| 7. University of St Augustine for Health Sciences | San Marcos, CA |
| 8. University of St Augustine for Health Sciences | St. Augustine, FL |

DATE: May 17, 2018**SUBJECT:** New Academic Program
East Tennessee State University
Rehabilitative Health Sciences, Bachelor of Science
(CIP 51.2314—Rehabilitation Sciences)**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

East Tennessee State University proposes a Bachelor of Science (BS) in Rehabilitative Health Sciences designed to train students as entry level rehabilitation professionals or to enter graduate school. This multidisciplinary program will assist public and private agencies by providing entry level rehabilitation professionals who understand normal aging, neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems with the increasing aging population in Tennessee and the nation.

The program is designed for community college graduates and adult learners to complete their education or change professions. Specifically, this program provides an avenue to a bachelor's degree for students who have completed an Associate of Applied Science in Physical Therapy, Occupational Therapy or Speech-Language Pathology. It also provides a pathway for adult learners currently employed in the health field.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Rehabilitative Health Sciences BS program was approved by the East Tennessee State University Board of Trustees on April 27, 2018.

PROPOSED IMPLEMENTATION DATE

Fall 2018

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The program aligns with East Tennessee State University's mission to "provide 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." This degree also aligns with the State Master Plan to increase the educational attainment levels of Tennesseans by addressing these major needs: degree completion for community college students and previously enrolled adult learners, increased need for

rehabilitation workforce, and career paths for support staff and rehabilitation professionals.

CURRICULUM

The Rehabilitative Health Sciences (BS) will consist of 120 total credit hours, of which 49 semester credit hours within the major incorporating 150 clinical observation hours as well as an 18 semester credit hour minor. This proposed degree fosters the application of the four core competencies of interprofessional collaborative practice (roles and responsibilities of health professions, teams and teamwork, ethics, and interprofessional communication). Additionally, the curriculum is framed within the World Health Organization's International Classification of Health, Disability and Function (WHO ICF) which focuses on the whole person in providing patient care. The faculty in the newly established Department of Rehabilitative Sciences intend to use this framework throughout the entire curriculum.

Potential minors for students will be selected from the following programs: Communicative Disorders minor and the proposed American Sign Language minor in the Department of Audiology and Speech-Language Pathology, the psychology minor in the Department of Psychology, the culture and health minor in the Department of Sociology and Anthropology, and the public health minor in the Department of Community and Behavioral Health.

PROGRAM PRODUCTIVITY

The program will offer coursework year-round and students may enroll full-time or part-time. The program projects normal attrition rates to be 10 percent or 5 students each year.

	2018	2019	2020	2021	2022
Enrollment	26	50	70	72	73
Graduates	--	--	20	21	23

PROGRAM DUPLICATION

No other public or private institutions in Tennessee offer an undergraduate program in Rehabilitative Health Sciences. Nationally, 11 programs have been established over the past 10 years to address the supply and demand of rehabilitation health care workers.

EXTERNAL JUDGEMENT

External review of the proposed program was conducted during an institutional site visit on February 13, 2018. Dr. Alex Johnson, Provost and Vice President for Academic Affairs at the MGH Institute of Health Professions, a graduate school founded by Massachusetts General Hospital, served as the external reviewer. He recommended approval and stated "when implemented [the program] will be unique in the state and the region. The developers of the ETSU program have identified very clear curricular goals, clarified opportunities for minor areas of study, and positioned the curriculum to advantage students."

STUDENT DEMAND

East Tennessee State University sought input from community college students, graduate students, allied health program directors at community colleges in Tennessee and other states that were within a 250 mile radius (North Carolina, Virginia, and South Carolina). The results of these efforts indicated the proposed program will provide a valuable alternative health care pathway in order to accommodate these students if they are not admitted to their graduate program of choice. Graduate students identified specific coursework in the proposed program that would have been helpful to them in their current graduate programs. Overall, the interest from these various stakeholders were very positive of the proposed program.

OPPORTUNITIES FOR PROGRAM GRADUATES

According to the U.S. Bureau of Labor Statistics, the national employment rate of rehabilitation professionals is expected to grow faster than average through the year 2024. Specifically, rehabilitation health care professions are expected to grow 21% - 34% over the next 10 years. Admission to these graduate programs is highly selective, and graduates from this program are expected to have a competitive edge with their coursework in neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems within interprofessional health care teams.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

As an institution focused strategically on health sciences, East Tennessee State University is uniquely positioned to offer the proposed Rehabilitative Health Sciences BS program. Within the College of Clinical and Rehabilitative Health Sciences, a new Department of Rehabilitative Health Sciences is being proposed for this program and will also include faculty in Nutrition and Foods. The current faculty members who have been identified to teach a course within the proposed program have expertise and interest in teaching courses in interprofessional practice. To meet program teaching requirements, two additional full time faculty members will be added over two years to the current list of 4 faculty involved in the program. After the program is fully mature, the student to faculty ratio will be 30 to 1. They also have good working relationships within the community which will facilitate clinical observation opportunities in a wide variety of settings.

The proposed program will be housed in the new health building (projected date: spring 2021) along with other allied health and public health programs. The library and information technology resources are adequate for this type of program. The program will be supported through tuition and fees as well as institutional reallocations from the Provost's Office.

ASSESSMENT AND 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, institutional 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 Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

DATE: May 17, 2018

SUBJECT: New Academic Program
University of Memphis
Nursing, Doctor of Philosophy
(CIP 51.3817—Nursing Education)

ACTION RECOMMENDED: Approval

PROGRAM DESCRIPTION

The University of Memphis proposes a Doctor of Philosophy (PhD) in Nursing that will prepare faculty in academic nursing to educate future nurses, clinicians, and scholars/researchers. For 50 years, the Lowenberg College of Nursing (LCON) at the University of Memphis has prepared nursing professionals at the baccalaureate and Master's level. The proposed PhD program will assist in increasing the number of doctoral-prepared nurse educators. Program graduates will be prepared to conduct rigorous nursing and interdisciplinary research to promote health equity, integrate research knowledge to serve interests of the community, and to lead educational research in program and course design, clinical education, and the evaluation of learning.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Nursing PhD program was approved by the University of Memphis Board of Trustees on March 7, 2018.

PROPOSED IMPLEMENTATION DATE

Fall 2018

RELEVANCE TO INSTITUTIONAL MISSION AND STRATEGIC PLAN

The proposed Nursing PhD program aligns with the University of Memphis' institutional mission to be a "learner centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship." Graduates in academic nursing will lead program and course design, clinical education, and the evaluation of learning to prepare nurses of the future.

The proposed program aligns with the *2015-25 Master Plan for Tennessee Postsecondary Education* and will provide Tennessee residents in the nursing profession the opportunity to increase their educational attainment to the doctoral level, address growing workforce demand by providing qualified nurse educators and researchers, and integrate research knowledge to serve the interests of the community.

CURRICULUM

The proposed Nursing PhD program requires the completion of 60 credit hours beyond the Master's degree. The curriculum will consist of 36 hours devoted to four core areas (research, education, health equity and nursing science); 12 hours of electives and 12 hours devoted to the dissertation. The program will require students to take courses in other disciplines. The LCON works in collaboration with various academic units such as the College of Education, School of Public Health, and the School of Communication Science and Disorders.

Students will be able to complete the proposed Nursing PhD program fully online which will provide flexibility. To complete certain milestones, students will be expected to be on campus (i.e., proposal defense).

PROGRAM PRODUCTIVITY

The proposed Nursing PhD program projects attrition rates to be 25 percent. Enrollment projections are anticipated to be similar to the current MSN program.

	2018	2019	2020	2021	2022	2023	2024
Enrollment	4	9	14	21	21	25	28
Graduates	--	--	--	--	2	3	4

PROGRAM DUPLICATION

Currently, four universities in Tennessee offer Nursing Science PhD programs. The Nursing Science doctoral program prepares graduates as researchers that will conduct develop and conduct scientific research that will advance the nursing profession and healthcare. The Nursing Science PhD program is offered at East Tennessee State University, UT Knoxville, UT Health Science Center and Vanderbilt University.

The proposed Nursing PhD program at the University of Memphis will be a unique program that prepares graduates for an academician role in higher education with a focus on educational research and health equity research on diversity and vulnerable populations.

EXTERNAL JUDGEMENT

On October 23-25, 2017, Dr. Deidre D. Wipke-Tevis, Associate Professor and Program at the University of Missouri and Dr. Cynthia Jacelon, Professor and Program Director at the University of Massachusetts, Amherst conducted a campus visit to evaluate the proposed Nursing PhD program. They stated in their written report that "There is a severe shortage of PhD prepared faculty in the profession of nursing. So at the professional level the program is needed. [The University of Memphis] is well prepared to support the proposed program. They have many PhD programs on campus and have adequate support to deliver this program."

STUDENT DEMAND

The University of Memphis conducted a market analysis in October 2016 to determine the local need for a doctoral program. The survey was administered to current students, alumni, and community leaders. Among respondents, 78 percent indicated an interest in a proposed Nursing PhD program offered by the University of Memphis. Among those interested, 71 percent indicated they would be interested in applying within the next two years, with 51 percent preferring an online form and 45 percent preferring a hybrid program. This survey guided the development of a doctoral program that can be offered fully online and that is flexible and provides a part time option.

OPPORTUNITIES FOR PROGRAM GRADUATES

The lack of doctoral prepared nursing faculty is a central issue for 21st century healthcare in the United States. Across the United States, nursing's efforts to meet the need for an additional half million nurses by 2020 are stymied by a lack of adequately prepared faculty. In a 2010 survey conducted by the American Association of College of Nursing of baccalaureate and higher degree programs, there were close to 900 vacant faculty positions. The AACN survey respondents cited the limited pool of doctoral prepared faculty as the primary reason for faculty vacancies. The proposed Nursing PhD program will assist in meeting this need.

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

With a long and rich history of preparing nurses for 50 years, the Lowenberg College of Nursing at the University of Memphis is positioned to offer the proposed Nursing PhD program. Initially, no additional nursing faculty will be needed until the third year of the program. Currently, there are 19 faculty members with research doctorates and 16 members with practice doctorates; there are three unfilled tenure track positions. The program will be housed in the Community Health Building erected in 2015. Library and technology resources including support for distance learning are adequate. The external reviewers highlighted both faculty and the University's Department of Instructional Technology as strengths for the proposed Nursing PhD program.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first seven years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, institutional 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 Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the institutional governing board terminate the program. If additional time is needed and requested by the institutional governing board, the Commission may choose to extend the monitoring period.

DATE: May 17, 2018**SUBJECT:** Academic Program Review Follow Up**ACTION RECOMMENDED:** Information

Each year, THEC staff presents the Academic Program Review (APR) that examines activity in academic programs across the state. THE APR includes information on all new, modified, and terminated programs in the previous year. The APR also includes the Post Approval Monitoring (PAM) report. All new programs are monitored by THEC after approval to determine if program implementation is on track. Once programs are mature and exit PAM, they are continuously monitored through the Quality Assurance Funding Program.

Every three years, the APR also includes a program productivity review which examines all mature programs to determine if programs are meeting graduation benchmarks important to the programmatic and economic viability of the program. Pre-baccalaureate programs are expected to have an average of 10 graduates a year over a three-year period. Baccalaureate an average of 10 graduates and master's an average of five graduates a year over a five-year period. Doctoral programs are expected to have an average of three graduates a year over a five-year period. In January 2018, based on these productivity benchmarks, 111 academic programs were identified; two certificate programs were removed since these programs met the benchmark requirement when the associate degree programs were included.

At the January 2018 THEC meeting, Commissioners requested additional information on the program productivity review portion of the APR. The Commission requested additional information on:

- trends in low program productivity in Tennessee;
- metrics to evaluate academic programs; and
- productivity benchmarks used by other states

Trends in Low Program Productivity in Tennessee

The Academic Program Inventory in Tennessee contains over 1,300 mature programs from the associate to doctoral degree levels. The 109 low producing programs represent less than eight percent of all mature academic programs. Forty-four percent of low producing programs have earned specialized and professional accreditation which ensures programs meet the high standards particular to individual professions. The remaining programs undergo rigorous program evaluation from external reviewers where there is not an appropriate accreditation agency. Less than a quarter of low producing programs which are not accreditable meet less than 50 percent of the productivity benchmark.

Low Producing Programs by Accountability Metric			
Accountability Metric	University	Community College	Total
Accreditation	29	19	48
Program Evaluation	38	23	61
• 50+ Percent	22	14	36
• Below 50 Percent	16	9	25
Total	67	42	109

Metrics to Evaluate Academic Programs

There are three overall domains of metrics that are available to measure academic program viability. These include both quantitative and qualitative data metrics. In addition, institutions can provide program specific metrics that will provide an additional perspective in evaluating program viability.

Metrics to Evaluate Academic Programs	
Quantitative Benchmarks	<ul style="list-style-type: none">▪ Enrollment Trends (including number of applications, number of students admitted)▪ Persistent to Graduation▪ Graduation Trends
Quality Assurance Funding Standards	<ul style="list-style-type: none">▪ General Education Assessment▪ Major Field Assessment/Licensure Pass Rates▪ Accreditation▪ Student and alumni satisfaction▪ Program Evaluation<ul style="list-style-type: none">○ Curriculum<ul style="list-style-type: none">▪ Program incorporates appropriate pedagogical and/or technological innovation that enhances student learning.▪ Curricular content of the program reflects current standards, practices and issues in the discipline.▪ Curriculum fosters analytical and critical thinking and problem solving.▪ Curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.▪ Curriculum exposes students to discipline-specific research strategies.○ Student Experience<ul style="list-style-type: none">▪ Program ensures students are exposed to professional and career opportunities.▪ Program provides students with opportunities to apply what they have learned outside the classroom.▪ Program seeks to include diverse perspectives and experiences.○ Learning Resources<ul style="list-style-type: none">▪ Program has access to learning and information resources that are appropriate to support teaching and learning.○ Support<ul style="list-style-type: none">▪ Program's operating budget is consistent with the needs of the program▪ Program is responsive to local, state, regional, and national needs.
Program Specific Examples	<ul style="list-style-type: none">▪ Program's contribution to mission, research, and strategic plan▪ Program's contribution to other academic programs or academic units▪ Industry and Community Partnerships▪ Job Placement▪ Graduate School Admissions

Productivity Benchmarks Comparison

There is significant variation across the country as to if and how academic programs are reviewed by the state against annual productivity benchmarks. Of the states that complete a review of all mature programs, the thresholds utilized by Tennessee are higher at all degree levels.

Academic Program Annual Productivity Benchmark				
Available States	Associate	Bachelor	Master's	Doctoral
Alabama	7.5	7.5	3.75	2.25
Kentucky	12	12	7	5
Louisiana	--	8	5	2
Maryland	5	5	2	1
Nebraska	10	7	5	3
Oklahoma	5	5	3	2
Virginia	10	5	3	2
Average	8	7	4	2
Tennessee	10	10	5	3

Academic Program Review: Next Steps

Develop a New Program Viability Policy

THEC staff will work with institutions and governing board staff to develop a Program Viability Policy that will incorporate the defined benchmarks for each degree level. This policy will also include the data metrics (quantitative, qualitative and program specific) that will be used by the institutions in the review of mature academic programs. For each identified academic program that does not meet prescribed benchmarks, institutions will be required to provide a recommendation regarding the continuation, modification, or termination of the program.

Strengthen the Monitoring Process for New Academic Programs

It is critical that institutions consider the long term viability of a program before the program is mature. Currently, all new academic programs are monitored for a specified period by degree level. The monitoring period is three years for pre-baccalaureate programs, five years for baccalaureate and Master's programs, and seven years for doctoral programs. At the conclusion of the exiting period, institutions will be required to submit a summative evaluation of the goals reflected in the academic program proposal along with other data metrics. A reporting template for programs that are schedule to exit the monitoring process will be developed.

Based on this summative evaluation as reflected in the THEC A1.0 Policy (New Academic Programs: Approval Policy), if the academic program is deficient, the Commission may recommend to the President/Chancellor that the program be terminated. Copies of such recommendations will be forwarded to the Education Committees of the General Assembly.

Program Evaluation Programs below 50% of Graduation Benchmark		
Institution	Academic Program	Degree
APSU	1) Philosophy and Religion	Baccalaureate
TSU	2) Mathematical Sciences	Baccalaureate
TSU	3) Urban Studies	Baccalaureate
TTU	4) Physics	Baccalaureate
UOM	5) Physics	Baccalaureate
UTC	6) Physics	Baccalaureate
UTK	7) Natural Resources & Environmental Economics	Baccalaureate
UTK	8) Comparative/Experimental Medicine	Master's
UTK	9) Engineering Science	Master's
UTK	10) Life Sciences	Master's
UTK	11) Microbiology	Master's
UTK	12) Animal Science	Doctorate
UTK	13) Biosystems Engineering	Doctorate
UTM	14) International Studies	Baccalaureate
UTM	15) Mathematics	Baccalaureate
UTM	16) Philosophy	Baccalaureate
Chattanooga	17) Magnetic Resonance Imaging	Certificate
Dyersburg	18) Corrections And Law Enforcement	Certificate
Dyersburg	19) Computer Information Technology	Associate
Motlow	20) General Technology	Associate
Roane	21) Computer Information Technology	Certificate
Southwest	22) Teaching	Associate
Volunteer	23) Fine Arts	Associate
Walters	24) Criminal Justice	Associate
Walters	25) General Technology	Associate

DATE: May 17, 2018**SUBJECT:** Institutional Mission Profiles**ACTION RECOMMENDED:** Approval

PROGRAM DESCRIPTION

In November 2010, THEC approved a unique institutional mission profile for each university and community college as directed by the Complete College Tennessee Act (CCTA). Mission profiles characterize the distinctiveness in degree offerings and address institutional accountability for the quality of instruction, research, and public service provided to the students of Tennessee. Mission profiles are also utilized by the outcomes-based funding formula to help align institutional mission and state funding priorities.

The FOCUS (Focus on College and University Success) Act further emphasizes the importance of institutional mission profiles and directs the annual submission of profiles. Each public university and community college will utilize the annual submission to reflect on the mission of the institution and make any updates necessary to communicate this mission to state stakeholders. In 2017, each institution submitted an updated mission profile which was reviewed and approved by the Commission.

Mission profiles for each university and community colleges are provided for Commission approval. Profiles for Austin Peay State University and Tennessee Technological University are contingent upon approval by their respective Board of Trustees. The revisions to the mission profiles in 2018 centered primarily on changes related to student characteristics and academic programs. Four of the six locally governed institutions and two University of Tennessee institutions made minor updates to their respective mission profile. Modifications have been approved or are pending approval by institutional governing boards. A total of 8 of the 13 community colleges made substantive updates, all of which were approved by the Tennessee Board of Regents' March 2018 meeting.

It should be noted that institutional mission profiles do not supplant institutional mission statements used for institutional accreditation and other public disclosure. The comprehensive mission statements are in accord with the institutional mission profiles.

Austin Peay State University is a moderately selective institution in Clarksville, northwest of Nashville. Having reached enrollment of more than 10,000 undergraduate students in 2009, Austin Peay has experienced steady overall enrollment growth in the last two years **with record breaking University freshman class enrollments in Fall 2016 and Fall 2017**. With a Carnegie Classification of a Master's Large institution, Austin Peay combines a solid foundation in the liberal arts with strong professional programs. The University emphasizes disciplines in the arts, but also emphasizes professional disciplines in business, education, health sciences, and STEM fields. It predominantly serves undergraduate students throughout Middle Tennessee and provides additional programming and services focusing on adult, first generation, low socio-economic, military, minority, and high-performing students.

Pending approval by APSU Board of Trustees, June 8, 2018

East Tennessee State University is a traditionally selective institution located in Johnson City. Undergraduate students represent approximately 78 percent of headcount enrollment; students in graduate and professional programs constitute the remaining 22 percent, a result of programmatic growth and responsiveness to community and workforce needs. The university educates significant numbers of low-income students, adult students, and students pursuing degrees in the basic and clinical health sciences. ETSU awards degrees in over one hundred baccalaureate, masters and doctoral programs, including distinctive interdisciplinary programs. An emphasis on the clinical and health sciences, with respect to doctoral and professional programs, is a distinctive feature of the university. ETSU's enrollment profile displays a clear focus on Tennessee and Southern Appalachia. The university is especially committed to serving rural populations throughout the region and around the world; it does this through a commitment to teaching, research, and service that supports the needs of Tennessee and Southern Appalachia first then sharing that knowledge to improve outcomes in similar communities around the world. As a doctoral institution, ETSU has an undergraduate Carnegie Undergraduate Program classification of "Professions plus arts & sciences, high graduate coexistence" and a Graduate Program classification of "Research Doctoral: Professional – dominant."

Approved by Tennessee Higher Education Commission, May 2017

Middle Tennessee State University is a selective, comprehensive institution located in the geographic center of the State. The University embraces its role as the destination of choice for Tennessee undergraduates **while its distinctive programs draw students from across the nation and around the world. Through innovative undergraduate and graduate programs**, MTSU attracts a diverse, largely full-time student population with a broad range of academic preparedness. The University is committed to using **advanced research-based practices** to help students recognize their academic promise and achieve success: it annually confers more than **5,000** degrees. Dedicated faculty prepare students for lifelong learning that adapts to and shapes a rapidly changing world through an understanding of culture and history, scholarship, and creative undertakings. MTSU's signature Honors College and experiential and integrative learning programs deliver a value-added undergraduate education rich in research, service learning, and civic engagement. Graduate offerings foster the pursuit of scholarly research, creative endeavors, and professional advancement through programs spanning the arts and humanities, education, business, STEM, the social, behavioral, and health sciences, and media and entertainment. MTSU houses centers of excellence in historic preservation and popular music and notable chairs of excellence. MTSU holds the Doctoral Moderate Research and Community Engagement Carnegie Classifications.

Approved by MTSU Board of Trustees, March 2018

Tennessee State University, the only land-grant institution in Middle Tennessee, has—in addition to its teaching mission—a unique state-wide mission of research and service. As the only state-supported Carnegie Doctoral/Research institution located in the state capital, a federal gateway to America’s South and a major hub for health care, music, finance, publishing, and transportation, Tennessee State University offers unparalleled research and service opportunities in these areas for students, scholars, and business partners from around the globe. Our research Centers of Excellence have earned international recognition for their ground-breaking work in educational policy and planetary discoveries. An historically black university (HBCU) with a student body (80% undergraduate, 20% graduate) representing the rich cultural diversity of a vibrant society, Tennessee State remains committed to the democratic principle of accepting all qualified applicants. The University is dedicated to serving the needs of its extended communities and to preparing graduates for meaningful careers as productive citizens. Tennessee State emphasizes undergraduate and graduate degrees in health professions, education, business, engineering, agricultural sciences, and associated STEM (Science, Technology, Engineering, Mathematics) disciplines and is especially committed to increasing representation and measures of success in these areas.

Approved by TSU Board of Trustees, March 2018

Founded as Tennessee's technological university, Tennessee Tech creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service. Holding a Carnegie classification of "Doctoral University: Moderate Research, the University provides strong programs in each of its 10 colleges and schools—Agricultural and Human Ecology, Arts and Sciences, Business, Education, Engineering, Fine Arts, Honors, Interdisciplinary Studies, Nursing, and Graduate Studies. Degrees are offered in 41 baccalaureate, 19 masters and 3 specialist programs; 4 doctoral areas of study include Engineering, Environmental Science, Exceptional Learning, and Nursing; 11 undergraduate and graduate certificate programs. The University's commitment to public service and economic development in the Upper Cumberland region is especially visible in its nursing, agriculture, teacher education, and environmental studies programs. Tennessee Tech graduates are known for their creativity, tenacity, and analytical approach to problem solving.

Pending approval by TTU Board of Trustees, June 26, 2018

The University of Memphis is a comprehensive, **internationally recognized**, urban public research university **preparing students for success in a diverse, innovative, global environment**. The University is classified as *Doctoral: Higher Research (R2)* and **Community Engaged by the Carnegie Foundation for the Advancement of Teaching**. The UofM is dedicated to providing the highest quality of education to its 21,500 students through 13 colleges and schools that offer 139 academic degree programs at the undergraduate, masters, doctoral and professional levels. The UofM awards more than 4,300 degrees annually. Talented and innovative faculty have developed **14 undergraduate and 18 graduate programs** in various disciplines that are ranked in the **Top 25 nationally**. **With a focus on research and service benefitting communities and society, local and global**, we are home to Federal research centers in cybersecurity and transportation as well as the National Institutes of Health Center of Excellence in Mobile Health, an 11-university collaboration dedicated to applying computer science, engineering and big data to improve human health. Our metropolitan setting has enabled us to build a nationally-ranked internship program that facilitates the placement of undergraduate and graduate students throughout the community in nonprofit and for-profit organizations that specialize in healthcare, **government**, transportation and logistics, music and entertainment, medical devices, banking and the arts. Student success, **service**, innovation, **collaboration, diversity and inclusion, and accountability** are core values at the University of Memphis.

Approved by UofM Board of Trustees, March 2018

The University of Tennessee at Chattanooga is a comprehensive, metropolitan university, offering bachelor's, master's, specialist, and selected doctoral degrees and certificates through the Colleges of Arts and Sciences; Business; Engineering and Computer Science; and Health, Education, and Applied Professional Studies as well as the Graduate School. Founded in 1886, the private campus joined The University of Tennessee system of public higher education in 1969 and emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. UT Chattanooga is classified as a Carnegie "Master's Large" campus, and in 2008 earned the elective Carnegie classification as a "Community Engagement" campus for both curricular engagement and outreach and partnerships. While pursuing its mission as an engaged metropolitan university, UTC enjoys a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, and other experiential learning opportunities as well as applied research and partnership efforts. The University of Chattanooga Foundation works to ensure the university's heritage of excellence through support of academic initiatives such as the outstanding Honors program.

Approved by UT Board of Trustees, March 2018

The primary mission of the University of Tennessee, Knoxville, is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state, the nation, and the world. As Tennessee's land-grant and preeminent public research university, UT embodies the spirit of excellence in research, teaching, and engagement attained by the nation's finest public research institutions. UT is the only public institution in the state that enjoys the Carnegie Classification of RI Doctoral University, Highest Research Activity. Most undergraduates are full-time, and admission is selective with a fairly low transfer-in rate. Admission to graduate programs is also competitive. Graduate offerings range from professional and master's to doctoral programs focused both on research and on practice. Nationally ranked programs in supply chain management and logistics, printmaking, social work, law, nursing, and nuclear engineering as well as partnerships with Oak Ridge National Laboratories are among the distinguishing characteristics of graduate study at UT. Undergraduate programs in business and engineering are also nationally ranked.

Approved by UT Board of Trustees, March 2018

The primary purpose of The University of Tennessee at Martin is to provide a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. In addition, the university is dedicated to meeting life-long educational needs by providing graduate programs, distance-learning opportunities and other creative endeavors. Furthermore, the university is committed to advancing the regional and global community through scholarly activities, research and public service. Located in Northwest Tennessee on a largely residential campus, the university predominantly serves undergraduate students (94 percent of total enrollment). UT Martin is a selective institution that provides outreach programs and special services for sub-populations including first-generation, adult, and transfer students. The most recent six-year graduation rate was 50.2 percent. UT Martin's Carnegie Classification is Masters Medium, with select graduate offerings in Education, Business, Family and Consumer Sciences, Agriculture and Natural Resources, and **Strategic Communications**. The campus is committed to encouraging community engagement and leadership enhancement and has received national recognition for its commitment to volunteering, service learning, and civic engagement.

Approved by UT Board of Trustees, March 2018

The University of Tennessee Health Science Center (UTHSC) strives to improve the health and well-being of Tennesseans and **the global community by fostering integrated, collaborative, and inclusive education, research, scientific discover,** clinical care and public service. With the home campus in Memphis and major sites in Knoxville, Chattanooga and Nashville, UTHSC's six colleges – Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing, and Pharmacy – offer 35 degree programs and graduate more than 900 new health care professionals and researchers each year. UTHSC is the leading public institution in Tennessee for research on the causes, treatment, and prevention of diseases. Clinical care is provided by UTHSC clinical practice groups, including University Clinical Health, UT Le Bonheur Pediatric Specialists, UT Methodist Physicians, UT Regional One Physicians, and University Dental Practice.

Approved by UT Board of Trustees, March 2018

Chattanooga State Community College

Institutional Mission Profile



Chattanooga State Community College is a comprehensive community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy and Marion Counties. The college's main campus is located in Chattanooga along the Tennessee River, and there are two instructional centers in Dayton and Kimball. Chattanooga State offers Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Science in Teaching and Associate of Fine Arts degree programs as well as college credit certificates. Chattanooga State is the only community college in Tennessee that has a technical college. Not only is Chattanooga's Tennessee College of Applied Technology located on the campus, it is part of the College. Through the technical college, Chattanooga State offers 21 diploma and four technical certificate programs.

Chattanooga State has a history of providing excellence in technical education and training and has a robust selection of AAS, transfer and certificate programs in Engineering and Computer Science. Chattanooga State is the home of the Volkswagen Akademie and the Wacker Academy. Also, the College has an exemplary Nursing and Allied Health division that offers 12 AAS degree programs and 12 certificate programs.

Chattanooga State has a robust selection of early postsecondary opportunities available on its campus and centers. These include the Collegiate High School, the STEM Academy, the VW Mechatronics Akademie, Early College Academy at Kimball, Early College at Chattanooga State, the Polytech Academy at Chattanooga State, the Polytech Academy at Kimball, and Dual Credit for high school CTE. In the fall 2017, the College enrolled 1,308 dual enrollment students. High achieving students can participate in Chattanooga State's Global Honors Program, which enrolls 188 students.

By the end of fall 2017, Chattanooga State enrolled 8,344 credit and 1,283 technical college students. The average age of the Chattanooga State student is 24 and 54% are female. The student population is diverse with seven different ethnicities represented.

Chattanooga State's Economic and Workforce Development division is responsive to the workforce training needs of the college's service area and serves over 100 companies and provided, on average, over 50,000 hours of training over the last three years.

Approved by Tennessee Board of Regents, March 2018

Cleveland State Community College

Institutional Mission Profile



Cleveland State Community College is an open door, comprehensive community college located in southeast Tennessee which offers programs leading to certificates and two-year degrees (Associate of Arts, Associate of Science, Associate of Applied Science, **and Associate of Fine Arts**). In addition to its credit programs, the College provides non-credit courses and specialized training for area business and industry. As a small commuter college serving a predominately rural, **five county** service area, ground courses are offered on its main campus in Cleveland, and its instructional sites in Athens and **Vonore**. Extensive course offerings are also available through dual enrollment and online programs. The college provides an array of services to facilitate student access, engagement, and success **including participation in the initial cohort of institutions selected for the American Association of Community Colleges (AACC) Pathways Project, a national project focused on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all of their students**. Cleveland State strives to implement innovative learning strategies which focus on flexible learning opportunities and a **deep culture of** service learning projects which foster community involvement and real-world engagement. **The college is home to the Greg A. Vital Center for Natural Resources & Conservation, which supports the Forestry, Wildlife and Fisheries Program and the Agriculture Program at Cleveland State. The Vital Center brings together students, educators, and working professionals in natural resources, agriculture, industry, and parks to identify and apply effective solutions to the challenges that arise at the intersection of the natural environment and human development.**

Approved by Tennessee Board of Regents, March 2018

Columbia State Community College

Institutional Mission Profile



Columbia State Community College is a multi-campus institution serving nine counties in Southern Middle Tennessee by providing transfer and technical associate degree programs, one-year career entry certificate programs, as well as activities, events and training that contribute to economic development, **diversity**, and quality of life in the region. Dedicated to student success, the college is committed to student engagement and support and provides students with programs and activities of interest, student clubs and organizations, tutoring and counseling services. Emphasis on support for first generation students, adult students, low income students, and less than college ready students is a priority. Highlighting the critical importance of improving student success in America's community colleges, the Aspen Institute College Excellence Program recently named Columbia State Community College, **a second time**, as one of the nation's top 150 community colleges. High quality programs are a hallmark of Columbia State.

Approved by Tennessee Board of Regents, March 2018

Dyersburg State Community College *Institutional Mission Profile*



Dyersburg State Community College (DSCC) is a learner-centered institution, which serves seven rural counties with below average levels of educational attainment and per capita income. DSCC offers associate degree and certificate programs to prepare students for the workforce and for transfer to a four-year institution. **Nursing, EMT/paramedic, business, and general transfer studies** are the primary academic programs of focus. The average age of students **is 22 with 66 percent of all students being female**. The majority of DSCC students are low-income, **first generation college students who need at least one learning support course before they are ready for college-level work**. Public service activities include, but are not limited to, continuing education, **workforce services in partnership with the Northwest TN Workforce Board**, Upward Bound, the Tennessee Small Business Development Center, and the Tennessee Early Childhood Training Alliance.

Approved by Tennessee Board of Regents, March 2018

Jackson State Community College

Institutional Mission Profile



Jackson State Community College is a comprehensive community college in West Tennessee offering associate degrees in arts, sciences, teaching, and applied sciences. The college also offers technical certificates, non-credit **workforce** training and continuing education programs. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Humboldt. There is a robust offering of online, hybrid, and distance learning classes available as well as dual enrollment classes offered at high schools throughout the 14-county service area. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Jackson State has an exceptionally strong learning support program that utilizes co-requisite remediation courses to assist students to be successful in the areas of mathematics, reading, and writing. Jackson State has an active honors program, **international education/study abroad program**, service learning program, athletics program, and Student Government Association. Students can take advantage of becoming involved in the many student organizations available at the college. **Jackson State is committed to helping students complete their educational goals with an assigned academic advisor, an assigned completion coach, and tools and resources on campus aimed at helping students succeed.** The enrollment at Jackson State averages about 5,000 students each semester.

Approved by Tennessee Board of Regents, March 2018

Motlow State Community College

Institutional Mission Profile



Motlow State Community College is a public, multi-campus college offering certificates, associate degrees, and flexible learning pathways for early transfer, college preparation, and workforce training. Students are prepared for employment, career advancement, and four-year college or university transfer. The College serves an eleven-county area comprised of full-time, part-time, traditional, and non-traditional age students from diverse socio-economic populations with disparate educational and cultural backgrounds. The College offers high quality accredited educational programs and a variety of support services emphasizing and promoting student success.

Approved by Tennessee Board of Regents, March 2018

Nashville State Community College

Institutional Mission Profile



Nashville State Community College is an open-admission comprehensive educational institution, serving a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties. **The College awards the Associate of Arts, Associate of Fine Arts, Associate of Science, and the Associate of Science in Teaching transfer degrees, as well as the Associate of Applied Sciences career degrees and technical certificates. Nashville State offers over 80 programs of study across numerous areas including business, computer and engineering technologies, health sciences, the humanities, performing and applied arts, social and behavioral sciences, mathematics, and the natural and physical sciences. The college offers an array of academic support services to our diverse student body and is committed to developing the local and statewide workforce through partnerships with employers and community partners.**

Approved by Tennessee Board of Regents, March 2018

Northeast State Community College ***Institutional Mission Profile***



Northeast State Community College is an open-access, public, comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties in Tennessee. The College provides over 90 programs of study leading to associate and certificate degrees along with courses and events that address the workforce development and lifelong learning needs of the community. Support services are provided to all students, of which a significant number are first-time freshmen, low income, and/or adult students.

Approved by Tennessee Board of Regents, March 2018

Pellissippi State Community College

Institutional Mission Profile



Located in Tennessee's third-largest metropolitan area, Pellissippi State Community College is a public two-year institution serving Knox and Blount Counties. With campuses at five locations, the College provides access to higher education for a diverse student population by providing associate of arts, associate of science, associate of science in teaching, associate of fine arts (music), associate of applied science, and associate of applied science in nursing degrees, as well as certificates in specialized areas and non-credit courses for personal and professional development. The College supports and develops associate degrees for transfer to four-year institutions, career-path associate degrees, certificates, and continuing education opportunities to meet the needs of the community. Pellissippi State offers credit courses to high school students as well. Freshman and sophomore level courses transfer into baccalaureate programs at public and private institutions, and 54 percent of Pellissippi State students are enrolled in these transfer programs. Twenty-four percent of Pellissippi State students are enrolled in technical programs, including business, criminal justice, computer technology, engineering technology, media technologies, nursing and paralegal studies. Both traditional and distance learning methods are used for course delivery. Approximately 50 percent of Pellissippi State's students are enrolled full-time and 79 percent of students are younger than 25 years old. Student support programs are provided for multiple subpopulations, including first-generation students, underprepared students, adult students, veteran students, students with disabilities, dual enrolled students, and part-time students. The Business and Community Services division accommodates the needs of area employers and other citizens by providing courses for career-specific training and personal enrichment.

Approved by Tennessee Board of Regents, March 2018

Roane State Community College

Institutional Mission Profile



Roane State Community College is a comprehensive, two-year postsecondary institution with **eleven** teaching locations in central east Tennessee. The college offers academic programs leading to the Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Fine Arts, and Associate of Applied Science degrees as well as Technical Certificates. Although Roane State is primarily an open-admissions institution, selective admissions requirements are in place for the college's Nursing and 18 Allied Health Science programs. Roane State's student population is 67% female, with 46% of students enrolled full-time. Students over the age of 25 represent **22%** of the population, **65%** are under the age of 21, and **23%** are pre-college students enrolled in dual studies.

Roane State also has cohorts of Middle College students from six area school systems. The college is distinctive not only for the breadth of its health science programs but as the TN higher education institution with the largest number of off-campus teaching locations. Currently **42% of students are enrolled in programs intending to transfer to a four-year institution and 58% are enrolled in career preparation programs. Of those enrolled in career programs, 40% are in the healthcare field. The most recent six-year graduation rate was 32% the 3rd highest among community colleges.** Roane State fulfills its public service mission through a wide range of continuing education and workforce development offerings as well as the positive economic and public service impact associated with the Henry Stafford Agricultural Exposition Center, the Cumberland Business Incubator, the Tamke-Allen Observatory, and the Princess Theatre.

Approved by Tennessee Board of Regents, March 2018

Southwest Tennessee Community College is a comprehensive public two-year college that serves the diverse population of Memphis and the surrounding Mid-South region at two main campuses, four centers, and smaller instructional sites located across its service area of Shelby and Fayette counties. Southwest prepares students for transfer to universities through the offering of the Associate of Arts, the Associate of Science, and the Associate of Science in Teaching degrees for students preparing for immediate career entry and advancement; Southwest offers thirty (30) Associate of Applied Science degrees and twenty-six (26) Technical Certificates. Located in a major medical and commercial center, Southwest emphasizes nursing, allied health, business, and technology programs while also offering a strong university parallel curriculum. In response to emerging areas of community need, Southwest has initiated new programs such as Advanced Integrated Industrial Technology and Biotechnology. The majority of Southwest 8,327+ students are female, minority, and low income. Southwest follows a co-requisite model for academic support in Mathematics, Reading and English. More than **70%** of degree-seeking new freshmen and 47.1% of all students receive need-based financial aid. Public service activities at Southwest include Service Learning across the curriculum and the Upward Bound program for high school students. Southwest is also an active collegiate partner in TN Promise.

Approved by Tennessee Board of Regents, March 2018

Volunteer State Community College *Institutional Mission Profile*



Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, **the Livingston Center, the Cookeville Higher Education Campus, Highland Crest and over 25 off-site locations throughout the service area.** Flexible course offerings respond to emerging labor force and educational needs culminating in associate of arts, associate of science, associate of fine arts, associate of applied science, and associate of science in teaching degrees and certificates. Programs designed for transfer assist approximately **62%** of the College's students in transferring to local universities. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met through a globally competitive curriculum, innovative workforce programs and emerging technologies. **Fifty-six (56)** percent of all students enroll full-time and 79% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, **Occupational Safety and Health Administration (OSHA) training**, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Health Science credit curriculum of the College

Approved by Tennessee Board of Regents, March 2018

Walters State Community College

Institutional Mission Profile



Located in the geographically and economically diverse Great Smoky Mountains Region of East Tennessee, Walters State Community College is a public two-year institution noted for national prominence in using mobile technologies to enhance student learning. To provide access and services throughout its area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties and also serves students from Cocke, Grainger, Hancock, Hawkins, and Union counties. In the college's history, students from all over the United States and more than 70 countries have attended classes at one of the physical facilities or through distance education.

Innovative instructional methods are used to deliver affordable, high quality, general education and career-specific courses in programs of study that prepare students for transfer to other higher education institutions or for immediate employment. Academic offerings include degrees in associate of arts, associate of fine arts, associate of science, associate of science in teaching, and associate of applied science; as well as academic and workforce development certificates. More than half of the student body is enrolled full-time, and approximately 80% are younger than age 25. To enhance student learning, co-requisite courses are provided for underprepared students they will benefit. Support services place emphasis on student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum. Workforce training services include customized corporate and non-credit healthcare training to support local workforce development. Other services include youth development programs and lifelong learning opportunities. The college partners with secondary and postsecondary educational institutions and local and regional business and industry to offer a range of learning and career advancement opportunities.

Approved by Tennessee Board of Regents, March 2018

Agenda Item: V.A**DATE:** May 17, 2018**SUBJECT:** Capital Management Severance
University of Memphis**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests from state university boards to assume the performance” of data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including capital project planning and management. To this end, THEC developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

In a memo dated January 3, 2018, THEC provided details regarding expectations and responsibilities for the second round of capital project severance requests. THEC formally requested LGIs interested in severing by July 1, 2018, to notify THEC of their intention by January 19, 2018. THEC received a request to assume responsibilities for capital management from University of Memphis in a letter from President M. David Rudd dated January 11, 2018.

In order to sever, per the THEC memo January 3, 2018, UM agreed to

- identify the organizational structure, proficiencies, and areas of responsibilities of the facilities management group;
- provide flow charts that detail how key processes are carried out by the institution;
- identify a person to serve as the single source of information related to capital project management for the university;
- demonstrate how the university’s facilities website will provide capital project related documents and information;
- confirm their intent to adopt a standardized Designers’ Manual revised for use by the LGI’s;
- describe process and annual timeline for regular review and updating their database of all University space and facility conditions (PFIS or Physical Facility Inventory and Survey);

- outline the university's plan for access to architects, engineers, and specialty consultants; and
- confirm plans to utilize existing project information tracking software, or implement an independent data management software to track all elements of capital management.

Materials meeting these requirements are attached. (Attachment A)

Additionally, per the memorandum, UM agreed to train personnel, in collaboration with THEC, TBR and the Office of the State Architect (OSA), on performance of all project management duties, as well as to learn and adhere to State Building Commission (SBC) and OSA policies. UM personnel attended monthly training beginning November, 2017. The training was convened by THEC, and included seminars by OSA, TBR, THEC, and the Department of Finance & Administration. Finally, representatives from UM attended and participated in SBC preparatory, staff, and monthly meetings.

Though UM provided items required for severance, and participated in training processes, TBR will continue to manage UM's capital projects approved by the SBC prior to June, 2018. All new UM capital projects presented to the OSA and SBC following severance approvals by THEC and the SBC, will be fully managed by UM.

Further, capital management responsibilities require changes to SBC policies to recognize institutional contract signatories. The OSA plans to recommend appropriate policy changes and attain proper signatory information from UM, should the Commission approve capital severance. Therefore, UM will be able to manage new projects after the SBC approves changes to SBC policy.

Finally, THEC will continue to support UM during the severance transition process with ongoing training and user group resources, software and IT support for capital project information tracking, and support for long range planning initiatives.

RECOMMENDATION

Action for Capital Severance for University of Memphis

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **University of Memphis** (as indicated by **President M. David Rudd** in a letter dated January 11, 2018) to assume the performance of the **capital project management** function for the university, effective on or after the planned date of the SBC policy revision (June 14, 2018). The Board of Regents will continue to have capital project management responsibilities for existing capital projects that were originally approved by the SBC prior to the SBC severance date.

Attachment A
Capital Management Severance Requirements
University of Memphis

Organizational Structure of the Facilities Management Group

See attached.

Person to Serve as Source of Information Related to Capital Project Management

Phillip Anthony "Tony" Poteet, AICP

Assistant Vice President

Campus Planning and Design

Phone: 901.678.2619 email: ppoteet@memphis.edu

<http://www.memphis.edu/cpd/capproj>

University's Facilities Website that Details the Following:

- Capital Budget Information
- Designer's Manual
- Project Tracking Information
- Project Designer Solicitation
- Project Bid List for Contractors
- Lease RFIs and RFPs

UM incorporated all the information above onto their existing website, and the site is ready for full implementation post-severance.

University's Plan for Access to Architects, Engineers, and Specialty Consultants

UM plans to hire consultants for the following areas as soon as permitted:

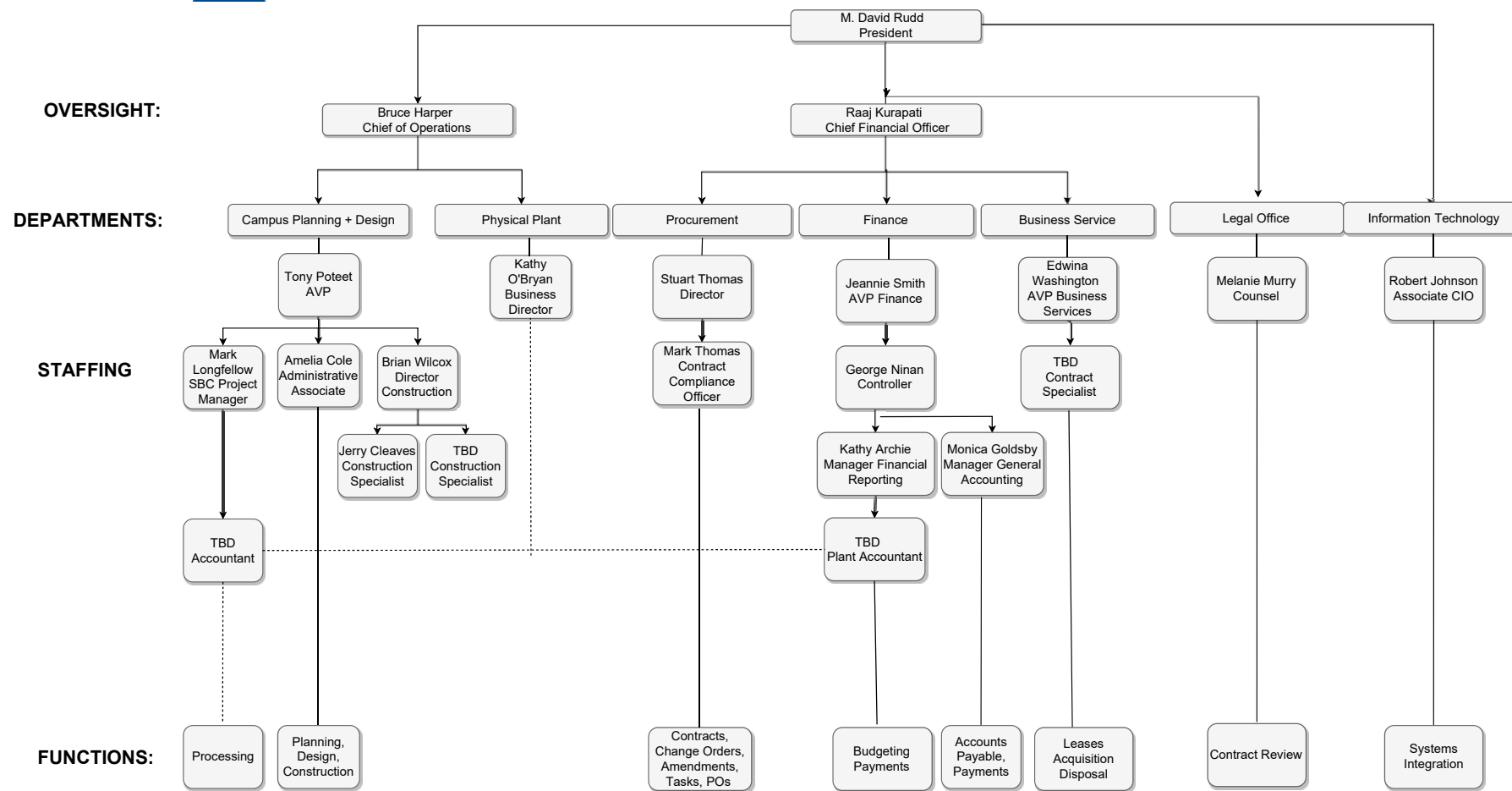
- Architectural
- MEP
- ADA
- Civil Engineer/Stormwater
- Landscape
- Environmental

Project Management and Facilities Software

UM will continue to use the same system that TBR utilizes for project information tracking (PITS) and the Physical Facilities Inventory and Survey (PFIS).



Capital Projects Management Team Organizational Chart March 27, 2018



Agenda Item: V.B**DATE:** May 17, 2018**SUBJECT:** Capital Management Severance
Tennessee Tech University**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests from state university boards to assume the performance” of data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including capital project planning and management. To this end, THEC developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

In a memo dated January 3, 2018, THEC provided details regarding expectations and responsibilities for the second round of capital project severance requests. THEC formally requested LGIs interested in severing by July 1, 2018, to notify THEC of their intention by January 19, 2018. THEC received a request to assume responsibilities for capital management from Tennessee Tech University in a letter from President Philip B. Oldham on January 19, 2018.

In order to sever, per the THEC memo January 3, 2018, TTU agreed to

- identify the organizational structure, proficiencies, and areas of responsibilities of the facilities management group;
- provide flow charts that detail how key processes are carried out by the institution;
- identify a person to serve as the single source of information related to capital project management for the university;
- demonstrate how the university’s facilities website will provide capital project related documents and information;
- confirm their intent to adopt a standardized Designers’ Manual revised for use by the LGI’s;
- describe process and annual timeline for regular review and updating their database of all University space and facility conditions (PFIS or Physical Facility Inventory and Survey);

- outline the university's plan for access to architects, engineers, and specialty consultants; and
- confirm plans to utilize existing project information tracking software, or implement an independent data management software to track all elements of capital management.

Materials meeting these requirements are attached. (Attachment A)

Additionally, per the memorandum, TTU agreed to train personnel, in collaboration with THEC, TBR, and the Office of the State Architect (OSA), on performance of all project management duties, as well as to learn and adhere to State Building Commission (SBC) and OSA policies. TTU personnel attended monthly training beginning November, 2017. The training was convened by THEC, and included seminars by OSA, TBR, THEC, and the Department of Finance & Administration. Finally, representatives from TTU attended and participated in SBC preparatory, staff, and monthly meetings.

Though TTU provided items required for severance, and participated in training sessions, TBR will continue to manage TTU's capital projects approved by the SBC prior to June, 2018. All new TTU capital projects presented to the OSA and SBC following severance approvals by THEC and the SBC, will be fully managed by TTU.

Further, capital management responsibilities require changes to SBC policies to recognize institutional contract signatories. The OSA plans to recommend appropriate changes should the Commission approve capital severance and attain proper signatory information from TTU. Therefore, TTU will be able to manage new projects after the SBC approves changes to SBC policy.

Finally, THEC will continue to support TTU during the severance transition process with ongoing training and user group resources, software and IT support for capital project information tracking, and support for long range planning initiatives.

RECOMMENDATION

Action for Capital Severance for Tennessee Tech University

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **Tennessee Tech University** (as indicated by **President Philip B. Oldham** in a letter dated January 19, 2018) to assume the performance of the **capital project management** function for the university, effective on or after the planned date of the SBC policy revision (June 14, 2018). The Board of Regents will continue to have capital project management responsibilities for TTU's existing capital projects that were originally approved by the SBC prior to the SBC severance date.

Attachment A

Capital Management Severance Requirements

Tennessee Tech University

Organizational Structure of the Facilities Management Group

See attached.

Person to Serve as Source of Information Related to Capital Project Management

Jim Cobb

Capital Projects Director

Capital Projects and Planning

Phone: 931-372-3524 email: JimCobb@tnitech.edu

University's Facilities Website that Details the Following:

- Capital Budget Information
- Designer's Manual
- Project Tracking Information
- Project Designer Solicitation
- Project Bid List for Contractors
- Lease RFIs and RFPs

<https://www3.tnitech.edu/display/FPT/Capital+Projects+and+Planning>

TTU incorporated all the information above onto their existing website, and the site is ready for full implementation post-severance.

University's Plan for Access to Architects, Engineers, and Specialty Consultants

TTU's proposed consultant services contracts under consideration include:

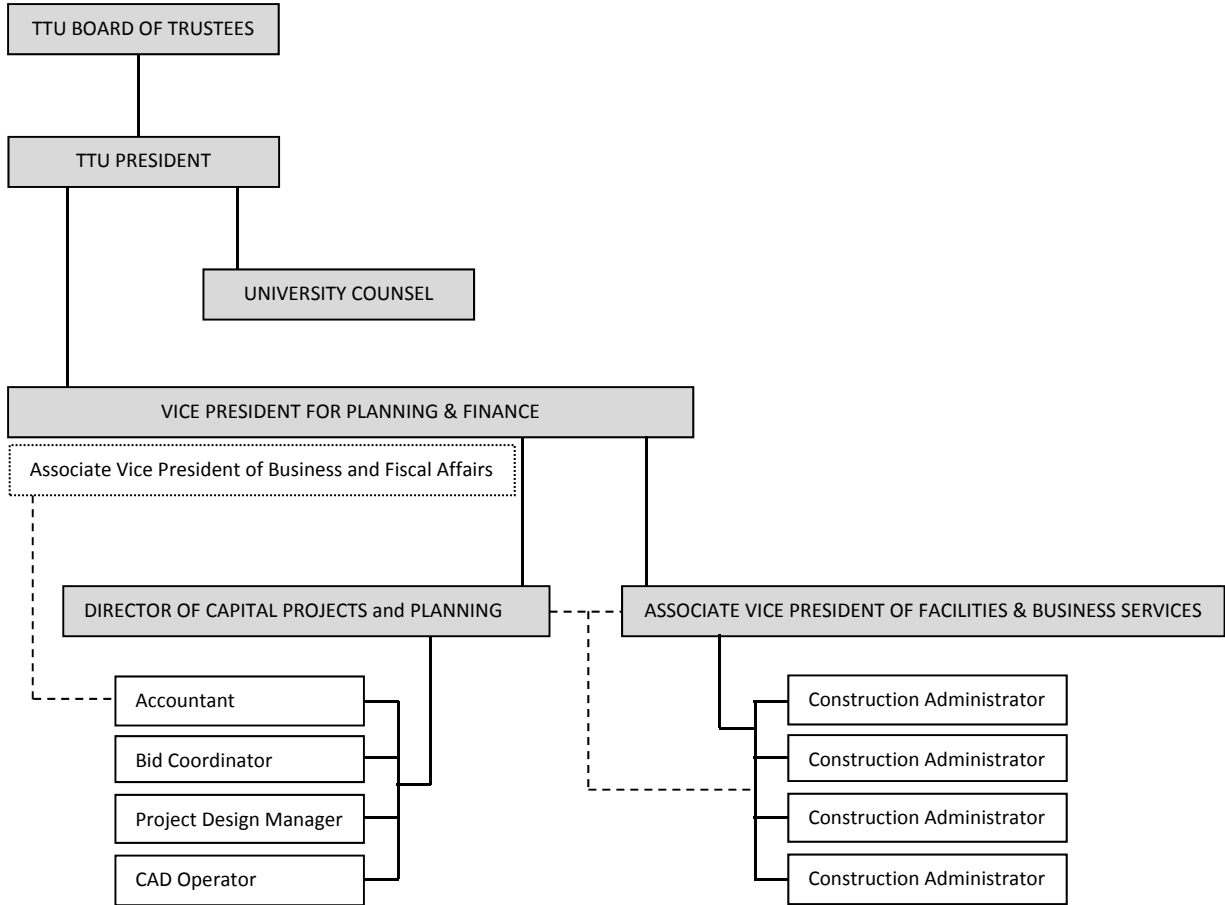
- Architectural/Code review
- MEP
- Civil
- Structural
- ADA
- Environmental
- Building Envelope

Project Management and Facilities Software

TTU will continue to use the same system that TBR utilizes for project information tracking (PITS) and the Physical Facilities Inventory and Survey (PFIS).



ORGANIZATIONAL CHART
TTU CAPITAL PROJECTS ADMINISTRATION



Agenda Item: V.C**DATE:** May 17, 2018**SUBJECT:** Capital Management Severance
Middle Tennessee State University**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests from state university boards to assume the performance” of data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including capital project planning and management. To this end, THEC developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

In a memo dated January 3, 2018, THEC provided details regarding expectations and responsibilities for the second round of capital project severance requests. THEC formally requested LGIs interested in severing by July 1, 2018, to notify THEC of their intention by January 19, 2018. THEC received a request to assume responsibilities for capital management from Middle Tennessee State University in a letter from President Sidney McPhee dated January 17, 2018.

In order to sever, per the THEC memo January 3, 2018, MTSU agreed to

- identify the organizational structure, proficiencies, and areas of responsibilities of the facilities management group;
- provide flow charts that detail how key processes are carried out by the institution;
- identify a person to serve as the single source of information related to capital project management for the university;
- demonstrate how the university’s facilities website will provide capital project related documents and information;
- confirm their intent to adopt a standardized Designers’ Manual revised for use by the LGI’s;
- describe process and annual timeline for regular review and updating their database of all University space and facility conditions (PFIS or Physical Facility Inventory and Survey);

- outline the university's plan for access to architects, engineers, and specialty consultants; and
- confirm plans to utilize existing project information tracking software, or implement an independent data management software to track all elements of capital management.

Materials meeting these requirements are attached. (Attachment A)

Additionally, per the memorandum, MTSU agreed to train personnel, in collaboration with THEC, TBR, and the Office of the State Architect (OSA), on performance of all project management duties, as well as to learn and adhere to State Building Commission (SBC) and OSA policies. MTSU personnel attended monthly training beginning November, 2017. The training was convened by THEC, and included seminars by OSA, TBR, THEC, and the Department of Finance & Administration. Finally, representatives from MTSU attended and participated in SBC preparatory, staff, and monthly meetings.

Though MTSU provided items required for severance, and participated in training sessions, TBR will continue to manage MTSU's capital projects approved by the SBC prior to June, 2018. All new MTSU capital projects presented to the OSA and SBC following severance approvals by THEC and the SBC, will be fully managed by MTSU.

Further, capital management responsibilities require changes to SBC policies to recognize institutional contract signatories. The OSA plans to recommend appropriate policy changes and attain proper signatory information from MTSU, should the Commission approve capital severance. Therefore, MTSU will be able to manage new projects after the SBC approves changes to SBC policy.

Finally, THEC will continue to support MTSU during the severance transition process with ongoing training and user group resources, software and IT support for capital project information tracking, and support for long range planning initiatives.

RECOMMENDATION

Action for Capital Severance for Middle Tennessee State University

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **Middle Tennessee State University** (as indicated by **President Sidney McPhee** in a letter dated January 17, 2018) to assume the performance of the **capital project management** function for the university effective on or after the planned date of the SBC policy revision (June 14, 2018). The Board of Regents will continue to have capital project management responsibilities for existing capital projects that were originally approved by the SBC prior to the SBC severance date.

Attachment A

Capital Management Severance Requirements

Middle Tennessee State University

Organizational Structure of the Facilities Management Group

See attached.

Person to Serve as Source of Information Related to Capital Project Management

Bill Waits, Architect

Interim Assistant Vice President

Campus Planning

Phone: 615.494.8867 email: William.Waits@mtsu.edu

<http://www.mtsu.edu/campusplanning/index.php>

University's Facilities Website that Details the Following:

- Capital Budget Information
- Designer's Manual
- Project Tracking Information
- Project Designer Solicitation
- Project Bid List for Contractors
- Lease RFIs and RFPs

MTSU incorporated all the information above onto their existing website, and the site is ready for full implementation post-severance.

University's Plan for Access to Architects, Engineers, and Specialty Consultants

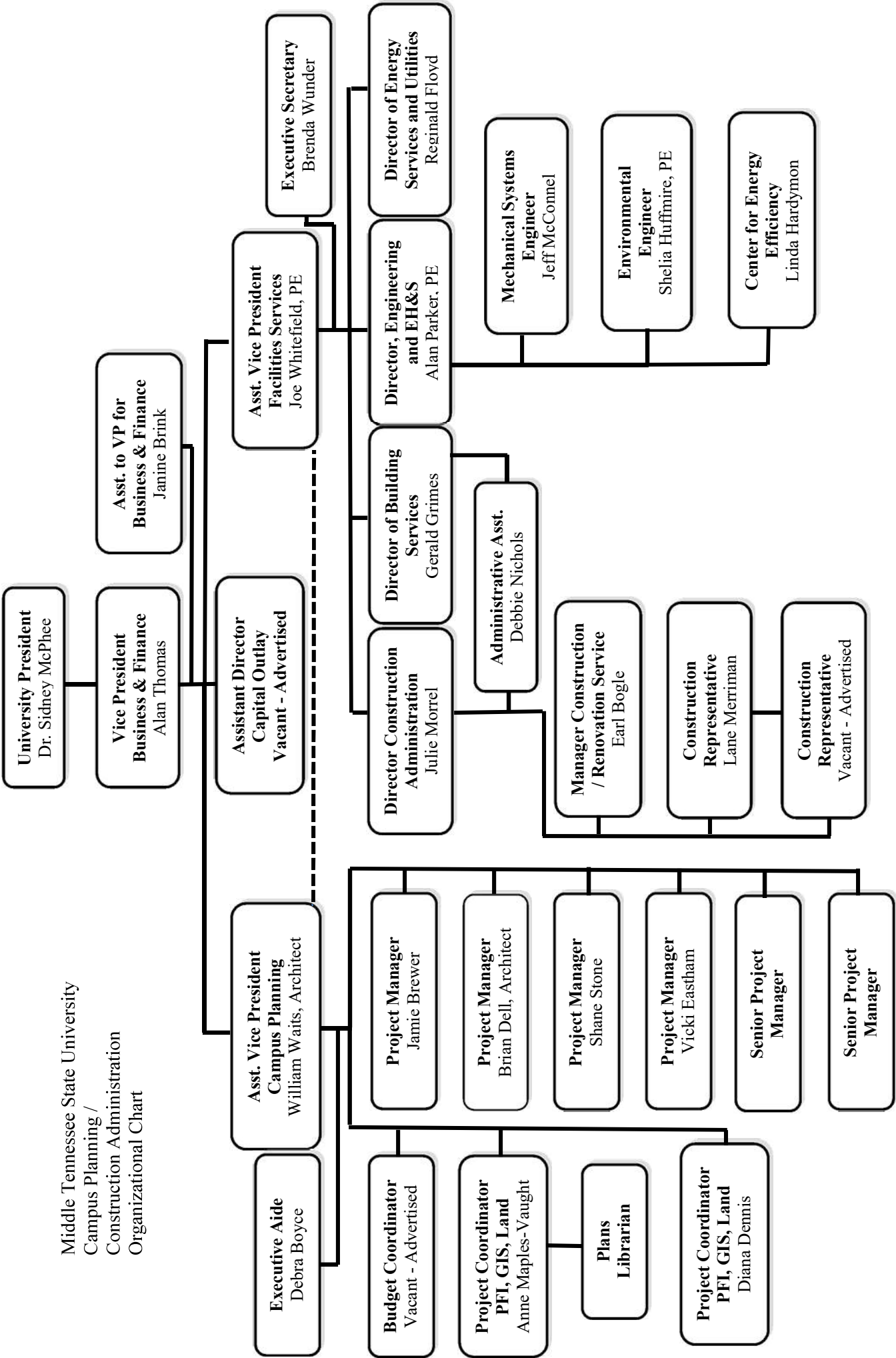
MTSU created and will issue RFQs to hire consultants for the following areas as soon as permitted:

- Architect/Interior Design
- MEP Engineer
- Structural Engineer
- Civil Engineer/Storm Water
- ADA
- Building Envelope

Project Management and Facilities Software

MTSU will continue to use the same software that TBR utilizes for project information tracking (PITS) and the Physical Facilities Inventory and Survey (PFIS).

Middle Tennessee State University
Campus Planning /
Construction Administration
Organizational Chart



Agenda Item: VI.A.**DATE:** May 17, 2018**SUBJECT:** Procurement Severance
Middle Tennessee State University**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests for state university boards to assume the performance of” data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including procurement. To this end, THEC has developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

Beginning in January 2017, THEC began identifying the necessary requirements for independent management of procurement activities. THEC staff provided a memo to all LGI presidents outlining four foundational requirements for procurement severance in April 2017. Three LGIs—Austin Peay State University, East Tennessee State University, and Tennessee Technological University—notified THEC in accordance with this process of their intention to sever on December 1, 2017, the first date of eligibility. The three remaining LGIs—Middle Tennessee State University, Tennessee State University, and the University of Memphis—notified THEC in January 2018 of their intention to sever on July 1, 2018.

The Procurement Severance Process required all documents, actions, and a Letter of Compliance to be submitted to THEC staff for review by April 1, 2018, for consideration. The Letters of Compliance as well as links to the required documents and actions are provided in the action item. The four requirements for severance are outlined below.

Procurement and Contract Policy Development

Each LGI was required to provide links to policies, procedures, and guidelines associated with procurement and contracting on their website (links provided in the attachments). Each LGI indicated that these policies and procedures comply with state and federal law.

Fiscal Review

Pursuant to Tennessee Law, the Fiscal Review Committee is required to review and comment on proposed non-competitive contracts of longer than one year or payable value of more than \$250,000, and amendments to contracts with payable values equal to or exceeding \$250,000. Each LGI was required to provide a checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or respective amendment is under review. Each LGI also provided the name of the institutional representative to Fiscal Review. These documents and contact information are provided in the attachments.

Reporting Requirements

Each LGI was required to exhibit the ability to file the appropriate reports as required by Tennessee Statute or bylaws and policies by providing examples of the following reports: the Governor's Office of Diversity Business Enterprise Diversity Report, the Governor's Office of Diversity Business Enterprise Small, Minority, Women-Owned Business Report, the Governor's Office of Diversity Business Enterprise Goals Report, Fiscal Review Goods and Services Contract Report, and the Senate Finance, Ways and Means Committee Contract Requirements Report. Links to these reports are provided in the attachments.

Master Contract Severance

As members of TBR, each LGI has participated in master, group or statewide contracts. LGIs that are granted severance agree to continue participating in these contracts until the full-term of the contract expires. However, if they wish to exit a master contract when the full-term of the contract expires, each LGI was required to acknowledge and agree to procedures, including providing TBR with at least six months advance notice of intent to exit an expiring contract, before exiting the master contract. Letters of compliance are provided in the attachment.

RECOMMENDATION

Action for Procurement Severance for Middle Tennessee State University

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **Middle Tennessee State University** to assume the performance of the **procurement** function for the university effective July 1, 2018, and declare that the Board of Regents is no longer responsible for the performance of this function for the university as of that date.

Procurement Severance Requirements

Middle Tennessee State University

Procurement and Contract Policy Development

Procurement & Contract Services - <http://www.mtsu.edu/procurement/>

Policies of Interest (<http://www.mtsu.edu/procurement/Severance.php>)

- Procurement Policy
- Procurement and Contract Standards
- Delegation of Authority/Signature Authorization

Pro Forma Contracts & Templates

Documents of Interest (<http://www.mtsu.edu/procurement/Severance.php>)

- RFP Template
- ITB/RFQ Template
- Pro Forma Contract

Fiscal Review Committee

Fiscal Review Requirements (<http://www.mtsu.edu/procurement/Severance.php>)

Documents of Interest

- Contract Review Checklist
- Fiscal Review Non-Competitive Contract Form
- Fiscal Review Non-Competitive Contract Amendment Form

Fiscal Review Campus Representative:

- Alan Thomas (Primary Contact)
Vice President Business and Finance
PN 615-898-2852; email: alan.thomas@mtsu.edu

Reporting Requirements

Report Samples - <http://www.mtsu.edu/procurement/Severance.php>

Master Contracts

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

April 2, 2018

Mike Krause, Executive director, THEC
State of Tennessee
Higher Education Commission
Parkway Towers, Suite 1900
Nashville TN, 37243-0830

Re: Procurement Severance Preparation – Middle Tennessee State University

Mr. Krause,

Pursuant to the FOCUS Act, the Middle Tennessee State University Board of Trustees acknowledged that Middle Tennessee State University's Procurement and Contract policy meets the minimum requirements of state and federal law.

See http://www.mtsu.edu/procurement/docs/procurement_severance_docs/Severance_Letter.pdf

The webpage that contains documentation, as required by THEC, for the procurement severance process can be found at <http://www.mtsu.edu/procurement/Severance.php>.

As also required for severance, this is to notify you that MTSU intends to remain part of all current master contracts with TBR, and MTSU agrees to work with TBR and THEC on a case-by-case basis to identify the terms under which MTSU might exit a master contract before the full-term is completed. Should MTSU determine it desires to leave a master contract at the end of the full term, the university will notify the TBR Associate Vice Chancellor for Purchasing and Contracts of that decision at least six months prior to the end of the contract.

If you have any questions or require additional information, please feel free to contact me.

Sincerely,



Sidney A. McPhee
President

Sidney A. McPhee

President
Middle Tennessee State University
Cope Administration Building 204
1301 East Main Street
Murfreesboro, TN 37132
o: 615-898-2622 • f: 615-898-2507



December 12, 2017

Mike Krause, Executive Director, THEC
State of Tennessee
Higher Education Commission
Parkway Towers, Suite 1900
Nashville, TN 37243-0830

RE: Request for Procurement Severance – Middle Tennessee State University

Director Krause,

At its December 5, 2107 meeting, the Board of Trustees of Middle Tennessee State University voted to seek THEC's approval for severance from the Tennessee Board of Regents for the purposes of procurement.

Pursuant to the requirements of the FOCUS Act, please accept this letter with the notice and authorized signature attached as Middle Tennessee State University's request for approval to sever from the Tennessee Board of Regents for the purposes of procurement beginning on July 1, 2018.

We look forward to answering any questions you may have and providing additional information in support of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Sidney A. McPhee".

Sidney A. McPhee
President

Intent to Sever

The FOCUS Act (amending TCA § 49-8-101) authorizes THEC to solicit and receive requests from state university boards to assume the performance of data systems, capital project planning and management, and procurement. The signature of the President, with Board authorization, below indicates that Middle Tennessee State University understands the reporting, compliance, and existing contract requirements associated with procurement and that Middle Tennessee State University intends to sever from the Tennessee Board of Regents on July 1, 2018 for the purposes of procurement. The Board of Trustees of Middle Tennessee State University understands and agrees that it shall not be permitted to assume the performance of the procurement functions until such time as severance is granted.

Name: Sidney A. McPhee

Title: President

Institution: Middle Tennessee State University

Signature: 

Date: December 12, 2017

Agenda Item: VI.B.**DATE:** May 17, 2018**SUBJECT:** Procurement Severance
Tennessee State University**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests for state university boards to assume the performance of” data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including procurement. To this end, THEC has developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

Beginning in January 2017, THEC began identifying the necessary requirements for independent management of procurement activities. THEC staff provided a memo to all LGI presidents outlining four foundational requirements for procurement severance in April 2017. Three LGIs—Austin Peay State University, East Tennessee State University, and Tennessee Technological University—notified THEC in accordance with this process of their intention to sever on December 1, 2017, the first date of eligibility. The three remaining LGIs—Middle Tennessee State University, Tennessee State University, and the University of Memphis—notified THEC in January 2018 of their intention to sever on July 1, 2018.

The Procurement Severance Process required all documents, actions, and a Letter of Compliance to be submitted to THEC staff for review by April 1, 2018, for consideration. The Letters of Compliance as well as links to the required documents and actions are provided in the action item. The four requirements for severance are outlined below.

Procurement and Contract Policy Development

Each LGI was required to provide links to policies, procedures, and guidelines associated with procurement and contracting on their website (links provided in the attachments). Each LGI indicated that these policies and procedures comply with state and federal law.

Fiscal Review

Pursuant to Tennessee Law, the Fiscal Review Committee is required to review and comment on proposed non-competitive contracts of longer than one year or payable value of more than \$250,000, and amendments to contracts with payable values equal to or exceeding \$250,000. Each LGI was required to provide a checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or respective amendment is under review. Each LGI also provided the name of the institutional representative to Fiscal Review. These documents and contact information are provided in the attachments.

Reporting Requirements

Each LGI was required to exhibit the ability to file the appropriate reports as required by Tennessee Statute or bylaws and policies by providing examples of the following reports: the Governor's Office of Diversity Business Enterprise Diversity Report, the Governor's Office of Diversity Business Enterprise Small, Minority, Women-Owned Business Report, the Governor's Office of Diversity Business Enterprise Goals Report, Fiscal Review Goods and Services Contract Report, and the Senate Finance, Ways and Means Committee Contract Requirements Report. Links to these reports are provided in the attachments.

Master Contract Severance

As members of TBR, each LGI has participated in master, group or statewide contracts. LGIs that are granted severance agree to continue participating in these contracts until the full-term of the contract expires. However, if they wish to exit a master contract when the full-term of the contract expires, each LGI was required to acknowledge and agree to procedures, including providing TBR with at least six months advance notice of intent to exit an expiring contract, before exiting the master contract. Letters of compliance are provided in the attachment.

RECOMMENDATION

Action for Procurement Severance for Tennessee State University

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **Tennessee State University** to assume the performance of the **procurement** function for the university effective July 1, 2018, and declare that the Board of Regents is no longer responsible for the performance of this function for the university as of that date.

Procurement Severance Requirements

Tennessee State University

Procurement and Contract Policy Development

Procurement & Contract Services - <http://www.tnstate.edu/procurement/forms-severance.aspx>

Policies of Interest (<http://www.tnstate.edu/procurement/forms-severance.aspx>)

- Procurement Policies & Procedures
- Guideline No. G-30 (General Instructions on Form and Execution of Contracts)
- Delegation of Authority/Signature Authorization

Pro Forma Contracts & Templates

Documents of Interest (<http://www.tnstate.edu/procurement/forms-severance.aspx>)

- ITB (Intent to Bid) Template
- Pro Forma Contract
- RFP (Request for Proposal) Template

Fiscal Review Committee

Fiscal Review Requirements (<http://www.tnstate.edu/procurement/forms-severance.aspx>)

Documents of Interest

- Contract Review Checklist
- Fiscal Review Non-Competitive Contract Form

Fiscal Review Campus Representative:

- Cynthia Brooks
Vice President Business and Finance
PN 615-963-7411; email: cbrooks@Tnstate.edu
- Laurence Pendleton
University Counsel and Secretary to the Board of Trustees
PN 615-963-7925; email: Laurence.Pendleton@Tnstate.edu

Reporting Requirements

Report Samples - <http://www.tnstate.edu/procurement/forms-severance.aspx>

Master Contracts

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



TENNESSEE STATE UNIVERSITY
3500 JOHN A. MERRITT BOULEVARD
NASHVILLE, TENNESSEE 37209-1561

OFFICE OF
THE PRESIDENT

March 28, 2018

Mr. Michael Krause
THEC Executive Director
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Dear Mr. Krause:

Tennessee State University has prepared for its upcoming severance from the Tennessee Board of Regents in the procurement function. As part of our severance preparation, a temporary website has been established at www.tnstate.edu/procurement/forms-severance.aspx, with links to documentation required for the procurement severance process. Please find below information that reflects our compliance with the procurement severance requirements.

1. Procurement and Contract Policy Development

- a. TSU has established links to policies and procedures for procurement and contracting
- b. TSU has established pro forma contracts and templates
- c. Indication that these documents meet at minimum the requirements of state and federal law (see attached memo and attestation from Ms. Cynthia B. Brooks).

2. Fiscal Review Committee

- a. Checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or amendment is under review
- b. Fiscal Review forms required to address non-competitive contracts and amendments
- c. Ms. Cynthia B. Brooks and Mr. Laurence Pendleton will represent Tennessee State University at Fiscal Review Committee meetings.

3. Reporting Requirements

- a. Campus liaison responsible for meeting reporting requirements: Mr. Joel L. Sims, Jr., Director of Procurement Services and Ms. Latonnysa Burney, Director of Contracts.
- b. Examples of most recent versions of reports

4. Master Contract Severance:

- a. Tennessee State University agrees to work with TBR and THEC on a case-by-case basis to identify the terms under which Tennessee State University may exit a master contract before its full term is completed.
- b. Tennessee State University further agrees to notify the TBR Assistant Vice Chancellor for Purchasing and Contracts regarding which master contracts we intend to exit at the end of their full contract terms at least six months in advance of the contract expiration date.

Sincerely,

A handwritten signature in blue ink that reads "Glenda Glover". The signature is fluid and cursive, with the first name "Glenda" and last name "Glover" clearly visible.

Glenda Glover

President

c: Cynthia B. Brooks, Vice President Business and Finance
Joel L. Sims, Jr. Director of Procurement Services



Vice President for Business and Finance

**Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561**

Office of the Vice President

March 28, 2018

Mr. Michael Kruase
THEC Executive Director
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Via: Dr. Glenda B. Glover, President
Re: Certification of Policies and Procedures

Dear Mr. Krause:

In your memorandum dated September 11, 2017, related to the procurement severance process, you indicated that an "LGI's governing board shall certify that the policies and procedures approved by them meet at minimum all requirements of state and federal law."

The Tennessee State University Board of Trustees, through its Delegation of Authority to the President policy, has delegated authority to the President to create and revise institutional policies and procedures, including contracting related policies and procedures. The policy states that the Board has delegated "to the President full authority over the administration of all affairs and operations of Tennessee State University, subject to any authority retained by the Board or specifically delegated by the Board to other Tennessee State officers." Included in this delegation is the administration and execution of contracts.

President Glover executes University contracts, and has delegated authority to the University Counsel/University Counsel's Office to process and ensure the legal sufficiency of University contracts. The President has delegated authority to me, as Vice President for Business and Finance, to operate the institution's procurement functions. Tennessee State University respectfully requests that you accept the attached attestations as the required certification governing contract and procurement policies and procedures.

The Tennessee State University Board of Trustees' Audit Committee and Finance and Budget Committee will be updated on the status of this procurement severance process at the June 21, 2018 Board Meeting. Members of the Board of Trustees will be provided electronic links to our procurement policies and Procurement Manual for their convenience in assessing these documents.

Sincerely,

Cynthia B. Brooks
Vice President for Business and Finance

c: Joel L. Sims, Jr. Director of Procurement Services
Laurence Pendleton, University Counsel



Vice President for Business and Finance

**Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561**

Office of the Vice President

ATTESTATION

I, Cynthia B. Brooks, Vice President for Business and Finance, am responsible for overseeing Tennessee State University's Procurement Office. I have reviewed the policies and procedures submitted to THEC and certify that to the best of my knowledge, they meet the requirements of state and federal law.

Signed: *C. Brooks* *3/28/18*

Cynthia B. Brooks, Vice President for Business and Finance

Date



**TENNESSEE
STATE UNIVERSITY**

"Think. Work. Serve."

Office of the University Counsel

3500 John A. Merritt Boulevard

Nashville, TN 37209-1561

Office: (615) 963-7923

Fax: (615) 963-5584

ATTESTATION

I, Laurence Pendleton, University Counsel, am responsible for overseeing Tennessee State University's Contracts Office. I have reviewed the policies and procedures submitted to THEC and certify that to the best of my knowledge, they meet the requirements of state and federal law.

Signed: Laurence Pendleton 3/28/18
Laurence Pendleton, University Counsel Date

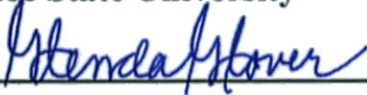
Intent to Sever

The FOCUS Act (amending TCA § 49-8-101) authorizes THEC to "solicit and receive requests from state university boards to assume the performance of [data systems, capital project planning and management, and procurement]." The signature of the Chairman of the Board (or President with proper Board authorization) below indicates that the Locally Governed Institution understands the reporting, compliance, and existing contract requirements associated with procurement severance and that the indicated Locally Governed Institution intends to sever on July 1, 2018, for the purposes of procurement. The board of the Locally Governed Institution understands and agrees that it shall not be permitted to assume the performance of the procurement functions until such time as severance is granted.

Name: **Dr. Glenda Glover (as authorized by the Tennessee State University Board of Trustees on November 16, 2017)**

Title: **President**

Institution: **Tennessee State University**

Signature:  _____

Agenda Item: VI.C.**DATE:** May 17, 2018**SUBJECT:** Procurement Severance
University of Memphis**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), the FOCUS Act authorizes the Tennessee Higher Education Commission (THEC) to “solicit and receive requests for state university boards to assume the performance of” data systems, capital project planning and management, and procurement. Furthermore, the law requires THEC to approve or deny the requests for independent management of the designated responsibilities, including procurement. To this end, THEC has developed processes and timelines for assessing institutional capacity in collaboration with the locally governed institutions (LGIs), Tennessee Board of Regents (TBR), and state agencies.

SUMMARY

Beginning in January 2017, THEC began identifying the necessary requirements for independent management of procurement activities. THEC staff provided a memo to all LGI presidents outlining four foundational requirements for procurement severance in April 2017. Three LGIs—Austin Peay State University, East Tennessee State University, and Tennessee Technological University—notified THEC in accordance with this process of their intention to sever on December 1, 2017, the first date of eligibility. The three remaining LGIs—Middle Tennessee State University, Tennessee State University, and the University of Memphis—notified THEC in January 2018 of their intention to sever on July 1, 2018.

The Procurement Severance Process required all documents, actions, and a Letter of Compliance to be submitted to THEC staff for review by April 1, 2018, for consideration. The Letters of Compliance as well as links to the required documents and actions are provided in the action item. The four requirements for severance are outlined below.

Procurement and Contract Policy Development

Each LGI was required to provide links to policies, procedures, and guidelines associated with procurement and contracting on their website (links provided in the attachments). Each LGI indicated that these policies and procedures comply with state and federal law.

Fiscal Review

Pursuant to Tennessee Law, the Fiscal Review Committee is required to review and comment on proposed non-competitive contracts of longer than one year or payable value of more than \$250,000, and amendments to contracts with payable values equal to or exceeding \$250,000. Each LGI was required to provide a checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or respective amendment is under review. Each LGI also provided the name of the institutional representative to Fiscal Review. These documents and contact information are provided in the attachments.

Reporting Requirements

Each LGI was required to exhibit the ability to file the appropriate reports as required by Tennessee Statute or bylaws and policies by providing examples of the following reports: the Governor's Office of Diversity Business Enterprise Diversity Report, the Governor's Office of Diversity Business Enterprise Small, Minority, Women-Owned Business Report, the Governor's Office of Diversity Business Enterprise Goals Report, Fiscal Review Goods and Services Contract Report, and the Senate Finance, Ways and Means Committee Contract Requirements Report. Links to these reports are provided in the attachments.

Master Contract Severance

As members of TBR, each LGI has participated in master, group or statewide contracts. LGIs that are granted severance agree to continue participating in these contracts until the full-term of the contract expires. However, if they wish to exit a master contract when the full-term of the contract expires, each LGI was required to acknowledge and agree to procedures, including providing TBR with at least six months advance notice of intent to exit an expiring contract, before exiting the master contract. Letters of compliance are provided in the attachment.

RECOMMENDATION

Action for Procurement Severance for the University of Memphis

Pursuant to Tennessee Code Annotated § 49-8-101(a)(2)(C), THEC staff recommend that the Commission **approve** the request of the Board of Trustees of **University of Memphis** to assume the performance of the **procurement** function for the university effective July 1, 2018, and declare that the Board of Regents is no longer responsible for the performance of this function for the university as of that date.

Procurement Severance Requirements

University of Memphis

Procurement and Contract Policy Development

Procurement & Contract Services - <http://www.memphis.edu/bf/forms/busserv.php>

Policies of Interest

- Guide to Procurement and Contract Services
(<http://bf.memphis.edu/bfguide/pur.php>)
- Procurement and Contract Service
(<https://umwa.memphis.edu/umpolicies/UM1507.htm>)
- Contracts and Signatory Authority
(<https://umwa.memphis.edu/umpolicies/UM1571.htm>)

Pro Forma Contracts & Templates

Documents of Interest (<http://www.memphis.edu/bf/forms/busserv.php>)

- Standard Request for Proposal (RFP) Format
- ProForma Contract

Fiscal Review Committee

Fiscal Review Requirements (<http://www.memphis.edu/bf/forms/busserv.php>)

Documents of Interest

- Contract Submittal Checklist
- Non-Competitive Contract Form

Fiscal Review Campus Representative:

- Raajkumar “Raaj” S. Kurapati (Primary Contact)
Chief Financial Officer
PN 901-678-2307; email: rskurapati@memphis.edu

Reporting Requirements

Sample Reports

Governor’s Office of Diversity Business Enterprise (GoDBE) Diversity Quarterly Report
(http://bf.memphis.edu/procurement/documents/1st_qtr_fy18_governors_diversity_report.xlsx)

Governor's Office of Diversity Business Enterprise (GoDBE) Annual Goals Report
(http://bf.memphis.edu/procurement/documents/diversity_supplier_goals_assessment_outcomes.docx)

Senate Finance, Ways and Means Committee Contract Annual Reporting Requirements
(http://bf.memphis.edu/procurement/documents/2017_uom_senate_hearing_contracts.xls)

Master Contracts

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



Office of the President

341 Administration Building
Memphis, Tennessee 38152-3370

www.memphis.edu

March 1, 2018

Mr. Mike Krause
Executive Director
Tennessee Higher Education Commission
Parkway Towers, Suite 1900
Nashville, Tennessee 37243-0830

RE: Letter of Compliance for Procurement Severance

Dear Mr. Krause:

Pursuant to the FOCUS Act, please accept this letter and attachment from the University of Memphis which certifies that the policies and procedures for Procurement and Contract Services approved by the University meet all the requirements of state and federal law.

I have also attached our Intent to Sever letter dated March 13, 2017 and our Request to Sever letter dated December 20, 2017.

If you have any questions or require additional information, please feel free to contact my office.

Sincerely,

M. David Rudd
President

University of Memphis

Requirements for severance are enumerated below:

Procurement and Contract Policy Development

Provide links to policies and procedures for procurement and contracting on your website.

[UM1571 - Contracts and Signatory Authority - The University of ..](#)

[UM1507 - Procurement and Contract Services - The University of ..](#)

[UM1816 - Disposal of Surplus Property](#)

[UM1817 - Purchasing Card Policy - The University of Memphis](#)
[Purchasing Manual](#)

Provide pro forma contracts and templates for RFPs, RFQs, amendments, monitoring and any other purchasing and contracts forms or templates on your website.

Procurement Forms

Approval to Evaluate Capital Equipment Form
Bid Specifications Written Certification Form (Note: Using Internet Explorer is not recommended for this form.)
Code of Ethics in Procurement and Contracting
Evaluator Conflict of Interest/Confidentiality Form
Example Protest Bond
Justification for Sole Source
Minimum General Bid Conditions
Minority/Ethnicity Form
Moving Specifications Sheet
Office Supply Purchases Other than Staples Comparison Form
Purchase Order Terms and Conditions
Request for RFP Services Form (Note: Using Internet Explorer is not recommended for this form.)
Standard Request for Proposal (RFP) Format
Tigerbuy Vendor Registration
Vendor Performance Evaluation
Vendor Product Accessibility Statement and Documentation

P-Card Forms

Agreement to Accept the Visa Purchasing Card
Purchasing Cardholder Change Form
Purchasing Cardholder Enrollment Form
(Regions) Purchasing Card Transaction Dispute Form

Contract Forms

Agreement for Personal, Professional, & Consultant Services
(U of M) Amendment
Attestation re: Personnel Used in Contract Performance
Banking Agreement
Certificate of Self Insurance
Clinical Affiliation Agreement
Contract/Agreement Routing Form (Note: Using Internet Explorer is not recommended for this form.)
Contract Monitoring Plan Form
Dual Services Memorandum of Agreement
Non-Credit Instruction Agreement Above \$50k
Non-Credit Instruction Agreement up to \$50k
Performance Agreement
ProForma Contract
(U of M) Revenue Agreement
Software License Agreement
[Transient Use Agreement](#)

An indication from your governing board that these documents meet at minimum the requirements of state and federal law.

The President of the University of Memphis has authority over procurement policies and has provided the cover letter with the applicable information.

Fiscal Review Committee

Provide checklist outlining all proper documents that must be submitted to Fiscal Review when a contract or amendment is under review.

[Fiscal Review Checklist](#)

Provide all Fiscal Review forms required to address non-competitive contracts and amendments on your website.

Fiscal Review Forms

Contract Submittal Checklist
Contract Summary Sheet
Non-Competitive Amendment
Non-Competitive Contract Form
Supplemental Department Information with Instructions

Provide the contact information for the campus liaison who will represent your institution in front of Fiscal Review.

Raajkumar "Raaj" S. Kurapati (Primary)
Chief Financial Officer

901-678-2121

Stuart B. Thomas
Director of Procurement and Contract Services
sbthomas@memphis.edu
901-678-3855

Dr. Edwina Thomas Washington
Assistant Vice President for Business
etwshngt@memphis.edu
901-678-2307

Reporting Requirements

Provide the contact information for the campus liaison(s) responsible for meeting reporting requirements

Stuart B. Thomas
Director of Procurement and Contract Services
sbthomas@memphis.edu
901-678-3855

Provide examples of the most recent versions of the reports outlined in the Procurement Severance memo.

Governor's Office of Diversity Business Enterprise (GoDBE) Diversity Report (quarterly)
Senate Finance, Ways and Means Committee Contract Reporting Requirements (annual)
University Diversity Business Plan
Governor's Office of Diversity Business Enterprise (GoDBE) Goals Report (annual)
Governor's Office of Diversity Business Enterprise (GoDBE) Small, Minority, Women-Owned Report (annual)
Fiscal Review Goods and Services Contract Report (quarterly)
Governor's Office of Diversity Business Enterprise (GoDBE) Upcoming Procurement Opportunities (annual)

Master Contract Severance

Agree, in writing, to work with TBR and THEC on a case-by-case basis to identify the terms under which your institution may exit a master contract before the full-term is completed.

The University of Memphis intends to continue with the master contracts. If the University decides to exit a master contract, the decision will be based on a vendor's failure to perform, product not meeting the needs of the University, or a new contract being more financially beneficial to the University.

Include in that acknowledgement that your institution will notify the Assistant Vice Chancellor for Purchasing and Contracts at TBR which master contracts your institutions intends to leave at the end of the full contract term at least six months in advance of the contract expiring.

If the University of Memphis intends to leave at the end of the full master contract term, the University will notify the Assistant Vice Chancellor for Purchasing and Contracts at TBR at least six (6) months in advance of the contract expiring.



THE UNIVERSITY OF
MEMPHIS

Office of the President

341 Administration Building
Memphis, Tennessee 38152-3370

Office: 901.678.2234
Fax: 901.678.5065

www.memphis.edu

March 13, 2017

Mr. Mike Krause
Executive Director
Tennessee Higher Education Commission
Parkway Towers, Suite 1900
Nashville, Tennessee 37243-0830

Re: Capital Severance Preparation

Dear Mike:

In accordance with your memorandum of December 13, 2016, The University of Memphis has reviewed the requirements and timing for assuming the duties of capital project management as well as procurement from the Tennessee Board of Regents. Given our workload of current projects, planned project timelines, and requirements for staffing and systems, we intend to accomplish this effective July 1, 2018. I have attached a brief overview of our capital project management intent for your information.

Should you have any questions please advise.

Sincerely,

M. David Rudd
President

c: Dr. Flora Tydings, Chancellor
Tennessee Board of Regents



Office of the President

341 Administration Building
Memphis, Tennessee 38152-3370

www.memphis.edu

December 20, 2017

Mr. Mike Krause
Executive Director
Tennessee Higher Education Commission
Parkway Towers, Suite 1900
Nashville, Tennessee 37243-0830

RE: Procurement Severance

Dear Mike,

In accordance with your September 11, 2017 letter regarding the Procurement Severance Process, the University of Memphis requests to sever from the Tennessee Board of Regents for purposes of procurement and assume management of procurement beginning July 1, 2018. The University of Memphis is aware of the requirements for procurement severance as outlined in the September 11, 2017 memorandum and the University of Memphis will meet each requirement. The University of Memphis' Board of Trustees met December 7, 2017 and approved severance of procurement from the Tennessee Board of Regents.

Intent to Sever

The FOCUS ACT (amending TCA §49-8-101) authorizes THEC to solicit and receive requests from state university boards to assume the performance of procurement. The signature of the President below, with proper Board authorization, indicates that the University of Memphis understands the reporting, compliance, and existing contract requirements associated with procurement severance and intends to sever on July 1, 2018 for the purposes of procurement. The board of the University of Memphis understands and agrees that it shall not be permitted to assume the performance of the procurement functions until such time as severance is granted.

Name: M. David Rudd

Title: President

Institution: University of Memphis

Signature: 

December 20, 2017

Mr. Mike Krause
Executive Director
Tennessee Higher Education Commission
Parkway Towers, Suite 1900
Nashville, Tennessee 37243-0830

RE: Procurement Severance

Dear Mike,

In accordance with your September 11, 2017 letter regarding the Procurement Severance Process, the University of Memphis requests to sever from the Tennessee Board of Regents for purposes of procurement and assume management of procurement beginning July 1, 2018. The University of Memphis is aware of the requirements for procurement severance as outlined in the September 11, 2017 memorandum and the University of Memphis will meet each requirement. The University of Memphis' Board of Trustees met December 7, 2017 and approved severance of procurement from the Tennessee Board of Regents.

Intent to Sever

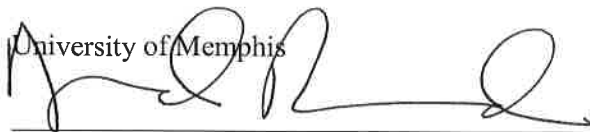
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Name: M. David Rudd

Title: President

Institution: University of Memphis

Signature:



DATE: May 17, 2018**SUBJECT:** Tuition and Fee Ranges**ACTION RECOMMENDED:** Approval

BACKGROUND INFORMATION

Since 2010, the Complete College Tennessee Act has required the Commission to make student fee and state appropriation recommendations concurrently. Numerous factors impacted the tuition recommendation, including affordability and financial aid, the income profile of students attending Tennessee public institutions, and institutional revenues and cost inflation. The FOCUS Act expanded THEC's authority on student fee levels, requiring that the Commission issue binding tuition ranges each year. These ranges apply only to resident, undergraduate students on the tuition (maintenance fee) rate, as well as the total maintenance and mandatory fee charge.

TENNESSEE'S TUITION AND FEE PROFILE

Average full-time, annual tuition and mandatory fees for 2017-18 is \$9,233 at public universities, \$4,335 at community colleges, and \$3,737 at the Tennessee Colleges of Applied Technology (TCATs). Over the last five years, tuition and mandatory fees have increased an average of three to four percent annually, while state appropriations have increased an average of nearly six percent per year.

Tennessee's financial aid resources are among the highest in the U.S., according to the National Association of State Student Grant Aid Programs. Tennessee has the ninth largest financial aid program and the fourth largest per capita. Funding for the lottery scholarship and Tennessee Student Assistance Award comprises the majority of financial aid in Tennessee. Due in part to these funding levels, Tennessee's bachelor's degree graduates have the 17th lowest debt level in the nation, according to the Project on Student Debt.

RECOMMENDATION

At the November 2017 Commission meeting, the Commission approved a tuition and fee guidance range of zero to three percent, incorporating a budget increase request of \$55 million in new state funds.

On April 18, both chambers of the 110th General Assembly passed the 2018-19 General Appropriations Act, granting formula units the full THEC-recommended \$55 million (inclusive of increases for outcomes productivity and a partially-funded 2.5 percent salary pool). THEC staff, therefore, maintain the initial recommendation of a tuition binding range of zero to three percent at universities, community colleges, and TCATs and a combined total tuition and mandatory fees binding range of zero to three percent at universities, community colleges, and TCATs. Scenarios for minimum and maximum tuition and mandatory fee increases for 2018-19 are presented and summarized in Attachment I for each university and community college, as well as the TCAT system.

Attachment II details the comparison of 2017-18 tuition and mandatory fee rates with the maximum allowed increase (i.e., three percent) for each university and community college, as well as the TCAT system. If all institutions increased maintenance and mandatory fees by three percent (the maximum allowed), the average full-time, annual tuition and mandatory fees for 2018-19 would be \$9,510 at public universities, \$4,465 at community colleges, and \$3,849 at TCATs—increases of \$277, \$130, and \$112, respectively.

2018-19 Binding Tuition Ranges

Maximum Increase of Maintenance (Tuition) and Maintenance + Mandatory Fees: 3.00%

Institutions	2018-19 Binding Ranges			
	Maintenance Fee		Maintenance + Mandatory Fees	
	Minimum	Maximum	Minimum	Maximum
Austin Peay	\$0 or Less	\$ 201	\$0 or Less	\$ 247
East Tennessee	\$0 or Less	\$ 217	\$0 or Less	\$ 270
Middle Tennessee	\$0 or Less	\$ 215	\$0 or Less	\$ 268
Tennessee State	\$0 or Less	\$ 202	\$0 or Less	\$ 233
Tennessee Tech	\$0 or Less	\$ 230	\$0 or Less	\$ 266
University of Memphis	\$0 or Less	\$ 242	\$0 or Less	\$ 291
Chattanooga	\$0 or Less	\$ 121	\$0 or Less	\$ 131
Cleveland	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Columbia	\$0 or Less	\$ 121	\$0 or Less	\$ 131
Dyersburg	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Jackson	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Motlow	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Nashville	\$0 or Less	\$ 121	\$0 or Less	\$ 129
Northeast	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Pellissippi	\$0 or Less	\$ 121	\$0 or Less	\$ 131
Roane	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Southwest	\$0 or Less	\$ 121	\$0 or Less	\$ 131
Volunteer	\$0 or Less	\$ 121	\$0 or Less	\$ 130
Walters	\$0 or Less	\$ 121	\$0 or Less	\$ 130
UT Chattanooga	\$0 or Less	\$ 207	\$0 or Less	\$ 260
UT Knoxville (admitted after 2013-14)	\$0 or Less	\$ 333	\$0 or Less	\$ 389
UT Martin (Part-Time & Full-Time w/ 60+ SCH) ¹	\$0 or Less	\$ 216	\$0 or Less	\$ 259
UT Martin (Full-Time w/ less than 60 SCH) ¹	\$0 or Less	\$ 235	\$0 or Less	\$ 277
TN Colleges of Applied Tech	\$0 or Less	\$ 105	\$0 or Less	\$ 112
University Average²	\$0 or Less	\$ 230	\$0 or Less	\$ 277
Community College Average	\$0 or Less	\$ 121	\$0 or Less	\$ 130

1 - The tuition rate for full-time students who have completed fewer than 60-credit hours is a flat rate for 12 hours per semester, regardless how many hours the student is enrolled. Full-time students who have completed more than 60-credit hours are also charged a flat rate for 12 hours, regardless how many hours the student is enrolled. Part-time students are charged on a per-credit hour basis at the 60+ credit hour rate.

2 - This average incorporates a weighted tuition for UT Martin students to reflect both differentiated tuition levels.

2018-19 Binding Tuition Ranges
2018-19 Maintenance and Mandatory Fee Increase Scenario and Comparison - 3.00% Limit

Institutions	2017-18			2018-19 Maximums		Combined Increase	Combined % Increase
	Maintenance Fee	Mandatory Fee	Combined	Maximum Maintenance Fee	Maximum Combined Fee		
Austin Peay	\$ 6,696	\$ 1,529	\$ 8,225	\$ 6,897	\$ 8,472	\$ 247	3.00%
East Tennessee	\$ 7,224	\$ 1,791	\$ 9,015	\$ 7,441	\$ 9,285	\$ 270	3.00%
Middle Tennessee	\$ 7,176	\$ 1,772	\$ 8,948	\$ 7,391	\$ 9,216	\$ 268	3.00%
Tennessee State	\$ 6,726	\$ 1,050	\$ 7,776	\$ 6,928	\$ 8,009	\$ 233	3.00%
Tennessee Tech	\$ 7,656	\$ 1,217	\$ 8,873	\$ 7,886	\$ 9,139	\$ 266	3.00%
University of Memphis	\$ 8,064	\$ 1,637	\$ 9,701	\$ 8,306	\$ 9,992	\$ 291	3.00%
Chattanooga	\$ 4,032	\$ 319	\$ 4,351	\$ 4,153	\$ 4,482	\$ 131	3.00%
Cleveland	\$ 4,032	\$ 299	\$ 4,331	\$ 4,153	\$ 4,461	\$ 130	3.00%
Columbia	\$ 4,032	\$ 327	\$ 4,359	\$ 4,153	\$ 4,490	\$ 131	3.00%
Dyersburg	\$ 4,032	\$ 299	\$ 4,331	\$ 4,153	\$ 4,461	\$ 130	3.00%
Jackson	\$ 4,032	\$ 285	\$ 4,317	\$ 4,153	\$ 4,447	\$ 130	3.00%
Motlow	\$ 4,032	\$ 307	\$ 4,339	\$ 4,153	\$ 4,469	\$ 130	3.00%
Nashville	\$ 4,032	\$ 255	\$ 4,287	\$ 4,153	\$ 4,416	\$ 129	3.00%
Northeast	\$ 4,032	\$ 311	\$ 4,343	\$ 4,153	\$ 4,473	\$ 130	3.00%
Pellissippi	\$ 4,032	\$ 339	\$ 4,371	\$ 4,153	\$ 4,502	\$ 131	3.00%
Roane	\$ 4,032	\$ 303	\$ 4,335	\$ 4,153	\$ 4,465	\$ 130	3.00%
Southwest	\$ 4,032	\$ 319	\$ 4,351	\$ 4,153	\$ 4,482	\$ 131	3.00%
Volunteer	\$ 4,032	\$ 293	\$ 4,325	\$ 4,153	\$ 4,455	\$ 130	3.00%
Walters	\$ 4,032	\$ 288	\$ 4,320	\$ 4,153	\$ 4,450	\$ 130	3.00%
UT Chattanooga	\$ 6,888	\$ 1,776	\$ 8,664	\$ 7,095	\$ 8,924	\$ 260	3.00%
UT Knoxville (admitted after 2013-14)	\$ 11,110	\$ 1,860	\$ 12,970	\$ 11,443	\$ 13,359	\$ 389	3.00%
UT Martin (Part-Time & Full-Time w/ 60+ SCH) ¹	\$ 7,200	\$ 1,418	\$ 8,618	\$ 7,416	\$ 8,877	\$ 259	3.00%
UT Martin (Full-Time w/ less than 60 SCH) ¹	\$ 7,818	\$ 1,418	\$ 9,236	\$ 8,053	\$ 9,513	\$ 277	3.00%
TN Colleges of Applied Tech	\$ 3,507	\$ 230	\$ 3,737	\$ 3,612	\$ 3,849	\$ 112	3.00%
University Average²	\$ 7,672	\$ 1,561	\$ 9,233	\$ 7,902	\$ 9,510	\$ 277	3.00%
Community College Average	\$ 4,032	\$ 303	\$ 4,335	\$ 4,153	\$ 4,465	\$ 130	3.00%

1 - The tuition rate for full-time students who have completed fewer than 60-credit hours is a flat rate for 12 hours per semester, regardless how many hours the student is enrolled. Full-time students who have completed more than 60-credit hours are also charged a flat rate for 12 hours, regardless how many hours the student is enrolled. Part-time students are charged on a per-credit hour basis at the 60+ credit hour rate.

2 - This average incorporates a weighted tuition for UT Martin students to reflect both differentiated tuition levels.

Agenda Item: VIII.

DATE: May 17, 2018

SUBJECT: Legislative Update

ACTION RECOMMENDED:

BACKGROUND INFORMATION: An update will be given regarding the closing of the 110th General Assembly with an overview of legislation impacting THEC/TSAC and higher education.