

TENNESSEE BOARD OF REGENTS
Committee Meetings
Thursday, September 21, 2023 – 1:00 p.m. (Central)
Agenda

I. Committee on Academic Policies and Programs and Student Life

1. Consent Agenda:
 - a. Proposed Revisions to TBR Policy 2.01.01.00 Approval of Academic Programs, Units, and Modifications
 - b. Proposed Revisions to TBR Policy 2.01.00.05 Early Postsecondary Opportunities
 - c. Proposed Revisions to TBR Policy 2.03.00.02 Learning Support
2. Proposed New A.A.S. in Distilled Spirits at the Nearest Green Academy of Distilling by Motlow State Community College
3. Proposed Program Terminations, Modifications, and New Technical Program Implementations for TCATs
4. TCATs Crossville and Livingston Merger
5. Institutional Mission Profiles
6. Expanding our Understanding of Student Success
 - Fall 2023 Enrollment
 - Course Success
 - 2022-23 Graduates
 - Labor Market Analysis

II. Committee on Personnel and Compensation

1. Consent Agenda:
 - a. Promotion and Tenure Recommendation at Nashville State Community College
 - b. Faculty Promotion Correction at TCAT Dickson
 - c. Faculty Promotion Increases at Nashville State Community College and TCAT Dickson
2. President Housing Allowance
3. TCAT President Executive Incentive Pay

III. Committee on Workforce Development

1. Workforce Development Defined
2. THEC Reporting Cycle and Community College Workforce Hours Preliminary Report
3. Blue Oval City Update

IV. Committee on External Affairs

1. Special Session Update
2. Legislative Primer
3. Legislative Priorities

V. Committee on Finance and Business Operations

1. Consent Agenda:
 - a. Proposed Revisions to TBR Policy 4.02.05.01 Naming Buildings and Facilities and Building Plaques
2. Legislative Priorities Budget Request
3. Fee Request – TCAT Pulaski

- *This meeting will be live-streamed and archived on the TBR website at <https://www.tbr.edu/board/september-2023-quarterly-board-meeting>.*
- *Persons who want to request to address the Board may follow the process authorized by [TBR Policy 1.02.12.00 – Requests to Address the Board](#).*

TENNESSEE BOARD OF REGENTS
Quarterly Board Meeting
Friday, September 22, 2023 – 9:30 a.m. (Central)
Agenda

- I. **Minutes**
 - A. June 16, 2023 Quarterly Board Meeting
 - B. July 13, 2023 Special Called Board Meeting
 - C. August 15, 2023 Special Called Board Meeting
 - II. **Report of Interim Action**
 - III. **Report of the Committees**
 - A. Report of the Academic Policies and Programs/Student Life Committee Meeting on September 21, 2023
 - B. Report of the External Affairs Committee Meeting on September 21, 2023
 - C. Report of the Workforce Development Committee Meeting on September 21, 2023
 - D. Report of the Audit Committee Meeting on August 29, 2023
 - E. Report of the Finance and Business Operations Committee Meeting on September 21, 2023
 - F. Report of the Personnel and Compensation Committee Meeting on September 21, 2023
 - IV. **Report of the Regents Award for Excellence in Philanthropy**
 - V. **Report of the Chancellor**
 - Presentation by the Department of Labor and Workforce Development – Commissioner Deniece Thomas
 - Update from the Office of Student Success
 - Community College President Resolution of Appreciation to Foster Chason
 - VI. **Unfinished Business**
 - VII. **New Business**
 - A. Consent Agenda:
 - Proposed Revisions to TBR Governance Policy 1.03.02.60 Freedom of Speech and Expression
 - B. Review and Consider Search Criteria for Next President at TCAT Henry/Carroll
 - C. Naming Request from Roane State Community College
 - D. Proposed 2024 Meeting Dates
 - E. Resolution of Appreciation for former Vice President James L. Barrott
 - F. Resolution of Appreciation for former President Laura Monks
 - G. Resolution of Appreciation for former Regent Weston Wamp
- *This meeting will be live-streamed and archived on the TBR website at <https://www.tbr.edu/board/september-2023-quarterly-board-meeting>.*
 - *Persons who want to request to address the Board may follow the process authorized by [TBR Policy 1.02.12.00 – Requests to Address the Board](#).*



WELCOME

Motlow State and our TCAT Partners are delighted to host TBR's September 2023 Quarterly Meeting

Location: Join us on Motlow State's Moore County Campus at 6015 Ledford Mill Rd, Tullahoma, TN 37388.

Parking: Reserved Parking is available at the Traders Parking Lot.

Hospitality Off-site: An off-campus Hospitality Suite is available to you at the Holiday Inn

Hospitality On-site: The on-campus Hospitality Room is in the Sverdrup Conference Room 122, Eoff Hall

Workroom: A fully furnished Workroom is provided in Room 125, Eoff Hall

Thursday, September 21, 2023

9.00 a.m. Tours of Uncle Nearest: Depart to 3125 US-231, Shelbyville, TN 37160 for those with prior RSVP. This tour delights the historian, epicurean, and entrepreneurial aficionado in us all. Join us for grand storytelling and a whiff of a novel distilled spirit that successfully cultivates new markets and new leaders.

OR

9.30 a.m. - 10.15 a.m. Library Tour and VR-XR Experience #1 no RSVP needed

This campus gathering is for guests wanting a deeper insight into one of Tennessee's great 2-year colleges. Get to know Motlow and understand our College identity. This unique event offers a variety of curated virtual reality experiences, revealing the immersive learning potential possible through immersive technologies.

10.30 a.m. - 11.15 a.m. Library Tour and VR-XR Experience #2 no RSVP needed

This event option is so popular and so very Motlow, we've scheduled it twice to ensure everyone can participate. See the description above for Tour #1 and be sure to join in the fun, or just stay longer if you were part of Tour #1. We'll show you the world, help you connect globally, learn immersivity, and understand why Motlow is a national leader in 2-year VR Learning technologies.

11.30 a.m. Lunch – Marcum Technology Center, Glass Leadership Center



Thursday continued

1 p.m. Committee Meetings, Eoff Hall, Powers Auditorium

Standing Board committees meet successively on Thursday starting at 1 p.m. and continue through the afternoon until all agendas are completed. The anticipated adjournment is no later than 5 p.m.

6.30 p.m. - 7 p.m. Arrival at Jack Daniels on The Hill

A treat not to be missed. No private cars are allowed on the hallowed ground known as Jack Daniels on the Hill. So, meet your bus driver for guided transportation. Early birds get the best sunset views from a vantage point reserved for Jack's special guests.

Travel Instructions:

A small charter will pick up the limited group of RSVP bus guests who reserved transportation from their hotel directly to The Hill.

Hotel pick-up for this limited group is: Holiday Inn at 6 p.m. & Hampton Inn at 6:15 p.m.

Guests meeting for dinner via private cars will travel to Lynchburg and board a Jack Daniel's Coach at the Distillery Visitors Parking lot which is adjacent to the Lynchburg Welcome Center located at 133 Lynchburg Highway, Lynchburg, TN 37352 (Note: This lot is on the west side of Lynchburg Highway.)

7 p.m. Dinner on The Hill

Join us for a wonderful buffet meal in a picturesque hilltop setting as we enjoy the Jack Daniels Bluegrass Band while mixing-n-mingling.

9 p.m. - 11 p.m. Hospitality Suite, Holiday Inn Express, sponsored by Herff Jones

Friday, September 22, 2023

As you rise, you may enjoy **breakfast at your hotel**, OR

8 a.m. Breakfast in the Hospitality Room at Motlow, Eoff Hall, Room 122

Join us for fresh muffins, pastries, fruit, and more. Grab-n-go or sit a spell.

9 a.m. - 9.30 a.m. Motlow State and TCAT Partner Presentations, Eoff Hall, Powers Auditorium

Thank you for visiting the colleges you lead! We are grateful that you want to learn more about us. We've prepared briefs that feature the unique services and successes you help make possible.

9.30 a.m. Quarterly Board Meeting, Eoff Hall, Powers Auditorium

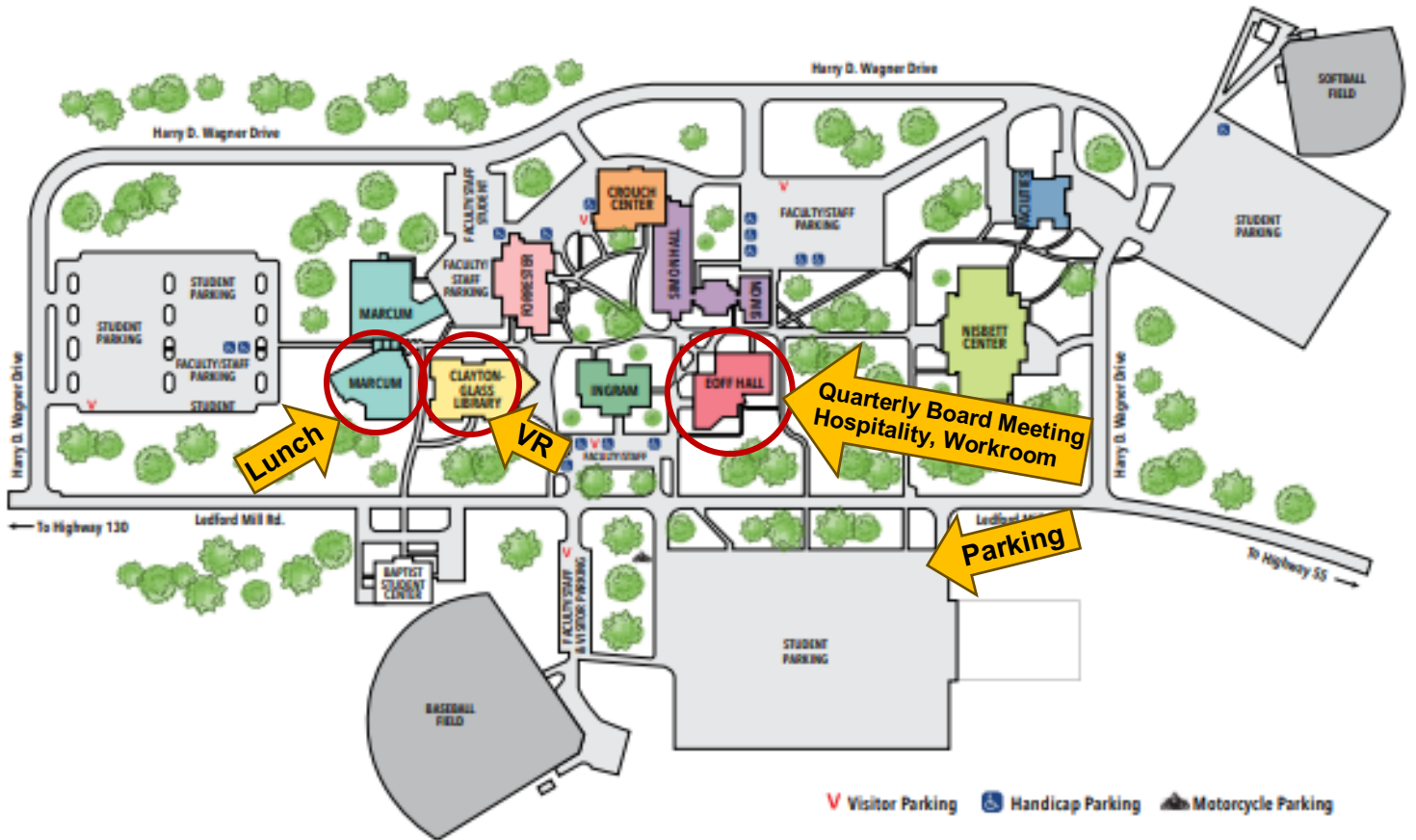
12 p.m. Board Meeting Adjourns

Lunch as You Leave

As you depart, be sure to collect the lunch bag prepared as our final salute to your service. Lunch bags will be available in Eoff. Sit and stay, break bread with us one last time, or snag a healthy lunch on the go as you travel on through the hills of Tennessee's famous Whiskey Trail.



MOORE COUNTY / TULLAHOMA CAMPUS



KEY INFORMATION

- **Marcum Technology Center**
 Location of Lunch on Thursday
- **Clayton-Glass Library**
 Library Services
 Computer Lab
 Writing Center
 Location of VR/XR Experience Events and Extra Workrooms
- **Forrester Student Center**
 Bookstore
 Cafeteria

- **Crouch Center**
 Admissions & Records
 Disability & Testing Services
 Completion Coaches
 Veteran's Affairs
 Financial Aid (2nd Floor)
- **Ingram Administration**
 Administrative Offices
 Business Office
 Human Resources
- **Simon Hall**
 Classrooms and Labs
 Honors Center

- **Eoff Hall**
 Location of Board Meeting, Hospitality Suite, Workroom
- **Nisbett Center**
 Athletics
 Gymnasium
- **Facilities**
 Shipping & Receiving

V Visitor Parking
 ♿ Handicap Parking
 🏍️ Motorcycle Parking

**TENNESSEE BOARD OF REGENTS
Quarterly Board Meeting
September 21 and 22, 2023**

EXECUTIVE SUMMARY

Thursday, September 21, 2023

I. COMMITTEE ON ACADEMIC POLICIES AND PROGRAMS AND STUDENT LIFE

1. CONSENT AGENDA

a. PROPOSED REVISIONS TO TBR POLICY 2.01.01.00 APPROVAL OF ACADEMIC PROGRAMS, UNITS, AND MODIFICATIONS

TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications has been revised to reflect the following key revisions:

1. Removal of references to program actions for universities.
2. Maintains requirements for Letter of Notice, New Academic Program Proposal (NAPP), and Post-Approval Monitoring.
3. Alignment to recent revisions of THEC Policy A 1.0 New Academic Programs: Approval Process

These revisions were approved by the Academic Affairs Sub-council on July 19, 2023, Faculty Sub-council on July 21, 2023, and by the Presidents on August 9, 2023.

b. PROPOSED REVISIONS TO TBR POLICY 2.01.00.05 EARLY POSTSECONDARY OPPORTUNITIES

Major substantive and structural changes were made to the following sections:

- Definitions to better align with TN statutory language
- Policy/Guideline I. to balance uniformity and autonomy in EPSO partnership creation
- Procedures I.B. to provide clearer guidance for both community and technical colleges for course development and award

The proposed policy revisions have passed through the Joint Academic Affairs/Student Affairs Sub-council, Faculty Sub-council, Presidents Council, and the Office of General Counsel.

c. PROPOSED REVISIONS TO TBR POLICY 2.03.00.02 LEARNING SUPPORT

TBR Policy 2.03.00.02 governs learning support at community colleges. Learning support is the academic support provided to students who are underprepared for college-level coursework. Sixty percent of first-time students at Tennessee community colleges are academically underprepared for college-level courses and require learning support.

Executive Summary – September 2023 Quarterly Meeting

In January 2023, TBR convened a working group to review the learning support policy and consider revisions based on recent research from a 2022 TBR report titled *Gaining Momentum: Refining Corequisite Learning Support to Boost Student Success in the First Year and Beyond*.

The Learning Support Working Group was chaired by Dr. Jothany Reed and included faculty and staff from across the system. All community colleges were represented in the group. The group met from January through April 2023 to review research about learning support, develop recommendations, and draft policy revisions.

The Learning Support Working Group recommended several revisions to policy 2.03.00.02. The proposed revisions add or clarify key features of the corequisite learning support model. Additionally, the proposed revisions require colleges to develop advising resources for learning support. Next, the proposed revisions introduce an innovation framework to encourage colleges to improve learning support practices. The proposed revisions would go into effect for the fall 2024 semester.

2. PROPOSED NEW A.A.S. IN DISTILLED SPIRITS AT THE NEAREST GREEN ACADEMY OF DISTILLING BY MOTLOW STATE COMMUNITY COLLEGE *(Vice Chancellor Jothany Reed)*

Motlow State Community College proposes the establishment of a new Associate of Applied Science (A.A.S.) degree in Distilled Spirits at the Nearest Green Academy of Distilling.

Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself. Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby.

The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail. This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

This is a 60-credit hour program with General Education (15 Hours), Major Field Core (30 Hours), and a Concentration (15 Hours) with plans for a 30-hour short-term credential and articulation with universities.

3. PROPOSED PROGRAM TERMINATIONS, MODIFICATIONS, AND NEW TECHNICAL PROGRAM IMPLEMENTATIONS FOR TCATS *(Vice Chancellor Jothany Reed)*

Fifteen (15) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries.

Eight (8) academic actions were submitted for September 2023 by a TCAT institution to the Vice-Chancellor for approval based on section C of the TBR Policy 2.01.02.00, requiring only notification to the Vice-Chancellor.

On July 28, 2023, the Tennessee Board of Regents approved the implementation of four (4) programs through interim action. These included replication of existing programs for Medium Heavy Equipment, Practical Nursing, and Residential/Commercial/Industrial Electricity.

Seven (7) academic actions were submitted for July 2023 by a TCAT institution to the Vice-Chancellor for approval based on section C of the TBR Policy 2.01.02.00, requiring only notification to the Vice-Chancellor.

On August 31, 2023, the Tennessee Board of Regents approved the implementation of two (2) programs through interim action. These included replication of existing programs for Cosmetology and Welding.

Executive Summary – September 2023 Quarterly Meeting

4. TCATS CROSSVILLE AND LIVINGSTON MERGER *(Executive Vice Chancellor Russ Deaton)*

In 2018, the General Assembly passed a bill that became Public Chapter 877 which granted TBR the authority to "... to establish additional state colleges of applied technology or to combine existing state colleges of applied technology as needed to improve operational and administrative efficiencies," (49-8-101(a)(3)(A)).

In order to more efficiently address the needs of students, TBR staff propose to merge TCAT Crossville and TCAT Livingston into a single institution with a targeted implementation date of fall 2025. All existing teaching locations would maintain operations and would continue to serve students and industry in that region. At its September 2021, the Board gave final approval to the merger of TCAT Jackson and TCAT Whiteville. From that process, TBR staff developed a better understanding of the process which now serves as a guide for future mergers.

If approved, system and college staff will pursue all necessary steps to effectuate the merger including working on approvals from both the College's accreditor – the Council on Occupational Education (COE) – as well as the US Department of Education.

5. INSTITUTIONAL MISSION PROFILES *(Executive Vice Chancellor Russ Deaton)*

Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to their respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2023 quarterly meeting.

6. EXPANDING OUR UNDERSTANDING OF STUDENT SUCCESS *(Executive Vice Chancellor Russ Deaton)*

As the 2022-23 academic year comes to an end, and as the fall 2023 semester commences, staff will provide new information about student access and success of TBR students. Reflecting the TBR Strategic Plan pillars of Open Access, Student Success, and Community & Workforce Development, the presentation and discussion will offer a renewed emphasis on the profile of students that TBR has historically served and what it means to be an 'open access' system of higher education. Furthermore, we will present student success outcomes, including but also beyond the typical freshmen cohort graduation rate, which reflect the variety of pathways and backgrounds of students at TBR colleges, such as dual enrollment, returning adults, inbound transfers and more. Additionally, the information will incorporate labor market data as TBR expands its ability to analyze student outcomes after a student has separated from college. This presentation is designed to deepen our understanding of TBR students' background, profile, challenges, and outcomes, while also pointing towards potential budget and legislative requests that the Board will consider at other Committees throughout the day.

Executive Summary – September 2023 Quarterly Meeting

II. COMMITTEE ON PERSONNEL AND COMPENSATION

1. CONSENT AGENDA

a. Promotion and Tenure Recommendation at Nashville State Community College

The Committee will be asked to approve a recommendation for promotion of one faculty serving at Nashville State Community College. This person was mistakenly omitted in the college's submission in June.

b. Faculty Promotion Correction at TCAT Dickson

The Committee will be asked to approve a recommendation for promotion of one faculty serving at TCAT Dickson. This person was mistakenly omitted in the college's previous submission.

c. Faculty Promotion Increases at Nashville State Community College and TCAT Dickson

The corresponding increases related to the two faculty promotions are included for your approval. The recommendations are made within the requirements of TBR policies on promotion.

2. PRESIDENT HOUSING ALLOWANCE (*Vice Chancellor Alisha Fox*)

Community College presidents currently are eligible to receive a \$900/month housing allowance. TCAT presidents currently are eligible to receive a \$500/month housing allowance. These allowances are part of their total compensation package and are an important part of recruiting good talent.

The request before you today is to increase the housing allowance for both community college presidents and TCAT presidents to \$1000/month. The cost of the allowance is paid for by the college. The financial aspects of the request have been reviewed and it is determined that each college can afford the increase.

If approved, the increase would go into effect January 1, 2024.

3. TCAT PRESIDENT EXECUTIVE INCENTIVE PAY (*Vice Chancellor Alisha Fox*)

The Executive Performance Incentive Plan was approved at the Board's June 2013 Meeting. The incentive does not add to the base salary for the position and will be recalculated each year.

Participants in the plan include the presidents of the community colleges and Tennessee Colleges of Applied Technology (TCATs) and the Chancellor.

The incentive amount is equal to ten percent (10%) of the market average salary for comparable positions and is divided into two components: the metric-based allowance equal to 85% of total incentive amount and a discretionary allowance equal to 15% of the total incentive amount. The primary incentive measurement for Community College Presidents is the change in weighted formula outcomes at each institution. The change in total weighted outcomes for the system is calculated in a similar manner and used to calculate the weighted outcome growth allowance amount for the Chancellor. The incentive measurement amount for the TCAT Presidents is based on five (5) outcomes, weighted equally: program completion rate; job placement rate; private giving; expanded offerings, and expanded enrollment.

Executive Summary – September 2023 Quarterly Meeting

RECOMMENDATION

Pursuant to the Plan, recommendations for incentive pay are brought before the Committee for review and approval. The Plan requires an individual to be employed in one of the eligible positions at the time the payments are approved and have satisfactory performance to be eligible to receive incentive pay.

Community College Presidents and the Chancellor's executive incentive pay was approved at the June Board Meeting. The Council of Education (COE) provides the data needed to calculate the TCAT presidents' incentive pay. COE notified us they have had a change in their timing and issued the data later in the summer. Therefore, we are bringing the TCAT incentive data to the Personnel & Compensation Committee for approval at this meeting.

III. COMMITTEE ON WORKFORCE DEVELOPMENT

1. WORKFORCE DEVELOPMENT DEFINED *(Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk)*

Executive Vice Chancellor for External Affairs Kim McCormick and Executive Director of the Center for Workforce Development Jeff Sisk will define workforce development as it relates to TBR's mission statement.

2. THEC REPORTING CYCLE AND COMMUNITY COLLEGE WORKFORCE HOURS PRELIMINARY REPORT *(Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk)*

Executive Vice Chancellor Kim McCormick and Executive Director Jeff Sisk will share the THEC Reporting Cycle and the Community College Workforce Hours preliminary report including information on the reporting timeline and the four guiding questions relevant to the reporting of Workforce Training contact hours for the purpose of the outcomes-based funding formula.

3. BLUE OVAL CITY UPDATE *(Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk)*

Executive Vice Chancellor Kim McCormick and Executive Director Jeff Sisk will provide a Blue Oval City update including TCAT campus construction progress and recent RFP responses.

4. COMMITTEE ON EXTERNAL AFFAIRS

1. SPECIAL SESSION UPDATE *(Executive Vice Chancellor Kim McCormick and Assistant Vice Chancellor John Williams)*

Executive Vice Chancellor for External Affairs Kim McCormick and Assistant Vice Chancellor for Government Relations John Williams will share an overview of the four bills passed during the recent Special Session and provide information about the special session appropriations bill including \$30 million in funding for higher education safety and security grants and additional money for expanding mental health resources in Tennessee.

2. LEGISLATIVE PRIMER *(Assistant Vice Chancellor John Williams)*

In preparation for the upcoming session, Assistant Vice Chancellor John Williams will also provide a presentation on the process of how a bill becomes a law in the state of Tennessee.

Executive Summary – September 2023 Quarterly Meeting

3. **LEGISLATIVE PRIORITIES** (*Executive Vice Chancellor Kim McCormick*)

Executive Vice Chancellor McCormick will present an overview of the 2024 Legislative Priorities, which are applicable for the upcoming legislative session. These priorities were developed by TBR System Leadership and TBR Presidents. The second session of the 113th Tennessee General Assembly will begin on January 9, 2024. The Department of Government Relations in the Office of External Affairs will advocate on behalf of TBR to the members of the Tennessee General Assembly.

5. **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

1. **CONSENT AGENDA**

A. Proposed Revisions to TBR Policy 4.02.05.01 Naming Buildings and Facilities and Building Plaques

These suggested policy revisions are designed to provide a process for complying with the Tennessee Heritage Protection Act, T.C.A. § 4-1-412.

The Act applies to the removal of memorials dedicated to historic conflicts, historic entities, historic figures, and historic organizations. The Act defines all of those terms very broadly. If the Act applies, then neither the Board nor a college may remove a name or other memorial without obtaining permission from the Tennessee Monuments and Memorials Commission.

In order to guard against an inadvertent violation of the Act, such as removing a name from a classroom in a manner that violates the Act, the proposed policy revisions require a college to obtain the Chancellor's approval before removing names, plaques, etc. from any building, space or other potential memorial. Such notice will enable the System Office to determine whether the Act applies.

The proposed revisions, which have been through the Business Affairs Subcouncil and Presidents Council, are attached in tracked changes and clean copy form.

2. **LEGISLATIVE PRIORITIES BUDGET REQUEST** (*Vice Chancellor Alisha Fox, Executive Vice Chancellor Kim McCormick, Executive Vice Chancellor Russ Deaton*)

On an annual basis, board staff develops a list of System funding needs that are not recognized through the higher education funding formula. Items identified are intended to have broad benefit across the System and to align with the State's strategic goals. Review of these items by the Board is the first step in this process. Items will be then submitted to the Tennessee Higher Education Commission for its consideration. TBR items endorsed by the Commission are then forwarded to the Governor for his consideration in developing his FY 2024-2025 budget recommendations to the General Assembly. The legislature then ultimately determines which items recommended are funded. There are six requests listed on the next four pages, totaling approximately \$28.7 million (\$20,200,000 million Recurring and \$8,500,000 Non-recurring).

While each of the following items is worthy of consideration, it is noted that the System's priority is that THEC's formula funding recommendations be sufficient to recognize improvements in outcomes funded through the outcome formula.

Executive Summary – September 2023 Quarterly Meeting

3. FEE REQUEST – TCAT PULASKI (*Vice Chancellor Alisha Fox*)

Due to COE requirements, TCAT Pulaski recently had their special industry training Basic Dental Assisting (BDA) program approved as an academic program through TBR and COE. However, now that it is an approved academic program rather than WFD/industry training program, the TCAT must charge tuition based on the academic program fee schedule, which is \$167 less than the charge when it was an industry training program. In addition, they had to reduce their class size to meet the academic program requirements. Due to these changes, the cost to operate the program exceeds the revenue generated. TCAT Pulaski is requesting to establish a basic dental assisting lab fee of \$100 per student to cover consumable materials for the program.

FRIDAY, SEPTEMBER 22, 2023

I. MINUTES

A. Minutes from the June 16, 2023 Quarterly Board Meeting

The Board will consider approving minutes from the June 16, 2023 quarterly board meeting.

B. Minutes from the July 13, 2023 Special Called Board Meeting

The Board will consider approving the minutes of the July 13, 2023 Special Called Session, where the Board approved the search criteria for the next President of Cleveland State Community College.

C. Minutes from the August 15, 2023 Special Called Board Meeting

The Board will consider approving the minutes of the August 15, 2023 Special Called Session, where the Board approved the recommended candidate to serve as the next President of Jackson State Community College and the search criteria for the next President of TCAT Dickson.

II. REPORT OF INTERIM ACTION

This report serves as a record of business transacted by the Office of the Chancellor since the previous meeting of the Board. A copy of the report is enclosed in the materials.

III. REPORT OF THE COMMITTEES

The Board will consider approving the minutes of the following committee meetings:

- A. Report of the Academic and Policies Programs/Student Life Committee on September 21, 2023
- B. Report of the External Affairs Committee Meeting on September 21, 2023
- C. Report of the Workforce Development Committee Meeting on September 21, 2023
- D. Report of the Audit Committee Meeting on August 29, 2023
- E. Report of the Finance and Business Operations Committee Meeting on September 21, 2023
- F. Report of the Personnel and Compensation Committee Meeting on September 21, 2023

Executive Summary – September 2023 Quarterly Meeting

IV. REPORT OF THE REGENTS AWARD FOR EXCELLENCE IN PHILANTHROPY

Recipients of the Regents award for Excellence in Philanthropy are selected based on the generous giving of their time, resources, influence on volunteers to become involved in fundraising, active promotion of higher education, leadership in philanthropy, exceptional civic responsibility, and integrity. The Board will receive a report on the following awards presented on August 1, 2023 and August 18, 2023:

Covenant Health

Representatives from Covenant Health accepted the 2023 Regents Award for Excellence in Philanthropy as nominated by Roane State Community College. The award was presented by Regent Danni Varlan during the groundbreaking ceremony for the Knox Regional Health Science Education Center on August 1, 2023.

Brian and Janie Collins

Mr. Brian and Janie Collins accepted the 2023 Regents Award for Excellence in Philanthropy as nominated by TCAT Northwest. The award was presented by Vice Chair Emily Reynolds at the TCAT Newbern campus on August 18, 2023.

V. REPORT OF THE CHANCELLOR

- Presentation by the Department of Labor and Workforce Development - Commissioner Deniece Thomas
- Update from the Office of Student Success
- Community College President Resolution of Appreciation to Foster Chason

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS

A. CONSENT AGENDA

Proposed Revisions to TBR Governance Policy 1.03.02.60 Freedom of Speech and Expression

The proposed revisions are designed to implement the Tennessee Higher Education Freedom of Expression and Transparency Act, T.C.A. § 49-7-1907, which was passed in 2023. The Act and proposed policy revisions restate certain existing First Amendment principles that prohibit colleges from engaging in viewpoint discrimination regarding use of institutional property by students, student groups, and their invited guest speakers.

The revisions also include some minor changes to reflect that the Freedom of Speech and Expression policy has been in effect at TBR colleges since 2017.

The proposed revisions have been reviewed by the Business Affairs Subcouncil and Presidents Council. They are attached in tracked changes and clean copy form.

Executive Summary – September 2023 Quarterly Meeting

B. REVIEW AND CONSIDER SEARCH CRITERIA FOR THE NEXT PRESIDENT AT TCAT HENRY/CARROLL *(Chancellor Flora Tydings)*

Due to the retirement of Willie Huffman as president of TCAT Henry/Carroll effective April 2024, search criteria will be presented for approval to recruit for a new president. Upon approval, the position will be posted, and the recruitment process will begin to find the next president of TCAT Henry/Carroll.

C. NAMING REQUEST FROM ROANE STATE COMMUNITY COLLEGE *(Chancellor Flora Tydings)*

The Board is authorized to name buildings, facilities, grounds, and organizational units in honor of individuals who have made significant contributions to society and who otherwise meet the criteria established in TBR Policy 4.02.05.01, Naming Buildings and Facilities & Building Plaques.

For the reasons explained in the attached recommendation from Chris Whaley, Roane State Community College President, Diane and Jay Brown meet the requirements in TBR policy and are deserving of the honor of having Roane State’s Cumberland County Campus named the “Diane & Jay Brown Campus.” Roane State convened a committee to consider and make the recommendation, and its attached report establishes that:

- (1) In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.
- (2) To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.
- (3) With respect to the naming of buildings on a particular campus, special consideration shall be given to:
 - a) The historical significance of the contribution of the individual or group to the institution;
 - b) The association of the individual or group with the building to be named

D. APPROVAL OF PROPOSED 2024 MEETING DATES *(Chancellor Flora Tydings)*

The Board will be asked to review and consider the following dates and locations for quarterly meetings in 2024.

Wednesday, March 27	TBR System Office
Thursday and Friday, June 13 and 14	Dyersburg State Community College
Thursday and Friday, September 19 and 20	Northeast State Community College
Tuesday, December 10	TBR System Office

E. RESOLUTION OF APPRECIATION FOR FORMER VICE PRESIDENT JAMES L. BARROTT

The Board will consider approving a resolution of appreciation for former Vice President James L. Barrott.

Executive Summary – September 2023 Quarterly Meeting

F. RESOLUTION OF APPRECIATION FOR FORMER PRESIDENT LAURA MONKS

The Board will consider approving a resolution of appreciation for former President Laura Monks.

G. RESOLUTION OF APPRECIATION FOR FORMER REGENT WESTON WAMP

The Board will consider approving a resolution of appreciation for former Regent Weston Wamp.



Tennessee Board of Regents
Committee on Academic Policies and Programs and Student Life
September 21, 2023

AGENDA

1. CONSENT AGENDA

a. Proposed Revisions to TBR Policy: 2.01.01.00 Approval of Academic Programs, Units, and Modifications

TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications has been revised to reflect the following key revisions:

1. Removal of references to program actions for universities.
2. Maintains requirements for Letter of Notice, New Academic Program Proposal (NAPP), and Post-Approval Monitoring.
3. Alignment to recent revisions of THEC Policy A 1.0 New Academic Programs: Approval Process

These revisions were approved by the Academic Affairs Sub-council on July 19, 2023, Faculty Sub-council on July 21, 2023, and by the Presidents on August 9, 2023.

b. Proposed Revisions to TBR Policy: 2.01.00.05 Early Postsecondary Opportunities

Major substantive and structural changes were made to the following sections:

- Definitions to better align with TN statutory language
- Policy/Guideline I. to balance uniformity and autonomy in EPSO partnership creation
- Procedures I.B. to provide clearer guidance for both community and technical colleges for course development and award

The proposed policy revisions have passed through the Joint Academic Affairs/Student Affairs Sub-council, Faculty Sub-council, Presidents Council, and the Office of General Counsel.

Current and revised versions are enclosed.

(Due to the comprehensive nature of revisions, track changes are not included.)

c. Proposed Revisions to TBR Policy: 2.03.00.02 Learning Support

TBR Policy 2.03.00.02 governs learning support at community colleges. Learning support is the academic support provided to students who are underprepared for college-level coursework. Sixty percent of first-time students at Tennessee community colleges are academically underprepared for college-level courses and require learning support.

In January 2023, TBR convened a working group to review the learning support policy and consider revisions based on recent research from a 2022 TBR report titled *Gaining Momentum: Refining Corequisite Learning Support to Boost Student Success in the First Year and Beyond*.

The Learning Support Working Group was chaired by Dr. Jothany Reed and included faculty and staff from across the system. All community colleges were represented in the group. The group met from January through April 2023 to review research about learning support, develop recommendations, and draft policy revisions.

The Learning Support Working Group recommended several revisions to policy 2.03.00.02. The proposed revisions add or clarify key features of the corequisite learning support model. Additionally, the proposed revisions require colleges to develop advising resources for learning support. Next, the proposed revisions introduce an innovation framework to encourage colleges to improve learning support practices. The proposed revisions would go into effect for the fall 2024 semester.

2. PROPOSED NEW A.A.S. IN DISTILLED SPIRITS AT THE NEAREST GREEN ACADEMY OF DISTILLING BY MOTLOW STATE COMMUNITY COLLEGE *(Vice Chancellor Jothany Reed)*

Motlow State Community College proposes the establishment of a new Associate of Applied Science (A.A.S.) degree in Distilled Spirits at the Nearest Green Academy of Distilling.

Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself. Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby.

The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail. This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

This is a 60-credit hour program with General Education (15 Hours), Major Field Core (30 Hours), and a Concentration (15 Hours) with plans for a 30-hour short-term credential and articulation with universities.

3. PROPOSED PROGRAM TERMINATIONS, MODIFICATIONS AND NEW TECHNICAL PROGRAM IMPLEMENTATIONS FOR TCATS

(Vice Chancellor Jothany Reed)

Fifteen (15) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries.

Eight (8) academic actions were submitted by a TCAT institution to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor.

4. TCATS CROSSVILLE AND LIVINGSTON MERGER

(Executive Vice Chancellor Russ Deaton)

In 2018, the General Assembly passed a bill that became Public Chapter 877 which granted TBR the authority to "... to establish additional state colleges of applied technology or to combine existing state colleges of applied technology as needed to improve operational and administrative efficiencies," (49-8-101(a)(3)(A)).

In order to more efficiently address the needs of students, TBR staff propose to merge TCAT Crossville and TCAT Livingston into a single institution with a targeted implementation date of fall 2025. All existing teaching locations would maintain operations and would continue to serve students and industry in that region. At its September 2021, the Board gave final approval to the merger of TCAT Jackson and TCAT Whiteville. From that process, TBR staff developed a better understanding of the process which now serves as a guide for future mergers.

If approved, system and college staff will pursue all necessary steps to effectuate the merger including working on approvals from both the College's accreditor – the Council on Occupational Education (COE) – as well as the US Department of Education.

5. INSTITUTIONAL MISSION PROFILES *(Executive Vice Chancellor Russ Deaton)*

Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to their respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2023 quarterly meeting.

6. EXPANDING OUR UNDERSTANDING OF STUDENT SUCCESS

(Executive Vice Chancellor Russ Deaton)

As the 2022-23 academic year comes to an end, and as the fall 2023 semester commences, staff will provide new information about student access and success of TBR students. Reflecting the TBR Strategic Plan pillars of Open Access, Student Success, and Community & Workforce Development, the presentation and discussion will offer a renewed emphasis on the profile of students that TBR has historically served and what it means to be an ‘open access’ system of higher education. Furthermore, we will present student success outcomes, including but also beyond the typical freshmen cohort graduation rate, that reflect the variety of pathways and backgrounds of students at TBR colleges, such as dual enrollment, returning adults, inbound transfers and more. Additionally, the information will incorporate labor market data as TBR expands its ability to analyze student outcomes after a student has separated from college. This presentation is designed to deepen our understanding of TBR students’ background, profile, challenges, and outcomes, while also pointing towards potential budget and legislative requests that the Board will consider at other Committees throughout the day.

BOARD TRANSMITTAL

MEETING: Committee on Academic/Policies Programs, Student Life

SUBJECT: TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications

DATE: September 21, 2023

PRESENTER: Vice Chancellor Jothany Reed

PRESENTATION REQUIREMENTS: 5 Minutes

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Recommend Approval

TBR Policy 2.01.01.00: Approval of Academic Programs, Units, and Modifications has been revised to reflect the following key revisions:

1. Removal of references to program actions for universities.
2. Maintains requirements for Letter of Notice, New Academic Program Proposal (NAPP), and Post-Approval Monitoring.
3. Alignment to recent revisions of THEC Policy A 1.0 New Academic Programs: Approval Process

These revisions were approved by the Academic Affairs Sub-council on July 19, 2023, Faculty Sub-council on July 21, 2023, and by the Presidents on August 9, 2023.

Approval of Academic Programs, Units, and Modifications : 2.01.01.00

Policy/Guideline Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges
Purpose

The purpose of this policy is to establish the procedures and processes for the submission and approval of academic action requests for academic programs seeking to be developed and existing programs for institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I. Introduction

- A. T.C.A. § 49-8-101 et seq. authorized the establishment of the ~~State University~~ ~~and~~ Community College System of Tennessee. Among the powers given to the Tennessee Board of Regents (TBR) by this Act is the power "to prescribe curricula and requirements for diplomas and degrees."
- ~~B.~~ Institutions have the authority to create new courses, terminate existing courses, determine course content or design, and carry out curriculum revisions less extensive than those the Board has reserved to itself or otherwise delegated. Courses approved within the Tennessee Transfer Pathways and approved General Education Requirements may not be amended without the approval of the respective state committees. The Tennessee Higher Education Commission (THEC) must review and approve new ~~community college associate degree programs~~, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A 1:0: New Academic Programs - Approval Process, Attachment ~~AB~~-(A1.0), and A1:1: ~~Academic Program Modifications~~ ~~New Academic Programs~~. These THEC policies should serve as a resource for the development of all Letters of Application ~~and New Academic Program Proposal (NAPP) Implementation Portfolios.~~

~~C. Institutions are encouraged to collaborate rather than duplicate existing academic programs.~~

D. A Letter of Notification is required from all TBR ~~universities and~~ community colleges for new degree programs or certificates with 24 semester credit hours (SCH) or more and must be submitted to the Vice Chancellor for Academic Affairs, ~~and to the Vice Chancellor for Community Colleges for community college programs.~~ Within thirty days of receipt, the institutions will be notified if they are authorized to develop a ~~new Academic Program Proposal (NAPP) Letter of Application~~ for the development of a new ~~academic degree~~ program.

E. The THEC delegates authority to the TBR to approve Letters of Application and to grant final approval for ~~duplicated new~~ community college programs (Associates Degrees and Certificates). ~~Degree programs new to the state for TBR institutions must be approved by THEC.~~ The TBR criteria for review and accountability will follow the THEC standards established by the THEC Policies A1:0: New Academic Programs - Approval Process, and A1:1: ~~New Academic~~ **Program Modifications**. All TBR community college programs listed on the THEC Inventory of Academic Programs will be subject to Post Approval Monitoring for the first three years after implementation and annual productivity evaluations of programs in operation more than three years. ~~Universities are monitored for five years after implementation with annual productivity evaluations. Universities~~ ~~and~~ Community colleges will participate in all components of the THEC Performance Funding Quality Assurance Program.

II. Process

A. Academic Actions That Must Be Taken to the Board

1. Beyond those delegated responsibilities the Board reserves to itself the authority to review and approve all proposed academic actions pertaining to the establishment of new high quality academic degree programs.

B. Academic Actions Approved by the Board through Delegated Authority

1. With the exception of new degree programs ~~to the state, at all institutions,~~ **to the state, at all institutions, duplicated programs and** certificates of less than 24 hours and other academic actions may be approved by the Board through delegated authority to the Chancellor.
2. Summaries of these proposed academic actions will be reported monthly or as needed, to the Board, with a 30-day period for Board review.
3. Board members may contact the Vice Chancellor for Academic Affairs with questions or concerns regarding ~~university academic actions, or the Vice Chancellor for Community Colleges with questions or concerns regarding community college actions,~~ **university academic actions,** and if desired, can require that the action be brought before the full Board at its next quarterly meeting.
4. Institutions shall provide to the Vice Chancellor for Academic Affairs all ~~university and community college requests for academic actions related to the following, and to the Vice Chancellor for Community Colleges, all community college requests for academic action related to the following:~~ **university and community college** requests for academic actions related to the following, ~~and to the Vice Chancellor for Community Colleges, all community college requests for academic action related to the following:~~
 - a. Establishment of any college credit-bearing Certificate which is listed in the academic inventory or that will be included in the institution's Catalog or other recruitment materials and activities. There are ~~two four~~ types of certificates listed on the official Academic Program Inventory: 1) Academic, ~~and 2) Technical, 3) Undergraduate, and 4) Graduate.~~ **and 2) Technical, 3) Undergraduate, and 4) Graduate.** A Certificate which is not college credit-bearing, i.e., and "institutional certificate" refers to only certificates awarding continuing education credit **that** may be accepted for college credit if it meets the requirements established through the institution's prior learning assessment standards. A certificate can be free-standing or embedded within a degree program. An embedded certificate requires the approval

of the program of study by the Board. It must fully articulate with a degree and should have no new or no more than minimal costs required to implement an embedded certificate.

- b. Establishment of new concentrations or minors within an existing academic program.
- c. Establishment of new academic units such as colleges, schools, departments, institutes, centers within existing academic units, bureaus, etc., (see TBR Guideline A-040, and THEC Policy A1:3, New **Academic** Units, and A1:4, Off-Campus Instruction-**Community Colleges**).
- d. Revision of any admission, retention, or graduation policy (both institutional and program specific).
- e. Substantive revision of the curriculum of an existing academic program. (Substantive refers to changes impacting 9 or more semester credit hours at the community college level, ~~18 or more semester credit hours at the undergraduate level, 9 or more semester credit hours at the graduate level,~~ and 50% or more of the semester credit hours in a certificate program, from the last submission to the Board, and includes course rubrics, titles, descriptions, or content).
- f. Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.
- g. Consolidation of existing academic programs for purposes of performance funding calculations only.
- h. Extension of an existing academic degree program in totality to an off-campus site.

- i. An inactivated program is automatically terminated and removed from the THEC inventory if not reactivated within a three year window after inactivation.
- j. Curriculum modifications, including but not limited to a student success course, that increase required hours for a degree to more than 60 for the associate degree ~~and 120 for the baccalaureate degree,~~ or more than the previously approved exceptions. Also, curriculum modifications that increase or decrease credit hours from what was previously approved for a certificate ~~or increases or decreases an existing graduate program in excess of 6 credit hours~~ must be submitted for Board approval.
- k. Conversion of an existing on-ground program to a fully online delivery format (with or without termination of the existing ground program).
- l. Separation of a concentration from an existing program to establish a free standing degree. Any concentration with a steady enrollment and graduation rate for at least three years may request to become a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.
- m. Separation of a concentration from an existing program to establish a free standing degree where the title of the concentration more accurately represents a degree recognized in the workplace. In this instance, the proposed degree seeks to be counted within the overall original degree rather than as an independent degree for performance funding calculations.

- n. Change of degree designation. Existing academic programs seeking to change or add additional degree designations per recommendation of the disciplinary accreditation body.
 - o. Establishment of an articulation agreement between institutions.
- C. Academic Actions Requiring Only Notification to Vice Chancellor
- 1. Changes to existing academic programs not listed in the previous section, that require no new costs or minimal costs that the campus will fund through reallocation of existing resources or through sources such as grants and gifts, may be approved through an established process by the institution.
 - 2. The Vice Chancellor for Academic Affairs must be informed of such changes impacting ~~university and~~ community college programs, ~~and the Vice Chancellor for Community Colleges must be informed of such changes impacting community college programs~~ prior to implementation and may refer the request for academic action for Board approval if deemed appropriate due to costs or other potential concerns.
 - 3. Such action includes, but is not limited to, changes such as the modification of the title of an academic program or unit.
 - 4. Non-substantive curriculum revisions may be approved through the established institutional process and do not require notification or Board approval
- D. Additional Actions Requiring Review by THEC
- 1. The THEC review and approval of off-campus extensions of existing academic programs is handled through the request for a code, i.e., site or center, and requires that submission of the appropriate form(s) available on the TBR and THEC websites.

III. Procedures

A. Institutions wishing to effect academic changes that fall into any of the above categories will, therefore, comply with the following procedures as well as those contained in TBR Guideline A-010 and found on the TBR Academic Affairs website.

1. Approval Route of Requests for Academic Action

- a. ~~Requests from TBR universities for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for Academic Affairs for review and approval by the Board.~~ Requests from TBR community colleges for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for ~~Academic Affairs~~ **Community Colleges** for review and approval by the Board.
- b. Subsequent to Board action, the Chancellor ~~or designee~~ shall transmit to the Tennessee Higher Education Commission those academic action requests that require its approval along with the Board's recommendation.

2. Schedule for the Submission and Approval of Academic Actions

- a. The Board will consider academic actions on a monthly basis through the Thirty Day Review process. ~~Duplicated~~ **New certificate and** academic degree programs will be considered at each of its quarterly meetings.
- b. All materials, ~~whether for including~~ the Thirty Day Review ~~or Implementation Portfolios~~ for new degrees must be submitted sufficiently in advance to permit adequate review by the staff.
- c. **Community college degree programs new to the state for TBR institutions must be presented and approved at the Board's quarterly Board meeting. Per revision to THEC Policy No. A 1:0: New Academic Programs - Approval Process, these programs**

must also be presented and approved by THEC's Board at their quarterly meeting.

~~d. Implementation Portfolios must be submitted at least two months before the desired Board approval.~~

~~3.~~ Community college degree programs new to the state for TBR institutions may also require an in-person or virtual site visit as part of the Letter of Application. See Exhibit B.

~~4. Review by and Selection of Consultants~~

~~a. The TBR staff will engage qualified consultants to assist in the review of all Letters of Application for new degree programs as deemed appropriate by the Vice Chancellor for Academic Affairs for both graduate and undergraduate at the universities. All proposed graduate programs must utilize external consultants in the external review process. Undergraduate programs may elect to utilize a paper review rather than an external site visit at the recommendation of the TBR and the THEC and are exempt from the external review if the program proposed in the Letter of Application is to be accredited by an external professional accrediting body. Community colleges will utilize their external advisory or industrial board or skills panel in the review process.~~

~~b. Consultants will file a written report on the quality of the Letter of Application and Implementation Portfolio and respond to any other relevant questions or issues addressed to them by the TBR.~~

~~c. Letters of Application and Implementation Portfolios must also comply with THEC policy A1:0 and A1:1. A site visit is required for new graduate degree programs.~~

~~d. While it is the responsibility of the institution to nominate and support such consultants, the selection will be made by the TBR~~

~~staff and the Vice Chancellor for Academic Affairs or the Vice Chancellor for Community Colleges, as appropriate, in consultation with the THEC.~~

~~e. All costs associated with an external review are the responsibility of the institution submitting the Letter of Application and Implementation Portfolio.~~

~~f. A Letter of Application remains valid for three years upon approval the THEC. If an institution fails to implement a proposed program approved through an approved Implementation Portfolio within three years of the date the proposed program is approved by the THEC, the approval of implementation is terminated. The institution must resubmit through the entire approval process should implementation of the program be sought at a later date.~~

~~IV. General Criteria for Reviewing Academic Letters of Notification and Letter of Application, and Implementation Portfolios~~

~~A. Requirements for Letters of Application are provided in the TBR Guideline A-010: Program Modifications and New Academic Programs Letters of Notification, Letters of Application, and Implementation Portfolios. Forms are provided on the Academic Affairs website to aid in the development of a Letter of Application and Implementation Portfolio.~~

~~B. Requirements are amended as need be to meet the demands of the workplace.~~

~~C. Specific requirements for letters of Intent are provided in the TBR Guideline A-010: Academic Program Letters of Intent and Proposals.~~

V. Sources of Specific Criteria

A. Listed below are illustrative sources of specific criteria that serve as bases for staff decisions relative to academic actions.

- ~~1. TBR Policy No. 2.01.00.00, Undergraduate Degree Requirements~~
- ~~2. TBR Policy No. 2.02.00.00, Associate Degree Programs~~
- ~~3. TBR Policy No. 2.01.00.03, Principles for Articulation in Vocational/Technical Education~~
4. TBR Policy No. 2.01.00.00 General Education Requirements and Degree Requirements
5. TBR Guideline No. A-010, Program Modifications and New Academic Programs; ~~Academic Program Letters of Notification; Letters of Application; and Implementation Portfolios~~
6. TBR Policy No. 2.01.01.02 ~~Guideline No. A-020~~, Inter-Institutional Relationships and Off-Campus Affairs
7. TBR Guideline No. A-040, ~~Criteria for the~~ Evaluation of Bureaus, Centers, and Institutes
- ~~8. TBR Action (December 1986) endorsing TCGS Criteria as standards for both pre- and post-approved review of Master's programs.~~
9. THEC Policy No. A1:0, New Academic Programs: Approval Process ~~Review Criteria (November 2002)~~
- ~~10. THEC Policy No. A1:1, Academic Program Modifications New Academic Programs (July 28, 2011)~~
11. THEC Policy A1:3, New Academic Units

Sources

Authority

T.C.A. § 49-8-203; All State and Federal Statutes, Acts, Codes, Rules and Regulations referenced in this policy.

History

TBR Meeting, December 2, 1988; TBR Meeting, December 13, 2002; TBR Meeting, March 29, 2006; TBR Meeting, December 8, 2006; March 28, 2008; TBR Board Meeting December 2, 2010; TBR Board Meeting December 8, 2011; TBR Meeting March 28, 2014; TBR Meeting March 27, 2015; **Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.**

Approval of Academic Programs, Units, and Modifications : 2.01.01.00

Policy/Guideline Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges
Purpose

The purpose of this policy is to establish the procedures and processes for the submission and approval of academic action requests for academic programs seeking to be developed and existing programs for institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I. Introduction

- A. T.C.A. § 49-8-101 et seq. authorized the establishment of the Community College System of Tennessee. Among the powers given to the Tennessee Board of Regents (TBR) by this Act is the power "to prescribe curricula and requirements for diplomas and degrees."
- ~~B.~~ Institutions have the authority to create new courses, terminate existing courses, determine course content or design, and carry out curriculum revisions less extensive than those the Board has reserved to itself or otherwise delegated. Courses approved within the Tennessee Transfer Pathways and approved General Education Requirements may not be amended without the approval of the respective state committees. The Tennessee Higher Education Commission (THEC) must review and approve new community college associate degree programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A 1:0: New Academic Programs - Approval Process, Attachment A(A1.0), and A1:1: Academic Program Modifications. These THEC policies should serve as a resource for the development of all Letters of Application and New Academic Program Proposal (NAPP).

- C. A Letter of Notification is required from all TBR community colleges for new degree programs or certificates with 24 semester credit hours (SCH) or more and must be submitted to the Vice Chancellor for Academic Affairs. Within thirty days of receipt, the institutions will be notified if they are authorized to develop a Letter of Application for the development of a new academic program.
- D. The THEC delegates authority to the TBR to approve Letters of Application and to grant final approval for duplicated community college programs (Associates Degrees and Certificates). Degree programs new to the state for TBR institutions must be approved by THEC. The TBR criteria for review and accountability will follow the THEC standards established by the THEC Policies A1:0: New Academic Programs - Approval Process, and A1:1: ~~New Academic Program Modifications~~. All TBR community college programs listed on the THEC Inventory of Academic Programs will be subject to Post Approval Monitoring for the first three years after implementation and annual productivity evaluations of programs in operation more than three years. Community colleges will participate in all components of the THEC Performance Funding Quality Assurance Program.

II. [Process](#)

- A. Academic Actions That Must Be Taken to the Board
 - 1. Beyond those delegated responsibilities the Board reserves to itself the authority to review and approve all proposed academic actions pertaining to the establishment of new high quality academic degree programs.
- B. Academic Actions Approved by the Board through Delegated Authority
 - 1. With the exception of new degree programs to the state, duplicated programs and certificates of less than 24 hours and other academic actions may be approved by the Board through delegated authority to the Chancellor.

2. Summaries of these proposed academic actions will be reported monthly or as needed, to the Board, with a 30-day period for Board review.
3. Board members may contact the Vice Chancellor for Academic Affairs with questions or concerns regarding academic actions and if desired, can require that the action be brought before the full Board at its next quarterly meeting.
4. Institutions shall provide to the Vice Chancellor for Academic Affairs all requests for academic actions related to the following:
 - a. Establishment of any college credit-bearing Certificate which is listed in the academic inventory or that will be included in the institution's Catalog or other recruitment materials and activities. There are two types of certificates listed on the official Academic Program Inventory: 1) Academic, and 2) Technical. A Certificate which is not college credit-bearing, i.e., and "institutional certificate" refers to only certificates awarding continuing education credit that may be accepted for college credit if it meets the requirements established through the institution's prior learning assessment standards. A certificate can be free-standing or embedded within a degree program. An embedded certificate requires the approval of the program of study by the Board. It must fully articulate with a degree and should have no new or no more than minimal costs required to implement an embedded certificate.
 - b. Establishment of new concentrations or minors within an existing academic program.
 - c. Establishment of new academic units such as colleges, schools, departments, institutes, centers within existing academic units, bureaus, etc., (see TBR Guideline A-040, and THEC Policy A1:3,

New Academic Units, and A1:4, Off-Campus Instruction-
Community Colleges).

- d. Revision of any admission, retention, or graduation policy (both institutional and program specific).
- e. Substantive revision of the curriculum of an existing academic program. (Substantive refers to changes impacting 9 or more semester credit hours at the community college level and 50% or more of the semester credit hours in a certificate program, from the last submission to the Board, and includes course rubrics, titles, descriptions, or content).
- f. Consolidation of existing academic programs within the same discipline regardless of degree designation for purposes of performance funding calculations only.
- g. Consolidation of existing academic programs for purposes of performance funding calculations only.
- h. Extension of an existing academic degree program in totality to an off-campus site.
- i. An inactivated program is automatically terminated and removed from the THEC inventory if not reactivated within a three-year window after inactivation.
- j. Curriculum modifications, including but not limited to a student success course, that increase required hours for a degree to more than 60 for the associate degree or more than the previously approved exceptions. Also, curriculum modifications that increase or decrease credit hours from what was previously approved for a certificate must be submitted for Board approval.

- k. Conversion of an existing on-ground program to a fully online delivery format (with or without termination of the existing ground program).
 - l. Separation of a concentration from an existing program to establish a free standing degree. Any concentration with a steady enrollment and graduation rate for at least three years may request to become a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.
 - m. Separation of a concentration from an existing program to establish a free standing degree where the title of the concentration more accurately represents a degree recognized in the workplace. In this instance, the proposed degree seeks to be counted within the overall original degree rather than as an independent degree for performance funding calculations.
 - n. Change of degree designation. Existing academic programs seeking to change or add additional degree designations per recommendation of the disciplinary accreditation body.
 - o. Establishment of an articulation agreement between institutions.
- C. Academic Actions Requiring Only Notification to Vice Chancellor
- 1. Changes to existing academic programs not listed in the previous section, that require no new costs or minimal costs that the campus will fund through reallocation of existing resources or through sources such as grants and gifts, may be approved through an established process by the institution.
 - 2. The Vice Chancellor for Academic Affairs must be informed of such changes impacting community college programs prior to implementation

and may refer the request for academic action for Board approval if deemed appropriate due to costs or other potential concerns.

3. Such action includes, but is not limited to, changes such as the modification of the title of an academic program or unit.
4. Non-substantive curriculum revisions may be approved through the established institutional process and do not require notification or Board approval

D. Additional Actions Requiring Review by THEC

1. The THEC review and approval of off-campus extensions of existing academic programs is handled through the request for a code, i.e., site or center, and requires that submission of the appropriate form(s) available on the TBR and THEC websites.

III. Procedures

- A. Institutions wishing to effect academic changes that fall into any of the above categories will, therefore, comply with the following procedures as well as those contained in TBR Guideline A-010 and found on the TBR Academic Affairs website.

1. Approval Route of Requests for Academic Action
 - a. Requests from TBR community colleges for academic actions that require approval by the Board of Regents shall be submitted to the Vice Chancellor for Academic Affairs for review and approval by the Board.
 - b. Subsequent to Board action, the Chancellor or designee shall transmit to the Tennessee Higher Education Commission those academic action requests that require its approval along with the Board's recommendation.
2. Schedule for the Submission and Approval of Academic Actions

- a. The Board will consider academic actions on a monthly basis through the Thirty Day Review process. Certificates and duplicated academic degree programs will be considered at each of its quarterly meetings.
 - b. All materials, including the Thirty Day Review, must be submitted sufficiently in advance to permit adequate review by the staff.
 - c. Community college degree programs new to the state for TBR institutions must be presented and approved at the Board's quarterly Board meeting. Per revision to THEC Policy No. A 1:0: New Academic Programs - Approval Process, these programs must also be presented and approved by THEC's Board at their quarterly meeting.
3. Community college degree programs new to the state for TBR institutions may also require an in-person or virtual site visit as part of the Letter of Application. See Exhibit B.

~~IV.~~ **General Criteria for Reviewing Academic Letters of Notification and Letter of Application**

- A. Requirements for Letters of Application are provided in the TBR Guideline A-010: Program Modifications and New Academic Programs. Forms are provided on the Academic Affairs website to aid in the development of a Letter of Application.
- B. Requirements are amended as need be to meet the demands of the workplace.

V. Sources of Specific Criteria

- A. Listed below are illustrative sources of specific criteria that serve as bases for staff decisions relative to academic actions.
 1. TBR Policy No. 2.01.00.00 General Education Requirements and Degree Requirements

2. TBR Guideline No. A-010, Program Modifications and New Academic Programs
3. TBR Policy No. 2.01.01.02 Inter-Institutional Relationships and Off-Campus Affairs
4. TBR Guideline No. A-040, Criteria for the Evaluation of Bureaus, Centers, and Institutes
5. THEC Policy No. A1:0, New Academic Programs: Approval Process
6. THEC Policy No. A1:1, Academic Program Modifications
7. THEC Policy A1:3, New Academic Units

Sources

Authority

T.C.A. § 49-8-203; All State and Federal Statutes, Acts, Codes, Rules and Regulations referenced in this policy.

History

TBR Meeting, December 2, 1988; TBR Meeting, December 13, 2002; TBR Meeting, March 29, 2006; TBR Meeting, December 8, 2006; March 28, 2008; TBR Board Meeting December 2, 2010; TBR Board Meeting December 8, 2011; TBR Meeting March 28, 2014; TBR Meeting March 27, 2015; Academic Affairs SubCouncil, July 19, 2023; Faculty SubCouncil, July 21, 2023.

BOARD TRANSMITTAL

MEETING: Committee on Academic Policies/Programs, Student Life

SUBJECT: Early Postsecondary Opportunities Policy 2.01.00.05

DATE: September 21, 2023

PRESENTER: Associate Vice Chancellor Robert Denn

PRESENTATION
REQUIREMENTS: 5 Minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

Major substantive and structural changes were made to the following sections:

- Definitions to better align with TN statutory language
- Policy/Guideline I. to balance uniformity and autonomy in EPSO partnership creation
- Procedures I.B. to provide clearer guidance for both community and technical colleges for course development and award

The proposed policy revisions have passed through the Joint Academic Affairs/Student Affairs Sub-council, Faculty Sub-council, Presidents Council, and the Office of General Counsel.

Current and revised versions are enclosed.

(Due to the comprehensive nature of revisions, track changes are not included.)

Early Postsecondary Opportunities: 2.01.00.05

Policy/Guideline Area

Academic Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

The Tennessee Board of Regents will provide high school students with opportunities to earn postsecondary credit to accelerate their progress toward a technical certificate/diploma or associate degree.

Definitions

“Early Postsecondary Opportunities” or “EPSOs” is the collective term for the various types of courses high school students can take to earn college credit while they are enrolled in high school. College credit is either awarded based on successful completion of a Dual Enrollment course, achievement of a certain score on an exam, or attainment of an Industry Certification.

- “Dual Enrollment” is the enrollment of a high school student in a course(s) for which the student is eligible to earn high school credit and college credit.
 - Dual Enrollment courses can be taught at the high school, college, or online.
 - Instructors of Dual Enrollment courses can be college faculty members or LEA employees who have been determined by the college president or designee to be qualified to teach such courses at the college level per SACSCOC or COE criteria.
 - “LEA,” for purposes of this policy, includes both the local education authority and a high school partnering with a college for an EPSO.
 - “Early College” and “Early College High School” are terms for the enrollment of a high school student in a combined curriculum/course of high school and postsecondary credit where the student is expected to earn a high school diploma as well as a postsecondary credential or enter a four-year postsecondary institution as a junior after high school graduation. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.
 - “Middle College” is the term used to describe a program, operated by a community college in partnership with an LEA that permits a student in the fall semester of their junior year in high school to enter the community college and

- to earn both a high school diploma and an associate degree in two (2) years, for which the “middle college scholarship” is available. The courses in the program are taught by a qualified community college faculty member or by a qualified high school teacher serving as an adjunct faculty member of the community college.
- “Local Dual Credit” or “LDC” is a high school course taught by a high school instructor aligned to a local postsecondary institution’s course and learning outcomes with a required end of course assessment (challenge exam, skills test, or other faculty-developed evaluation instrument), the successful completion of which earns college credit upon matriculation to the local college. Colleges may charge an exam fee for such assessments so long as the amount of the fee does not exceed the fee charged for a prior learning assessment exam.
 - “Statewide Dual Credit” or “SDC” is a high school course taught by a high school instructor aligned to standards set by a statewide consortium of college faculty with a required end of course exam. Successful completion of the exam earns college credit upon matriculation to any Tennessee public postsecondary institution or school in the Tennessee Independent Colleges and Universities Association.
 - Advanced Placement (“AP”) are college-level courses taught by high school instructors designed by the College Board with nationally recognized exams. Colleges may award credit based on the score earned on such exams.
 - Cambridge International Examinations (“CIE”) is a high school academic program taught by high school instructors with internationally recognized exams. Colleges may award credit based on the scores earned on such exams and recognize the qualification for matriculation purposes.
 - International Baccalaureate (“IB”) is an academically challenging course of study taught by high school instructors aligned to internationally benchmarked exams for which students may earn an IB diploma. Colleges may award credit, an associate degree, advanced standing, or waive course requirements based on the scores earned on such exams.
 - College Level Examination Program (“CLEP”) is a program of nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects. Colleges may award credit based on the score earned on such exams.
 - “Industry Certification” is a credential awarded based upon performance on a third party (business/industry recognized) exam. Colleges may award credit based on such Industry Certifications.

Policy/Guideline

I. Policy Provisions

- A. Pursuant to TBR Policy 4.02.01.00 “Approvals of Agreements and Contracts,” Local Dual Credit and Dual Enrollment agreements between colleges and LEAs must be in writing and approved and executed by the President or the President’s designee and submitted to the System Office for approval by the

Chancellor or the Chancellor’s designee. TBR-approved templates for Local Dual Credit and Dual Enrollment agreements can be found at www.tbr.edu/purchasing/forms.

- B. Dual credit and dual enrollment agreements between colleges and home school associations/homeschooling parents are permitted but not required for home schooled students.
- C. Although TBR encourages institutions to work collaboratively with LEAs to create different models for Dual Enrollment programs, particularly at TCATs, Dual Enrollment course offerings must comply with TBR policies and procedures. The colleges granting the academic credit have full responsibility for ensuring the delivery of college level courses with appropriate academic rigor.
 - 1. For community colleges, Dual Enrollment courses and instructors must meet all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - 2. For technical colleges, Dual Enrollment courses and instructors must meet all requirements of the Council on Occupational Education (COE).
 - 3. Instructors of Dual Enrollment courses who are high school faculty (not including college adjunct faculty) must participate in relevant professional development and evaluation activities.
 - 4. The Chief Academic Officer or designee at a community college and the President or designee at a TCAT shall assure consistency and comparability of both orientation and evaluation across institutions for instructors of Dual Enrollment, and LDC courses.
- D. Administrators, faculty, and staff in both high school and college settings providing EPSOs will comply with all applicable legal requirements, including but not limited to, FERPA and the ADA.

Procedures

I. Dual Enrollment

- A. Eligibility and Student Services
 - 1. Students desiring to participate in Dual Enrollment courses must be enrolled in a Tennessee public school as defined in T.C.A. § 49-6-3001, a nonpublic school as defined in T.C.A. § 49-50-801, a home school as defined in T.C.A. § 49-6-3050, or a private school as defined in T.C.A. § 49-6-3001. In order to enroll students in Dual Enrollment courses, colleges must obtain secondary institution permission/approval (except for home school students), and permission/approval from a parent or guardian for students under age 18.

2. Counseling and advising of prospective students and parents by appropriate college officials, high school counselors, and teachers, will be an integral part of all Dual Enrollment courses. Advising materials must state that as a college course, the Dual Enrollment course becomes part of the permanent college transcript that must be provided by the student to any college the student eventually attends.
 3. Student services in both the high school and the college settings will ensure that Dual Enrollment students have access to academic resources (e.g., library materials), student services (e.g., orientation, advising, procedural information), privileges and opportunities available to regularly enrolled students taking the same course.
 4. To avoid displacing postsecondary students, colleges may create specific course sections for Dual Enrollment students.
 5. Colleges may add additional eligibility requirements for specific courses or programs in Dual Enrollment agreements with a LEA.
- B. Course Development, Enrollment and Credit Award
1. For Community Colleges:
 - a. The high school course must have a corresponding course listed in the college's catalog and use the college's course syllabus, including outcomes and requirements, and text and materials.
 - b. The college shall ensure that Dual Enrollment students are held to the same grading, academic rigor, and attendance standards as regularly enrolled students, and are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.
 - c. The college shall admit and register Dual Enrollment students as non-degree seeking students of the college and record Dual Enrollment courses on official college transcripts referencing the college course and course number for which credit was awarded.
 - d. If a Dual Enrollment student meets the requirements for an associate degree and/or technical certificate while still in high school, the college may confer the earned credential even if the student is listed as non-degree seeking, and even if the college's graduation date precedes the student's high school graduation date.
 - e. Although the associate degree or technical certificate may be conferred prior to high school graduation due to differences between scheduled college and high school ceremonies, the college must receive a final high school transcript

documenting the student's high school graduation before posting the degree to the student's college transcript.

2. For Technical Colleges:

- a. The high school course must either (i) have a corresponding course listed in the college's catalog and use the college's course syllabus, including outcomes and requirements, and text and materials ("College Curriculum Courses"), or (ii) be determined by the college president, in accordance with the process outlined below, to provide college level instruction for at least 90 clock hours from courses included as part of a program of study offered by the TCAT ("SBE Curriculum Courses").
- b. The college shall ensure that students in College Curriculum Courses are held to the same grading, academic rigor, and attendance standards as regularly enrolled students, and are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.
- c. In order to award clock hours for students successfully completing a SBE Curriculum Course, the president must (i) review and approve a "crosswalk" of competencies expected to be attained by such students in the high school course and those expected to be obtained by students in the college program of study, and (ii) determine that the academic rigor of the SBE Curriculum Course meets or exceeds that of a college level course. The "crosswalk" will assign clock hours to be awarded per college course in a program of study which are equal to the clock hours allocated to those competencies in each such college course. Documentation reflecting the results of the crosswalk and the number of clock hours to be awarded per college course must be included as back up when the Dual Enrollment is submitted for approval by the Chancellor or Chancellor's designee.
- d. The college shall admit and register Dual Enrollment students as dual enrollment status students in a specific program and record clock hours earned in Dual Enrollment courses on official college transcripts referencing the college course and course number for which clock hours are awarded.
- e. If a Dual Enrollment student meets the requirements for a technical college certificate/diploma while still in high school, the college may confer the earned award.
- f. Although the technical college certificate/diploma may be conferred prior to high school graduation due to differences between scheduled college and high school ceremonies, the

college must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's transcript.





3. Stipends to LEAs
 - a. State-provided funds for Dual Enrollment courses are intended to cover the college's costs of offering such courses and of meeting the needs of participating high school students.
 - b. In the event that the LEA provides the instructor for a Dual Enrollment course and such instructor is not a college adjunct, it is not required but is acceptable for the college to pay a stipend to the LEA as compensation for the additional work (reporting of grades and attendance and professional development) that such instructor must perform. Any such stipend shall be reflected in the Dual Enrollment agreement between the parties.
 - c. In the event that the LEA provides classroom supplies for a Dual Enrollment course that would not be necessary for a high school course, it is not required but is acceptable for the college to pay a stipend to the LEA or to reimburse the LEA for the cost of such supplies. Any such stipend or reimbursement process shall be reflected in the Dual Enrollment agreement between the parties.

II. Credit by Exam- Award of Credit

- A. Unlike Dual Enrollment courses, LDC, SDC, AP, CIE, IB, CLEP and Industry Certifications do not result in the automatic award of college credit upon successful completion of a program or course. Instead, credit is or may be awarded based on successful completion of an exam.
 1. For LDC, the credit to be awarded for successful completion of an exam is set forth in the Dual Credit agreement between the college and the LEA.
 2. For SDC, the credit to be awarded for successful completion of an exam is set forth by the statewide consortium of college faculty who developed the course and exam.
 3. In accordance with TBR Policy 2.01.00.04 "Awarding of Credits Earned through Extra-Institutional Learning to Community Colleges," the decision to grant college credit, advanced standing, or requirement waiver based on an AP, CIE, IB, CLEP score is the prerogative of the college, but must be set forth in a published college policy. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the AP and CLEP credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012. (See Exhibits 1-4).

4. If a college affiliated with the Tennessee Board of Regents accepts an LDC, SDC, AP, or IB score for college credit, the college transcript will list the college course, with the grade P and the indication (NTAxxx) for AP, (NTBxxx) for IB, (NTDxxx) for LDC, and (N09xxx) for SDC.
 5. For Industry Certifications, colleges shall collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate Industry Certifications and the postsecondary credit to be awarded based upon such Industry Certifications.
- B. College credit awarded through credit by exam is not included in the campus's FTE calculations.

Exhibits

-  [Exhibit 1 - Advanced Placement \(AP\) Exam Recommendations](#)(docx /28.44 KB)
-  [Exhibit 2 - Advanced Placement \(AP\) Exam Credit by CC](#)(docx /25.24 KB)
-  [Exhibit 3 - CLEP Recommendations](#)(docx /24.09 KB)
-  [Exhibit 4 - CLEP credit by CC](#)(docx /24.42 KB)

Sources

Statutes

T.C.A. § 49-15-101 et seq.; T.C.A. § 49-6-3111; Family Educational Rights and Privacy Act, as amended (FERPA), 20 USC 1232G; Americans with Disabilities Act, as amended, 42 U.S.C. ch. 126 § 12101 et seq.

Approvals & Revisions

New policy and procedure approved at Board Meeting, March 29, 2018; Revision approved at December 9, 2021 Board Meeting.

(current)

Early Postsecondary Opportunities : 2.01.00.05

Policy/Guideline Area

Academic Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

The Tennessee Board of Regents will provide K-12 students with opportunities to earn postsecondary credit to accelerate their progress toward a technical certificate /diploma or associates degree.

Definitions

- Early Postsecondary Opportunities is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school or enrolled at both the high school and postsecondary institution concurrently.
- Dual Enrollment: The enrollment of a high school student in one or more specified college course(s) for which the student is eligible to earn high school credit and college credit at the high school, postsecondary institution, or online. The course/program is taught by instructors with appropriate postsecondary credentials approved by the postsecondary institution awarding the college credit. Dual Enrollment delivery models include the following:
 - Early college: The enrollment of a high school student in a combined curriculum/courses of high school and postsecondary

credit where the student is expected to earn a high school diploma as well as a postsecondary credential or enter a four-year postsecondary program as a junior. The courses/programs are taught by instructors with appropriate postsecondary credentials approved by the institution awarding the credit.

- Middle college: The enrollment of a high school student in a college program of study offered by an eligible community or technical college in partnership with the local education agency that permits the student to earn both a high school diploma and an associate degree/technical college certificate or diploma upon high school graduation. The courses/programs are taught by a qualified postsecondary faculty member, or by a qualified high school teacher serving as an adjunct faculty member for the postsecondary institution offering the course/program.
- Other Models for Awarding of College Credit
 - Advanced Placement (AP): A college-level course designed by the College Board and taught by high school faculty. Postsecondary institutions may award credit based on the score earned on a national exam in several subjects.
 - Cambridge International Examinations (CIE): A high school academic program (curricula, assessments, pedagogy) with internationally recognized exams.
 - College Level Examination Program (CLEP): Nationally recognized exams used to assess college-level knowledge. The exams are offered in multiple subjects.
 - International Baccalaureate (IB): An academically challenging course of study offered at the high school level aligned to internationally benchmarked exams.

- Local Dual Credit: High school course aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution upon matriculation to the institution.
- Statewide Dual Credit: Taught by high school faculty, a high school course aligned to standards set by a statewide consortium of college faculty with a required exam to earn credit upon matriculation to any Tennessee public postsecondary institution.
- Industry Certification: Certifications earned through secondary and postsecondary career and technical education programs and courses. As it pertains to industry certifications, all TN Department of Education promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

Policy/Guideline

I. Policy Provisions

- A. TBR requires that all community and technical colleges entering into a partnership with an LEA or a high school, which can result in the award of college credit, must ensure that the credit awarded is at the postsecondary level and meets all requirements of TBR policies and procedures as well as all requirements of the Southern Association of Colleges and Schools Commission on Colleges(SACSCOC) for community colleges or the Council on Occupational Education (COE) for technical colleges.

- B. The colleges granting the academic credit must assume full responsibility for the academic quality and integrity of such partnerships.
- C. Frequently Asked Question are addressed in Exhibit 1.

Procedures

I. Early Postsecondary Credit Opportunities Procedures

- A. Dual credit and dual enrollment agreements should be developed in compliance with TBR Contracts Guideline [G-30](#). See exhibits for TBR approved agreement templates.
- B. As per TBR Policy 1.03.02.10 "Approvals of Agreements and Contracts":
 - 1. All agreements and contracts affecting Community Colleges and Tennessee Colleges of Applied Technology must be approved and executed by the President or the President's designee. The following agreements, contracts or procurements, in addition to being approved as set out above, shall be submitted to the System Office for approval by the Chancellor or the Chancellor's designee;
 - 2. Agreements may include any agreement between a TBR institution and any other institution, agency, organization, or entity; which provides for the coordinated or cooperative offering of any credit or non-credit programs; activities in which certificate or degree requirements are met; credit is given for coursework; or activities offered by another institution.

- a. Examples of such agreements include provisions for either credit or non-credit academic programs or public service activities to private or state agencies and institutions in the fulfillment of that agency' s responsibility for state-wide services or governmental training, and
- b. Agreements which require consortia or cooperative arrangements with other institutions, agencies, or associations.

II. Procedures for Awarding Credit

A. Dual Enrollment Course Credit

1. The community college admits and registers dual enrolled students as non-degree seeking students of the college and records courses administered through a dual enrollment on official college transcripts. Dual enrolled students at a Tennessee College of Applied Technology may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.
2. If the student enrolled in high school courses meets the requirements for an associate degree/technical college certificate or diploma while still in high school, institutions may confer the earned postsecondary credential even if the student is technically non-degree seeking, and even if the TBR institution's graduation date precedes the student's high school graduation date.

3. Although the associate degree or technical certificate/diploma may be conferred slightly before high school graduation due to differences between scheduled college and high school ceremonies, the TBR institution must receive a final high school transcript documenting the student's high school graduation before posting the degree to the student's transcript.
 - a. Dual enrolled students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as regularly enrolled students.
 - b. The college ensures that dual enrolled students are held to the same grading standards as those expected of regularly enrolled students.

B. Credit by Exam

1. Unlike dual enrollment courses, credit by exam credit is not awarded automatically upon completion of the exam. After students graduate, they submit their test scores (in a pre-approved format: secure database, electronically from the high school, etc.) to the college where they have been admitted and request college credit, advanced standing, or the waiving of the requirement for the equivalent course.
2. Institutions may charge an exam fee following TBR [Guideline B-60](#).
3. Types of College-Credit Examinations:

- a. Advanced Placement (AP): At the end of the course, the student takes a national examination administered by the College Board.
 - 1. If the student achieves a score pre-determined by the college, he or she may: (a) receive college credit for the course; (b) be granted advanced standing by the college; or (c) be allowed to waive the requirement for that course.
- b. Cambridge International Examinations: Cambridge qualifications are recognized for matriculation purposes and may be eligible for credit by examination. Students must contact their college for further details.
- c. International Baccalaureate: The IB Baccalaureate requires periodic assessments of knowledge and proficiencies within the discipline, as well as final written examinations to earn the IB Diploma at the end of the program.
 - 1. Based on their scores on the periodic assessments students may: (a) receive college credit

- for the equivalent course; (b) be granted advanced standing by the college; or (c) have the requirement for that course waived by the college.
 - 2. Based on their scores on the IB Diploma, students may: (a) be awarded an associate degree by the receiving college; or, (b) be admitted with junior standing by the receiving college.
 - d. Local Dual Credit: Postsecondary course credit is solely based upon a course exam or portfolio development, "Credit by Assessment."
 - 1. The course exam and the identified exam score are created and agreed upon by the content faculty from the local postsecondary institution.
 - 2. The course credit may only be accepted by the local postsecondary institution.
 - 3. A high school class may be associated with such a postsecondary course.

- e. Statewide Dual Credit: The postsecondary course credit is solely based upon the score of the final course exam, "Credit by Assessment."
 - 1. The final course exam and the identified exam score are created and agreed upon by content faculty representatives from Tennessee community colleges, Tennessee public universities, Tennessee Independent Colleges and Universities Association, and the University of Tennessee. (T.C.A. § 49-15-101 et seq.)
- f. Industry Certification: A credential based upon a third party (business/industry recognized) exam which results in a certification beneficial to the particular industry.
 - 1. Tennessee Board of Regents (TBR) colleges collaborate with the Tennessee Department of Education (TDOE) and business and industry to identify appropriate certifications and work toward postsecondary

credit based upon such certifications.

2. The TDOE may pay for secondary students to take certification exams. Typically, colleges receive the results from certification exams from the TDOE or from the exam testing company.
4. In accordance with TBR Policy 2.01.00.04 "Awarding of Credits Earned through Extra-Institutional Learning to Community Colleges," the decision to grant college credit, advanced standing, or requirement waiver for an Advanced Placement, College Level Examination Program, Cambridge International Examination or International Baccalaureate score is the prerogative of the college. If an institution agrees to accept AP and/or CLEP scores, it should adhere to the Advanced Placement and College Level Examination Program credit matrices developed by a multi-campus faculty committee and approved by the Academic Affairs Sub-Council in June 2012 (see exhibit 6 and 7 below).
5. If a college affiliated with the Tennessee Board of Regents accepts an Advanced Placement, International Baccalaureate, or Cambridge International Exam score for college credit, the college transcript course will list the college course, with the grade P and the indication AP for (NTAxxx) Advanced

Placement, IB for (NTBxxx) International Baccalaureate, Local Dual Credit (NTDxxx), Statewide Dual Credit (N09xxx), Student Industry Certification (possibly NTRxxx, but possibly more than 1 value applies).

6. College credit awarded for AP, IB, CIE or dual credit courses are not included in the campus's FTE calculations.
7. All institutions affiliated with the Tennessee Board of Regents System will publish their policies and practices for awarding credit/advancing standing/waiver for AP, IB, and CIE programs.

III. Faculty Credentials

- A. In accordance with T.C.A. § 49-15-101 et seq. "Cooperative Innovative High School Programs":
 1. The appropriate college full-time faculty and the Chief Academic Officer or his/her designee of the offering institution shall assure that any faculty member teaching in dual enrollment offerings meets all relevant SACS-COC and COE criteria.
 2. Orientation and evaluation of teaching for dual enrollment/dual credit faculty rests with the appropriate academic department of the respective college. The Chief Academic Officer, or his/her designee, shall assure consistency and comparability of both orientation and evaluation across institutions.
 3. Dual enrollment instructors must participate in relevant professional development and evaluation activities that are expected of all faculty.

IV. Student Eligibility to Enroll as Secondary Student in Postsecondary Institutions






- A. In addition to any enrollment requirements outlined by the Tennessee Department of Education, students enrolling at TBR institutions must meet the following criteria:
1. The student must be enrolled in a Tennessee public school as defined in T.C.A. § 49-6-3001, a nonpublic school as defined in T.C.A. § 49-50-801, a home school as defined in T.C.A. § 49-6-3050, or a private school as defined in T.C.A. § 49-6-3001.
 2. For dual enrolled students at a community college, the student may register as a non-degree seeking student in a specific course based on the course's specific placement requirements as determined by the campus in accordance with TBR Guideline A-100. Dual enrolled students at a Tennessee College of Applied Technology may register as a dual enrollment status student in a specific program based on the program's specific requirements as determined by the campus.
 3. The student must provide secondary institution permission/approval. Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.
 4. All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-serve" basis. Applicants enrolled in high school are eligible for admission provided that an agreement authorizing

such admission is concluded between the local Board of Education and the Tennessee College of Applied Technology. Such agreements are subject to the approval of the Chancellor or his designee.

V. Academic and Student Services

- A. Counseling and advising of prospective students by appropriate college officials, high school counselors, teachers, and parents will be an integral part of all dual enrollment programs. Advising materials must state that as a college course, the dual enrollment course becomes part of the permanent college transcript that must be provided by the student to any college he or she eventually attends.
- B. Student services in both the high school and the college settings will ensure that dual enrollment students have access to academic resources (e.g., library materials) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to regularly enrolled students taking the same course.
- C. To avoid displacing postsecondary students in the college courses, institutions may create specific sections and hold them for dual enrollment students.
- D. Dual enrollment students will have access to the same privileges and opportunities available to regularly enrolled students taking the same course or courses.
- E. Administrators, faculty, and staff in both high school and college settings providing dual enrollment opportunities will comply with all FERPA and ADA guidelines.

Exhibits

-  [Exhibit 1 - Procedure FAQ](#)(pdf /177.99 KB)
-  [Exhibit 4 - Advanced Placement \(AP\) Exam Recommendations](#)(docx /30.74 KB)
-  [Exhibit 5 - Advanced Placement \(AP\) Exam Credit by CC](#)(docx /30.32 KB)
-  [Exhibit 6 - CLEP Recommendations](#)(docx /24.07 KB)
-  [Exhibit 7 - CLEP credit by CC](#)(docx /31.88 KB)

Sources

Statutes

T.C.A. § 49-15-101 et seq.; T.C.A. § 49-6-3111; Family Educational Rights and Privacy Act, as amended (FERPA), 20 USC 1232G; Americans with Disabilities Act, as amended, 42 U.S.C. ch. 126 § 12101 et seq.

Approvals & Revisions

New policy and procedure approved at Board Meeting, March 29, 2018; Revision approved at December 9, 2021 Board Meeting; October 18, 2022 Updated Exhibit 4, Exhibit 5, Exhibit 6 and Exhibit 7.

BOARD TRANSMITTAL

MEETING:	Committee on Academic Policies/Programs, Student Life
SUBJECT:	Revisions to TBR Policy 2.03.00.02 Learning Support
DATE:	September 21, 2023
PRESENTER:	Assistant Vice Chancellor Amy Moreland
PRESENTATION REQUIREMENTS:	5 minutes
ACTION REQUIRED:	Voice Vote
STAFF RECOMMENDATION:	Recommend Approval

TBR Policy 2.03.00.02 governs learning support at community colleges. Learning support is the academic support provided to students who are underprepared for college-level coursework. Sixty percent of first-time students at Tennessee community colleges are academically underprepared for college-level courses and require learning support.

In January 2023, TBR convened a working group to review the learning support policy and consider revisions based on recent research from a 2022 TBR report titled *Gaining Momentum: Refining Corequisite Learning Support to Boost Student Success in the First Year and Beyond*.

The Learning Support Working Group was chaired by Dr. Jothany Reed and included faculty and staff from across the system. All community colleges were represented in the group. The group met from January through April 2023 to review research about learning support, develop recommendations, and draft policy revisions.

The Learning Support Working Group recommended several revisions to policy 2.03.00.02. The proposed revisions add or clarify key features of the corequisite learning support model. Additionally, the proposed revisions require colleges to develop advising resources for learning support. Next, the proposed revisions introduce an innovation framework to encourage colleges to improve learning support practices. The proposed revisions would go into effect for the fall 2024 semester.

Community College Learning Support: 2.03.00.02

Policy/Guideline Area

Academic Policies

Applicable Divisions

Community Colleges

Purpose

This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. The policy presents the parameters for the delivery of academic support made available for students who may require additional assistance for developing competency in reading, writing, and/or math needed for success in college-level courses. This policy supports TBR Policy 2.03.00.00 (Admission at the Community Colleges) and 2.03.00.03 (English Language Learners).

Definitions

- **Learning Support** is the academic support needed by a student to be successful in college-level general education courses and/or to meet minimum reading, writing, and mathematics competencies as required by faculty in programs that do not require general education courses in math, reading, or writing. The purpose of learning support is to enhance academic success in college-level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study. Institutions are encouraged to provide academic support in a variety of ways other than learning support. This is especially true for efforts to close achievement gaps or otherwise serve the needs of target populations.
- **Corequisite Learning Support** is the linking of learning support experiences with an appropriate, subject-specific, college-level course that is required in the student's chosen field of study, so that the student is enrolled concurrently in both learning support and appropriate college-level courses that are applicable to the student's academic pathway.
- **Valid Assessment Scores** are those recognized from sources approved by the Vice Chancellor (exhibit 1) that are no more than five years old, at the time that the college is determining placement.

Commented [AM1]: We recommend changing the title of the policy from "Learning Support" to "Community College Learning Support." This will help distinguish the policy from policy 2.03.00.04 (Technical College Learning Support).

Deleted: (Formerly A-100)

Commented [AM2]: This passage was moved to this section. It was previously in the policy in section II.C (Student Records).

Commented [AM3]: This section was previously included (using this same language) in section II.C.3. It has been moved here based on recommendations from the working group, to elevate this language to a place of prominence within the policy.

Deleted: Learning Support courses or

Commented [AM4]: The exhibits have been renumbered to follow the order they are described in the policy. This exhibit was Exhibit 2 in the existing policy.

Deleted: prior to the first day of class for the student's entering term

Policy/Guideline

- I. Each community college in the College System of Tennessee must provide academic support, known as learning support, using the framework provided below and incorporating best practices outlined in the document *Fundamental Features of Corequisite Learning Support* (exhibit 2).
- II. The delivery of learning support must be in accordance with the procedures specified below.
- III. Exceptions to this policy must be approved in writing by the TBR Vice Chancellor for Academic Affairs. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

Commented [AM5]: The exhibits have been renumbered to follow the order they are described in the policy. This exhibit was Exhibit 1 in the existing policy.

Procedures

I. Assessment and Placement

- A. Students who do not present valid assessment scores that demonstrate college readiness based upon established cut scores (exhibit 1) will be placed into the appropriate corequisite learning support for reading, writing, and/or mathematics as defined by the academic program requirements.
- B. Students with transferable college-level courses may be exempt from learning support or completing assessments.
- C. Institutions will provide, or may require, assessment(s) to allow students to challenge placement into corequisite learning support if they have not met established criteria.
 1. The challenge assessment will be a TBR-approved assessment that will be identified in the institution's Catalog and/or Student Handbook and listed as one of the approved options in (exhibit 1).
 2. In addition to this assessment, the institution may choose to require a writing sample for placement in ENGL 1010.
- D. Degree-Seeking Students: Degree-seeking students, either first-time or transfer, entering without valid assessment scores or transferable college-level credit, will be enrolled into corequisite learning support in the appropriate subject area along with the linked college-level course or may be given the option of challenge testing to place into college-level courses without learning support.
- E. Non-Degree Seeking/~~Certificate-Seeking~~ Students:
 1. Non-degree-seeking students entering without transferable college-level courses will be subject to the same placement standards and procedure prior to enrollment in college-level general education courses that are subject to learning support criteria. The designation of the reading-intensive course to be accepted as transferable will be made by the receiving institution.
 2. Students who change to degree-seeking status will be assessed under guidelines for degree-seeking students.

Deleted: ACT, SAT, or other approved valid assessment scores,

Deleted: or other documentation to the contrary

Deleted: course(s) or interventions

Deleted: Academic programs that do not require specific college-level courses, i.e., in math, English, or reading intensive courses used for placement, may have faculty-prescribed learning support courses established as prerequisites/corequisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.¹

Deleted: nationally normed, standardized

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Deleted: course

Deleted: paired

Deleted: Special Students:

Deleted: Certificate

Deleted: Programs

3. For students desiring to take one or more courses for personal or professional development, the institution will establish a policy to address the need for assessment.

F. Students in Programs that Do Not Require College-Level Courses

1. Academic programs that do not require specific college-level courses for which placement rules apply (i.e., math, English, or reading-intensive courses used for placement) may have faculty-prescribed learning support established as prerequisites or corequisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.
2. If a degree or certificate program does not require a particular college-level course for which placement rules apply but the student chooses to take the course, the standard assessment and placement rules above will apply.

Commented [AM6]: This section was previously located in section 1.C of the policy. It has been moved within the policy and edited for clarity, but it has not substantively changed.

Commented [AM7]: This requirement was previously included in the "Fundamental Features of Corequisite Remediation" (Exhibit 2) in the "math" section." It has been moved to the policy and edited for clarity.

II. Fundamental Features of Corequisite Learning Support

A. Corequisite Learning Support Framework

1. Learning support will be offered exclusively in the corequisite format (with exceptions noted in section II.F). Students who require learning support will enroll in learning support and a linked college-level, credit-bearing course. Learning support is designed to support mastery of the skills needed in the linked college-level course in a "just-in-time" manner.
2. Institutions will deliver corequisite learning support for reading, writing, and math as referenced by the *Fundamental Features of Corequisite Learning Support* document (exhibit 2).
3. Learning support will be provided concurrently with required, subject-specific college-level courses.
4. Students will satisfy learning support by passing the college-level course in the learning support area with a grade that satisfies the minimum grade requirement for the college-level course at that institution. Students will enroll in both learning support and the college-level course every semester until they pass the college-level course, even if they have passed learning support one or more times.
5. Students wishing to drop or withdraw from either learning support or the linked college-level courses will be required to drop or withdraw from both courses.
6. Institutions must ensure that English Language Learners who qualify for corequisite learning support have the support needed to be successful in credit-bearing coursework. Procedures for placement and delivery of corequisite learning support for English Language Learners are outlined in TBR Policy 2.03.00.03 (English Language Learners).

Commented [AM8]: This section is new to the policy. It draws from the "Learning Support Framework" section of the policy (formerly section II.B) and the "Fundamental Features of Co-Requisite Remediation" document (formerly Exhibit 1).

Deleted: Learning Support Framework

Deleted: Unless noted as an exception, learning support will be provided through corequisite delivery...

Deleted: develop a corequisite plan

Deleted: 1

Deleted: must

Deleted: rather than prior to enrolling in required college-level courses

Commented [AM9]: This section is new but generally reflects existing campus practices.

Commented [AM10]: This section is new but generally reflects existing campus practices.

Commented [AM11]: This section is new.

B. Delivery of Corequisite Learning Support

1. Community colleges may provide learning support through credit-bearing courses or non-credit interventions.
2. ~~The learning support experience may be assigned up to three semester credit hours, and tuition may be charged accordingly.~~
3. With approval from the Tennessee Board of Regents, learning support lab fees may be established in lieu of tuition.
4. Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area and a total of no more than nine semester credit hours to define all three subject areas combined.
5. ~~The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for initial college-level placement. No elements of the corequisite experience will contribute to the grade earned in the college-level credit-bearing course.~~
6. ~~It may be appropriate to require differing learning support experiences with fewer semester credit hours or different delivery approaches. Examples include students with differing assessment scores or within specific majors.~~
7. Corequisite learning support will be offered in math, reading, or writing. "Learning Strategies" will not be offered as required learning support. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.

Commented [AM12]: This section was previously included in the "Fundamental Features of Co-Requisite Remediation" document (Exhibit 1). It has been moved into the policy and edited for clarity.

Deleted: at community colleges

Deleted: pre-college level

Deleted: should

Deleted: If a student changes to a program that requires algebra-based math, additional learning support may be applicable

Commented [AM14]: This section was previously included in the "Fundamental Features of Co-Requisite Remediation" document (Exhibit 1). It has been moved into the policy and edited for clarity.

Commented [AM15]: This section was previously included in the "Fundamental Features of Co-Requisite Remediation" document (Exhibit 1). It has been moved into the policy and edited for clarity.

C. Timing of Corequisite Learning Support

1. Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.
2. Learning support delivery must not delay enrollment of students into appropriate college-level courses applicable to the chosen program of study.
3. Learning support competencies must be addressed as quickly as possible, beginning with the student's first semester. Students requiring learning support in multiple areas must address at least one subject area per term until all learning support requirements are completed or satisfied.
4. When placement requires learning support in more than one subject area, learning support competencies may require more than one semester of work but should be completed within the first 30 semester credit hours.

Commented [AM16]: This section is new and designed to address questions about the delivery of corequisite learning support at colleges that offer 7-week courses.

Deleted: rements prior to math.

D. Alignment of Corequisite Learning Support with College-Level Courses

1. Corequisite learning support will be linked with subject-specific college-level courses that apply to the student's program of study.
 - a. Corequisite learning support in math will be linked with a college-level math course that satisfies the general education math requirement.
 - b. Corequisite learning support in writing will be linked with ENGL 1010.
 - c. Corequisite learning support in reading will be linked with a reading-intensive college-level course that satisfies a general education requirement or a first-year experience course.
 - d. Exceptions to the requirements for linked courses must be approved by the TBR Vice Chancellor for Academic Affairs.
2. Corequisite learning support will be distinct for the linked college-level course. For example, students in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra.
3. Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
4. Corequisite learning support must address the competencies determined to be appropriate for college readiness (exhibits 3, 4, and 5) and must be aligned with the competencies required in the linked college-level course to facilitate successful completion of the college-level course.
5. Full-time faculty who teach college-level courses must be involved in the development of appropriate corequisite learning support curricula and delivery plans that support the linked college-level courses. It is recommended that either the same faculty member teach the support and linked college-level course, or that the individuals who teach these linked courses have routine communication to identify ways to improve student success.

Commented [AM17]: This section is new to the policy but was previously addressed in the "Fundamental Features of Co-Requisite Remediation" (Exhibit 1). The reading and writing requirements are unchanged. The math requirements remove an exception for programs that require algebra-based math. This exception was removed based on findings from the Gaining Momentum report (TBR, 2023).

Deleted: Unless noted as an exception (see next item), learning support will be provided through corequisite delivery with collegelevel courses that have been approved by the Vice Chancellor of Academic Affairs....

Commented [AM18]: This section is new to the policy but was previously addressed in the "Fundamental Features of Co-Requisite Remediation" document.

Deleted: The learning support experience

Commented [AM19]: The Learning Support Working Group memo recommends additional review of this requirement.

E. Advising for Corequisite Learning Support

1. Institutions will develop advising resources about placement and learning support.
2. The advising resources will ensure students have clear and accurate information about placement and the assessment methods used to determine placement, including options for placement out of learning support (challenge exams, summer bridge programs, etc.).
3. Advising resources should include academic maps or curricular worksheets that display the pathway to program completion with the inclusion of learning support.
4. The advising resources will help institutions provide students with information about the goals of corequisite learning support and the structure of linked courses in which they are enrolled.
5. Institutions will provide training to advisors on the goals of corequisite learning support, valid assessment methods for placement, and courses

Commented [AM20]: This section is new. This section was added based on feedback from the working group and findings from the Gaining Momentum report (TBR, 2023).

that are linked in the corequisite learning support model.

6. Examples and best practices for advising will be shared in the TBR Advising Handbook or other system advising resources.

F. **Standalone Learning Support Experiences**

1. As an exception, standalone learning support may be provided only on a limited basis to support students whose program does not require college-level math, and/or English 1010, and/or reading-intensive courses, but the program requirements established by the faculty do include the successful demonstration of learning support competencies.
2. For programs requiring no college-level courses in a specific subject area, institutions may develop ways to embed and address learning support competencies into one or more college-level course(s) or corequisite pairings with other college-level courses.

Commented [AM21]: This section is new and was created to address questions about when standalone learning support is allowed. The specific language is copied from the prior policy (section II.B.4) and the prior version of the "Fundamental Features of Co-Requisite Remediation" document. The language has been edited for clarity but has not changed substantively.

Deleted: the A-100 Math Competencies

Deleted: non-Mathematics

III. **Student Records and Financial Aid**

A. Student Records

1. Students will demonstrate mastery of the defined learning support competencies at a level comparable to a passing grade.
2. Successful completion of a student's learning support requirements will be recorded on the student's academic record with or without the assignment of standard grades. Pass/Fail may be used in lieu of assigned grades.
3. Student progress and completion of learning support requirements will be recorded in the student information system and posted to the academic record.

Commented [AM22]: This section combines several sections from the prior version of the policy, including items from section II.B (Learning Support Framework), section II.C (Student Records), and Section II.D (Student Transfers Among TBR Community Colleges).

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B. Financial Aid

1. To qualify for federal student aid, learning support courses must meet requirements outlined by the U.S. Department of Education (Federal Student Aid Handbook, Volume 1, Chapter 1).
2. Regarding the students receiving VA benefits, each institution will ensure that learning support is provided in compliance with the eligibility provisions of the rules and regulations of the U.S. Department of Veterans Affairs (38 CFR Ch.1 § 21.4200 et seq.), including requirements for class attendance. Per CFR 21.4267(g), VA does not approve any Remedial/Deficiency courses that are not taught 100% resident in the classroom.

Deleted: Only learning support at the high school level, as defined by the Tennessee Department of Education, qualifies for federal financial aid. (*Federal Student Aid Handbook, Volume 1, Chapter 1 – Student Eligibility 2016-2017*)...

C. Student Transfers Among TBR Community Colleges

1. Student learning support information will be provided upon request. When a transcript is requested, the institution must send placement and enrollment status reports for transferring students that includes student record of progress and completion of learning support competencies or courses.
2. Institutions must honor approved standardized assessment scores (exhibit 1) sent as official documents from another community college in the College System of Tennessee.

3. Regardless of the strategies and activities used to provide learning support, once mastery learning has been documented by the institution, all TBR institutions must accept that documentation.
4. If mastery for required competencies has not been documented as satisfied, the receiving institution will default to corequisite learning support. The institution may provide the opportunity for challenge testing.

Deleted: learning

IV. Organizational Framework for Learning Support

A. Organizational Structure

1. The president of each institution will determine the organizational structure and coordination of learning support services for the institution.
2. Each institution will establish criteria for the selection of learning support faculty consistent with professional standards within the discipline and SACSCOC accreditation standards.
3. Institutional policies will apply to faculty and staff whose primary role is learning support.

B. Learning Support Directors

1. The college will designate a faculty or staff member to serve as the college's Learning Support Director. If the institution does not have a Learning Support Director, the college can designate a lead faculty member for each subject area where learning support is provided (math, reading, and writing).
2. The Learning Support Director will serve as the liaison between TBR and the institution for questions about learning support.
3. TBR will establish a Learning Support Advisory Group that will include the Learning Support Directors or lead faculty designated by each institution. TBR will regularly convene the Learning Support Advisory Group to discuss policy updates and share best practices.

Commented [AM23]: The section on "Organizational Structure" was previously included as a subsection of the policy in section II.A. The revised policy creates a standalone section for Organizational Structure and adds details about the designation of LS directors or lead faculty members.

V. Innovation and Continuous Improvement

- A. Evaluation of learning support is a continuous improvement process. The institution will monitor TBR-established benchmarks and annual performance indicators to demonstrate the progress of students who are placed in learning support.
- B. Measures of Success
 1. Success will be measured by: 1) student completion of learning support, 2) enrollment and success in college-level courses for which students have received learning support, 3) fall-to-fall retention, 4) graduation rates, and 5) time to graduation.
 2. The institution may establish and report additional data measures to document and evaluate efforts to increase student access and success.

Commented [AM24]: This section is new to the policy. It draws from the prior policy section III (Accountability).

- C. TBR will conduct an annual survey of institutions' learning support models. The survey will be sent to the Chief Academic Officer at each institution. The survey will

Commented [AM25]: This section is new.

collect information about learning support practices and plans for proposed innovations. The survey is described in the document *Annual Learning Support Innovation Survey* (exhibit 7).

D. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The *Learning Support Innovation Framework* (exhibit 3) includes the process for seeking prior approval.

E. Institutions approved to conduct pilot research about innovations to placement or corequisite learning support should continue to follow the policies outlined above for any students not affected by the pilot research.

F. TBR will convene a Learning Support Working Group every five years to review the Community College Learning Support policy and propose revisions. The Learning Support Working Group will include representatives from each community college.

Commented [AM26]: This section is new.

Commented [AM27]: This section is new.

Exhibits

- Exhibit 1 - Approved Cut Scores for Placement into College-Level Courses
- Exhibit 2 - Fundamental Features of Corequisite Learning Support
- Exhibit 3 - Learning Support Innovation Framework
- Exhibit 4 - Learning Support Competencies-Math
- Exhibit 5 - Learning Support Competencies-Reading
- Exhibit 6 - Learning Support Competencies-Writing
- Exhibit 7 - Annual Learning Support Innovation Survey

Commented [AM28]: Exhibits have been renumbered to reflect the order in which the exhibits are referenced in the policy.

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Commented [AM29]: This exhibit is new.

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Sources

Authority

T.C.A. § 49-8-203, T.C.A. § 49-7-147 Complete College Tennessee Act of 2010.

History

Approved at Presidents Meeting August 17, 2010 (Revised former guideline A-100, Basic/Developmental Studies Program (DSP) Operational Guidelines); Presidents meeting February 14, 2012. Revisions approved at Presidents Meeting November 8, 2016. Revised and changed to policy, Board Meeting March 21, 2019; August 9, 2022 updated Exhibit 2.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 1: Approved Cut Scores for Placement into College-Level Courses

List of Valid Assessment Methods according to TBR Policy 2.03.00.02.

1. ACT
2. SAT
3. Completion of Learning Support Competencies through the Seamless Alignment and Integrated Learning Support (SAILS) Program
4. ACCUPLACER
5. High School GPA

Commented [AM31]: This change clarifies that assessment methods must be approved according to the rules in TBR Policy 2.03.00.02, Section 1 rather than at the discretion of the VCAA.

Deleted: [Assessments](#)

Deleted: [Approved by the Vice Chancellor for Academic Affairs](#)

Approved Cut Scores for Placement into College-Level Courses

The cut scores identified below are those approved for placement into college-level courses at TBR community colleges and are not used for admissions decisions.

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Subject Area ¹	ACT	SAT ²	ACCUPLACER (Next Generation)	SAILS ³	High School GPA ^{4,5}
Writing	18	Critical Reading 490	250	Successfully completed four identified writing competencies (Exhibit 6) through SAILS English	3.6
Reading	19	Critical Reading 500	250	Successfully completed four identified reading competencies (Exhibit 5) through SAILS English	3.6
Mathematics <i>Math 1010 or Math 1530</i>	19	Math 500	250	Successfully completed statistics associated math competencies (Exhibit 4) through SAILS Statistics	3.6
Mathematics <i>College-level, pre-requisite course for College Algebra</i> <i>Other entry-level college courses requiring 19 on the math sub-section of the ACT</i>	19	Math 500	250	Successfully completed five identified math competencies (Exhibit 4) through SAILS Math or through SAILS Statistics and SAILS Algebra	3.6

Commented [AM32]: This table has been edited for formatting.

Commented [AM33]: These changes do not substantively change the policy. The only change is to the exhibit numbers, to reflect the updated ordering of exhibits in the policy.

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Notes

¹Students with a subject score that is equal to or greater than the listed cut score will be exempt from learning support and placed into college-level courses. If a student presents multiple scores for the same assessment method (e.g., ACT subject scores from two test attempts), the highest score should be used to determine placement.

² SAT concordant cut scores are based upon 2016 Revised SAT scores.

³ Students must complete SAILS Statistics prior to completing SAILS Algebra ↓

⁴Institutions should place students with a high school grade point average (GPA) of 3.60 or higher out of corequisite learning support and into college-level courses. Colleges should use the cumulative high school GPA on a 4.0 scale calculated with internal quality points awarded for advanced placement, honors, or other similar courses, according to the Uniform Grading Policy adopted by the State Board of Education. Colleges should use the in-progress/seventh-term GPA if the final GPA is unavailable upon placement.

⁵ For dual enrollment, high school students enrolling in college-level math, reading, or writing courses must meet the placement requirements listed above, consistent with TBR's policy on Early Postsecondary Opportunities (2.01.00.05). For dual enrolled students with high school GPAs of 2.80-3.59 and no other assessment scores that would place them into college-level courses, enrollment in college-level math, reading, or writing courses shall be allowed upon recommendation of the student by their high school.

Commented [AM35]: This section was deleted because it is not referenced in the TBR policy and does not affect placement.

Deleted: *ACT College Readiness Benchmarks identify the following minimum scores to be evaluated as "college ready." Writing - 18; Reading - 22; Mathematics - 22. ([What Are the ACT College Readiness Benchmarks?](#))

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Community College Learning Support: 2.03.00.02

Policy/Guideline Area

Academic Policies

Applicable Divisions

Community Colleges

Purpose

This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. The policy presents the parameters for the delivery of academic support made available for students who may require additional assistance for developing competency in reading, writing, and/or math needed for success in college-level courses. This policy supports TBR Policy 2.03.00.00 (Admission at the Community Colleges) and 2.03.00.03 (English Language Learners).

Definitions

- **Learning Support** is the academic support needed by a student to be successful in college-level general education courses and/or to meet minimum reading, writing, and mathematics competencies as required by faculty in programs that do not require general education courses in math, reading, or writing. The purpose of learning support is to enhance academic success in college-level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study. Institutions are encouraged to provide academic support in a variety of ways other than learning support. This is especially true for efforts to close achievement gaps or otherwise serve the needs of target populations.
- **Corequisite Learning Support** is the linking of learning support experiences with an appropriate, subject-specific, college-level course that is required in the student's chosen field of study, so that the student is enrolled concurrently in both learning support and appropriate college-level courses that are applicable to the student's academic pathway.
- **Valid Assessment Scores** are those recognized from sources approved by the TBR Vice Chancellor of Academic Affairs (exhibit 1) that are no more than five years old at the time that the college is determining placement.

Policy/Guideline

- I. Each community college in the College System of Tennessee must provide academic support, known as learning support, using the framework provided below and incorporating best practices outlined in the document *Fundamental Features of Corequisite Learning Support* (exhibit 2).
- II. The delivery of learning support must be in accordance with the procedures specified below.
- III. Exceptions to this policy must be approved in writing by the TBR Vice Chancellor for Academic Affairs. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.

Procedures

I. Assessment and Placement

- A. Students who do not present valid assessment scores that demonstrate college readiness based upon established cut scores (exhibit 1) will be placed into the appropriate corequisite learning support for reading, writing, and/or mathematics as defined by the academic program requirements.
- B. Students with transferable college-level courses may be exempt from learning support or completing assessments.
- C. Institutions will provide, or may require, assessment(s) to allow students to challenge placement into corequisite learning support if they have not met established criteria.
 1. The challenge assessment will be a TBR-approved assessment that will be identified in the institution's Catalog and/or Student Handbook and listed as one of the approved options in (exhibit 1).
 2. In addition to this assessment, the institution may choose to require a writing sample for placement in ENGL 1010.
- D. Degree-Seeking Students: Degree-seeking students, either first-time or transfer, entering without valid assessment scores or transferable college-level credit, will be enrolled into corequisite learning support in the appropriate subject area along with the linked college-level course or may be given the option of challenge testing to place into college-level courses without learning support.
- E. Non-Degree Seeking/Certificate-Seeking Students:
 1. Non-degree-seeking students entering without transferable college-level courses will be subject to the same placement standards and procedure prior to enrollment in college-level general education courses that are subject to learning support criteria. The designation of the reading-intensive course to be accepted as transferable will be made by the receiving institution.

2. Students who change to degree-seeking status will be assessed under guidelines for degree-seeking students.
3. For students desiring to take one or more courses for personal or professional development, the institution will establish a policy to address the need for assessment.

F. Students in Programs that Do Not Require College-Level Courses

1. Academic programs that do not require specific college-level courses for which placement rules apply (i.e., math, English, or reading-intensive courses used for placement) may have faculty-prescribed learning support established as pre-requisites or corequisites specific to the degree program or certificate if deemed necessary for workforce readiness in the field of study.
2. If a degree or certificate program does not require a particular college-level course for which placement rules apply but the student chooses to take the course, the standard assessment and placement rules above will apply.

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2. Institutions will deliver corequisite learning support for reading, writing, and math as referenced by the *Fundamental Features of Corequisite Learning Support* document (exhibit 2).
3. Learning support will be provided concurrently with required, subject-specific college-level courses.
4. Students will satisfy learning support by passing the college-level course in the learning support area with a grade that satisfies the minimum grade requirement for the college-level course at that institution. Students will enroll in both learning support and the college-level course every semester until they pass the college-level course, even if they have passed learning support one or more times.
5. Students wishing to drop or withdraw from either learning support or the linked college-level courses will be required to drop or withdraw from both courses.

6. Institutions must ensure that English Language Learners who qualify for corequisite learning support have the support needed to be successful in credit-bearing coursework. Procedures for placement and delivery of corequisite learning support for English Language Learners are outlined in TBR Policy 2.03.00.03 (English Language Learners).

B. Delivery of Corequisite Learning Support

1. Community colleges may provide learning support through credit-bearing courses or non-credit interventions.
2. The learning support experience may be assigned up to three semester credit hours, and tuition may be charged accordingly.
3. With approval from the Tennessee Board of Regents, learning support lab fees may be established in lieu of tuition.
4. Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area and a total of no more than nine semester credit hours to define all three subject areas combined.
5. The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for initial college-level placement. No elements of the corequisite experience will contribute to the grade earned in the college-level credit-bearing course.
6. It may be appropriate to require differing learning support experiences with fewer semester credit hours or different delivery approaches. Examples include students with differing assessment scores or within specific majors.
7. Corequisite learning support will be offered in math, reading, or writing. "Learning Strategies" will not be offered as required learning support. While these skills should be incorporated across the curriculum, learning strategies should be addressed in the first-year experience college success course.

C. Timing of Corequisite Learning Support

1. Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.
2. Learning support delivery must not delay enrollment of students into appropriate college-level courses applicable to the chosen program of study.

3. Learning support competencies must be addressed as quickly as possible, beginning with the student's first semester. Students requiring learning support in multiple areas must address at least one subject area per term until all learning support requirements are completed or satisfied.
4. When placement requires learning support in more than one subject area, learning support competencies may require more than one semester of work but should be completed within the first 30 semester credit hours.

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1. Corequisite learning support will be linked with subject-specific college-level courses that apply to the student's program of study.
 - a. Corequisite learning support in math will be linked with a college-level math course that satisfies the general education math requirement.
 - b. Corequisite learning support in writing will be linked with ENGL 1010.
 - c. Corequisite learning support in reading will be linked with a reading-intensive college-level course that satisfies a general education requirement or a first-year experience course.
 - d. Exceptions to the requirements for linked courses must be approved by the TBR Vice Chancellor for Academic Affairs.
2. Corequisite learning support will be distinct for the linked college-level course. For example, students in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra.
3. Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.
4. Corequisite learning support must address the competencies determined to be appropriate for college readiness (exhibits 3, 4, and 5) and must be aligned with the competencies required in the linked college-level course to facilitate successful completion of the college-level course.
5. Full-time faculty who teach college-level courses must be involved in the development of appropriate corequisite learning support curricula and delivery plans that support the linked college-level courses. It is recommended that either the same faculty member teach the support and linked college-level course, or that the individuals who teach these linked courses have routine communication to identify ways to improve student success.

E. Advising for Corequisite Learning Support

1. Institutions will develop advising resources about placement and learning support.
2. The advising resources will ensure students have clear and accurate information about placement and the assessment methods used to

determine placement, including options for placement out of learning support (challenge exams, summer bridge programs, etc.).

3. Advising resources should include academic maps or curricular worksheets that display the pathway to program completion with the inclusion of learning support.
4. The advising resources will help institutions provide students with information about the goals of corequisite learning support and the structure of linked courses in which they are enrolled.
5. Institutions will provide training to advisors on the goals of corequisite learning support, valid assessment methods for placement, and courses that are linked in the corequisite learning support model.
6. Examples and best practices for advising will be shared in the TBR Advising Handbook or other system advising resources.

F. Standalone Learning Support Experiences

1. As an exception, standalone learning support may be provided only on a limited basis to support students whose program does not require college-level math, and/or English 1010, and/or reading-intensive courses, but the program requirements established by the faculty do include the successful demonstration of learning support competencies.
2. For programs requiring no college-level courses in a specific subject area, institutions may develop ways to embed and address learning support competencies into one or more college-level course(s) or corequisite pairings with other college-level courses.

III. Student Records and Financial Aid

A. Student Records

1. Students will demonstrate mastery of the defined learning support competencies at a level comparable to a passing grade.
2. Successful completion of a student's learning support requirements will be recorded on the student's academic record with or without the assignment of standard grades. Pass/Fail may be used in lieu of assigned grades.
3. Student progress and completion of learning support requirements will be recorded in the student information system and posted to the academic record.

B. Financial Aid

1. To qualify for federal student aid, learning support courses must meet requirements outlined by the U.S. Department of Education (Federal Student Aid Handbook, Volume 1, Chapter 1).

2. Regarding the students receiving VA benefits, each institution will ensure that learning support is provided in compliance with the eligibility provisions of the rules and regulations of the U.S. Department of Veterans Affairs (38 CFR Ch.1 § 21.4200 et seq.), including requirements for class attendance. Per CFR 21.4267(g), VA does not approve any Remedial/Deficiency courses that are not taught 100% resident in the classroom.

C. Student Transfers Among TBR Community Colleges

1. Student learning support information will be provided upon request. When a transcript is requested, the institution must send placement and enrollment status reports for transferring students that includes student record of progress and completion of learning support competencies or courses.
2. Institutions must honor approved standardized assessment scores (exhibit 1) sent as official documents from another community college in the College System of Tennessee.
3. Regardless of the strategies and activities used to provide learning support, once mastery learning has been documented by the institution, all TBR institutions must accept that documentation.
4. If mastery for required competencies has not been documented as satisfied, the receiving institution will default to corequisite learning support. The institution may provide the opportunity for challenge testing.

IV. Organizational Framework for Learning Support

A. Organizational Structure

1. The president of each institution will determine the organizational structure and coordination of learning support services for the institution.
2. Each institution will establish criteria for the selection of learning support faculty consistent with professional standards within the discipline and SACSCOC accreditation standards.
3. Institutional policies will apply to faculty and staff whose primary role is learning support.

B. Learning Support Directors

1. The college will designate a faculty or staff member to serve as the college's Learning Support Director. If the institution does not have a Learning Support Director, the college can designate a lead faculty member for each subject area where learning support is provided (math, reading, and writing).

2. The Learning Support Director will serve as the liaison between TBR and the institution for questions about learning support.
3. TBR will establish a Learning Support Advisory Group that will include the Learning Support Directors or lead faculty designated by each institution. TBR will regularly convene the Learning Support Advisory Group to discuss policy updates and share best practices.

V. Innovation and Continuous Improvement

- A. Evaluation of learning support is a continuous improvement process. The institution will monitor TBR-established benchmarks and annual performance indicators to demonstrate the progress of students who are placed in learning support.
- B. Measures of Success
 1. Success will be measured by 1) student completion of learning support, 2) enrollment and success in college-level courses for which students have received learning support, 3) fall-to-fall retention, 4) graduation rates, and 5) time to graduation.
 2. The institution may establish and report additional data measures to document and evaluate efforts to increase student access and success.
- C. TBR will conduct an annual survey of institutions' learning support models. The survey will be sent to the Chief Academic Officer at each institution. The survey will collect information about learning support practices and plans for proposed innovations. The survey is described in the document Annual Learning Support Innovation Survey (exhibit 7).
- D. TBR encourages institutions to pursue innovations that improve learning support for students. Institutions must seek prior approval for innovations that do not comply with this policy. The Learning Support Innovation Framework (exhibit 3) includes the process for seeking prior approval.
- E. Institutions approved to conduct pilot research about innovations to placement or corequisite learning support should continue to follow the policies outlined above for any students not affected by the pilot research.
- F. TBR will convene a Learning Support Working Group every five years to review the Community College Learning Support policy and propose revisions. The Learning Support Working Group will include representatives from each community college.

Exhibits

- [Exhibit 1 - Approved Cut Scores for Placement into College-Level Courses](#)
- [Exhibit 2 - Fundamental Features of Corequisite Learning Support](#)
- [Exhibit 3 – Learning Support Innovation Framework](#)
- [Exhibit 4 - Learning Support Competencies-Math](#)
- [Exhibit 5 - Learning Support Competencies-Reading](#)
- [Exhibit 6 - Learning Support Competencies-Writing](#)
- [Exhibit 7 - Annual Learning Support Innovation Survey](#)

Sources

Authority

T.C.A. § 49-8-203, T.C.A. § 49-7-147 Complete College Tennessee Act of 2010.

History

Approved at Presidents Meeting August 17, 2010 (Revised former guideline A-100, Basic/Developmental Studies Program (DSP) Operational Guidelines); Presidents' meeting February 14, 2012. Revisions approved at Presidents Meeting November 8, 2016. Revised and changed to policy, Board Meeting March 21, 2019; August 9, 2022 updated Exhibit 2.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 1: Approved Cut Scores for Placement into College-Level Courses

List of Valid Assessment Methods according to TBR Policy 2.03.00.02

1. ACT
2. SAT
3. Completion of Learning Support Competencies through the Seamless Alignment and Integrated Learning Support (SAILS) Program
4. ACCUPLACER
5. High School GPA

Approved Cut Scores for Placement into College-Level Courses

The cut scores identified below are those approved for placement into college-level courses at TBR community colleges and are not used for admissions decisions.

Subject Area ¹	ACT	SAT ²	ACCUPLACER (Next Generation)	SAILS ³	High School GPA ^{4,5}
Writing	18	Critical Reading 490	250	Successfully completed four identified writing competencies (Exhibit 6) through SAILS English	3.6
Reading	19	Critical Reading 500	250	Successfully completed four identified reading competencies (Exhibit 5) through SAILS English	3.6
Mathematics <i>Math 1010 or Math 1530</i>	19	Math 500	250	Successfully completed statistics associated math competencies (Exhibit 4) through SAILS Statistics	3.6
Mathematics <i>College-level, pre-requisite course for College Algebra</i> <i>Other entry-level college courses requiring 19 on the math sub-section of the ACT</i>	19	Math 500	250	Successfully completed five identified math competencies (Exhibit 4) through SAILS Math or through SAILS Statistics and SAILS Algebra	3.6

Notes

¹ Students with a subject score that is equal to or greater than the listed cut score will be exempt from learning support and placed into college-level courses. If a student presents multiple scores for the same assessment method (e.g., ACT subject scores from two test attempts), the highest score should be used to determine placement.

² SAT concorded cut scores are based upon 2016 Revised SAT scores.

³ Students must complete SAILS Statistics prior to completing SAILS Algebra.

⁴ Institutions should place students with a high school grade point average (GPA) of 3.60 or higher out of corequisite learning support and into college-level courses. Colleges should use the cumulative high school GPA on a 4.0 scale calculated with internal quality points awarded for advanced placement, honors, or other similar courses, according to the Uniform Grading Policy adopted by the State Board of Education. Colleges should use the in-progress/seventh-term GPA if the final GPA is unavailable upon placement.

⁵ For dual enrollment, high school students enrolling in college-level math, reading, or writing courses must meet the placement requirements listed above, consistent with TBR's policy on Early Post-secondary Opportunities (2.01.00.05). For dual enrolled students with high school GPAs of 2.80-3.59 and no other assessment scores that would place them into college-level courses, enrollment in college-level math, reading, or writing courses shall be allowed upon recommendation of the student by their high school.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 2: Fundamental Features of Corequisite Learning Support

TBR Policy 2.03.00.02 describes policies, guidelines, and procedures for learning support at community colleges. This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. According to this policy, learning support at community colleges will be offered exclusively in the corequisite format. Students who require learning support in math, reading, or writing will enroll in learning support and a linked college-level, credit-bearing course.

Section II of the policy outlines the fundamental features of the corequisite model, including requirements for the delivery, timing, and alignment of learning support. This document provides additional details about these features of the corequisite model. Three types of details are provided:

- **Policy Guidance:** Core features of the corequisite learning support model. Items in this category are required according to TBR's policy on Community College Learning Support.
- **Promising Practices:** Evidence-based practices that promote student learning and persistence. Items in this category are encouraged but not required.
- **Areas for Innovation:** Emerging areas for further exploration. Items in this category reflect areas where institutions are encouraged to propose pilot projects or test new learning support methods.

The Delivery of Corequisite Learning Support	
POLICY GUIDANCE	<ul style="list-style-type: none">• Learning support will be offered exclusively in the corequisite format.• Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area.• The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for college-level placement.
PROMISING PRACTICES	<ul style="list-style-type: none">• Colleges may (but are not required to) differentiate learning support by students' program of study or assessment scores. Student outcomes improve when corequisite learning support is differentiated and tailored to students' needs.• Examples of these practices include efforts to create distinct learning support sections based on students' academic preparation, varying the number of semester credit hours associated with learning support based on students' placement scores, or embedding tutors for students who need additional support.
AREAS FOR INNOVATION	<ul style="list-style-type: none">• Colleges may provide learning support through credit-bearing courses or non-credit interventions. Few colleges have implemented non-credit learning support experiences, but innovations in this area are encouraged.

The Timing of Corequisite Learning Support

POLICY GUIDANCE

- Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.
- Learning support must not delay enrollment of students into college-level courses applicable to the chosen program of study. Learning support competencies will be addressed as quickly as possible, beginning with the student's first semester.

PROMISING PRACTICES

- When placement requires remediation in more than one subject area, learning support competencies may require more than one semester of work but should be completed within the first 30 semester credit hours. In this case, colleges may choose to ensure students address reading and writing requirements before math.

AREAS FOR INNOVATION

- Limited evidence is available about effective practices for delivering learning support in accelerated courses (compressed courses offered in fewer than eight weeks). Traditional corequisite models that rely upon "just in time" support may be difficult to implement in accelerated courses. Innovations in this area are encouraged.

The Alignment of Corequisite Learning Support

POLICY GUIDANCE

- Corequisite learning support will be linked with subject-specific college-level courses that apply to the requirements of the student's program of study.
- Corequisite learning support will be distinct for the linked college-level course (i.e., students enrolled in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra).
- Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.

PROMISING PRACTICES

- Corequisite models are most effective when the student learning outcomes, course schedule, and content of learning support courses are closely aligned with the linked college-level courses. Some corequisite models require instructors to ensure that the linked courses cover the same topics in the same order at the same time.
- Outcomes improve in models featuring paired instruction, where a faculty member teaches learning support and the linked college-level course. However, when this is not feasible, evidence points to the effectiveness of models that promote connection between linked courses, such as frequent faculty communication or learning communities. (Learning communities should follow the minimum definition of practice and taxonomy outlined in [TBR's resources on high impact practices.](#))

AREAS FOR INNOVATION

- Research promotes practices that promote alignment, such as syllabus consolidation or course streamlining. However, more information is needed about these practices.

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 3: Learning Support Innovation Framework

As described in TBR Policy 2.03.00.02 (Community College Learning Support), TBR encourages colleges to pursue innovations to improve student success in learning support. Some innovations may require colleges to seek exceptions to the TBR policy on learning support. In these cases, colleges should follow the innovation framework described below.

In general, innovations that must follow the innovation framework include anything that does not adhere to the fundamental features of corequisite learning support (as described in TBR Policy 2.03.00.02). Examples of innovations that **must** follow the innovation framework include:

- Testing a new method for delivering learning support that does not satisfy the fundamental features of corequisite learning support (as outlined in TBR Policy 2.03.00.02).
- Piloting a new assessment method for placement (beyond the methods in TBR Policy 2.03.00.02).

TBR also encourages colleges to pursue innovations within the TBR policy on learning support. Innovations that comply with TBR policy are not required to follow the innovation framework below. However, colleges **may** draw guidance from this framework or seek assistance from TBR to create an assessment plan for these innovations. Examples of innovations that are not required to follow the innovation framework include:

- Embedding tutors or learning communities within learning support course sections.
- Varying the number of credit hours for learning support courses within the requirements of TBR policy.
- Adjusting the tuition for learning support courses within the requirements of TBR policy.

The Innovation Framework

Learning support innovations that do not comply with TBR Policy 2.03.00.02 must be submitted by the college's Chief Academic Officer (CAO) and approved by TBR's Vice Chancellor for Academic Affairs (VCAA) prior to implementation. Before the request is submitted to TBR's VCAA, the institution's CAO should route the proposal through the appropriate channels at their college to solicit faculty and staff input.

If TBR's VCAA determines that the proposed innovation should be granted a formal exception to TBR policy, the college will be expected to develop an assessment and evaluation plan with TBR. TBR's Office of Policy and Strategy will work with the college to design a rigorous evaluation that produces convincingly causal evidence of the innovation's impact on student outcomes. Experimental design (i.e., a randomized control trial) is the preferred evaluation strategy where feasible. High-quality quasi-experimental methods may be employed when an experimental evaluation is not feasible.¹ The college and TBR will collaboratively complete the assessment and use results from the assessment to inform changes to TBR policy.

If TBR's VCAA determines that the proposed innovation does not require a formal exception to TBR policy, the college may proceed with implementation. In these cases, colleges are still encouraged to work with TBR to create an assessment plan and share updates as the system identifies promising innovations for learning support.

¹ The *Procedures and Standards Handbook* published by the What Works Clearinghouse describes the features of high-quality quasi-experimental design (QED): <https://ies.ed.gov/ncee/wwc/Handbooks#procedures>. QED is also discussed in the following What Works Clearinghouse webinar: <https://ies.ed.gov/ncee/wwc/Multimedia/23>

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 7: Annual Learning Support Innovation Survey

Community colleges must complete an annual survey about learning support practices and innovations. In November of each year, TBR's Office of Academic Affairs distributes the survey to the Chief Academic Officer at each community college. Responses will be reviewed by TBR staff from the Policy & Strategy division, including the Offices of Academic Affairs, Student Success, Organizational Effectiveness, and Research and Data. After reviewing survey responses, TBR staff will provide feedback to colleges about responses and, where appropriate, direct colleges to follow the framework for innovation in learning support (outlined in exhibit 3).

In the annual survey, colleges should respond to the questions below. *Additional questions can be added at the discretion of the TBR Vice Chancellor for Academic Affairs.*

Annual Learning Support Innovation Survey

1. In the upcoming academic year, which college-level courses will be paired with learning support at your college? Please list the course pairings for math, reading, and writing.
2. TBR Policy 2.03.00.02 states that learning support courses must be paired with college-level, credit-bearing courses that satisfy students' requirements in students' programs of study. Do each of the proposed course pairings in question 1 above satisfy students' general education requirements?
 - a. If not, please provide a detailed justification for this exception to TBR Policy 2.03.00.02. The justification must include a plan to assess the effectiveness of this exception according to exhibit 3 of the policy (*Learning Support Innovation Framework*).
3. TBR Policy 2.03.00.02 allows colleges to offer learning support through credit-bearing courses or non-credit-bearing interventions. For colleges that offer learning support through credit-bearing courses, learning support can be assigned one, two, or three credit hours. Please describe the credit hours for learning support courses in the upcoming academic year at your college in math, reading, and writing.
 - a. Will your college offer any non-credit-bearing learning support interventions? If yes, please describe these interventions.
 - b. Will your college offer any credit-bearing learning support courses? How many credit hours will each learning support course be assigned?
4. TBR Policy 2.03.00.02 requires that community colleges designate a faculty or staff member as Learning Support Director or choose a faculty member to lead learning support for each subject area (math, reading, and writing). Who is your college's Learning Support Director (or lead faculty member for learning support)? Please list their name, title, and contact information.
5. TBR encourages evidence-driven innovation to improve outcomes in learning support. Does your college plan to pursue any innovations in learning support in the upcoming academic year, including pilot projects or efforts that will require an exception to TBR Policy 2.03.00.02? If so, please describe the proposed innovation.
 - a. If the innovation or pilot project requires an exception to TBR Policy 2.03.00.02, please provide a detailed request and research plan according to exhibit 3 of the policy (*Learning Support Innovation Framework*).

BOARD TRANSMITTAL

MEETING: Committee on Academic Policies/Programs,
Student Life

SUBJECT: New A.A.S. in Distilled Spirits at the Nearest
Green Academy of Distilling by Motlow State
Community College

DATE: September 21, 2023

PRESENTER: Vice Chancellor Jothany Reed

PRESENTATION
REQUIREMENTS: 10 Minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

Motlow State Community College proposes the establishment of a new Associate of Applied Science (A.A.S.) degree in Distilled Spirits at the Nearest Green Academy of Distilling.

Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself. Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby.

The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail. This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

This is a 60-credit hour program with General Education (15 Hours), Major Field Core (30 Hours), and a Concentration (15 Hours) with plans for a 30-hour short-term credential and articulation with universities.

EXECUTIVE SUMMARY

PROGRAM DESCRIPTION

Motlow State Community College Associate of Applied Science in Distilled Spirits, CIP 01.1099 Food Science and Technology Other (Any instructional program in food sciences and technology not listed specifically).

Inspired by the timeless mentor/apprentice model of legendary Tennessee Master Distiller Nathan “Nearest” Green and his young gentleman apprentice, Jasper Newton “Jack” Daniel and dedicated to perpetuating the spirit of entrepreneurship and belonging modeled by Uncle Nearest, Uncle Jack, and their ancestors. The Nearest Green Academy of Distilling at Motlow State Community College has as its purpose meeting the needs expressed by employers of the Spirits Industry. Our efforts are fused to the collaborative and connected content that creates a skilled workforce. As much as we are connected by the Whisky Trail, we here in the South are connected by our craftsmanship through sweat, hard work, and attention to detail. Uncle Nearest and Jack Daniel have agreed alongside the TN Distillers Guild, that the development of an innovative programmatic approach to the spirits industry is timely. Scribbling on the back of a napkin drizzled with BBQ sauce and water from a sweating glass, Ms. Fawn Weaver, CEO introduced the idea of an academy of distilling. At the time, we were wrist deep in Barrelhouse BBQ and thinking through what the next steps would be. A distilling program with curricular ties to Motlow State Community College, and Tennessee, like the Lynchburg Method, will be truly one of a kind. Partnerships that bring kinship into alignment with belonging are critical pillars. As stated, “Every day we make it, we make it the best we can.” Our goal with this program is to facilitate the development of a pipeline of employees that further the business of the Spirits Industry. A curriculum to build skill competencies and develop leadership skills in the spirits industries by partnering with Nearest Green Distillery. and Jack Daniel as the platform for hands on and experiential learning. In addition, we have explored and sourced information from both near and far to determine existing and future support of such a program. The initial development of the program will be multifaceted with linkages to leadership, mentorship, and entrepreneurship. Our goal is to simply create on ramps, off ramps, and intermediate ramps for all who have an interest in the science and craftsmanship of the spirits industry. The AAS in Distilled Spirits at Nearest Green Academy of Distilling provides such a platform.

INSTITUTIONAL GOVERNING BOARD APPROVAL

The proposed Distilled Spirits, AAS program will be eligible for approval by the Tennessee Board of Regents on June 29-30, 2023.

PROPOSED IMPLEMENTATION DATE

Fall 2024

ALIGNMENT WITH STATE MASTER PLAN AND INSTITUTIONAL MISSION/STRATEGIC PLAN

Insert text related alignment with the [THEC State Master Plan for Higher Education](#)

The AAS in Distilled Spirits aligns with the THEC State Master Plan for Higher Education in two ways.

- (1) “Increase outreach to unemployed/underemployed adults: THEC staff will collaborate with the Department of Labor and Workforce Development to increase outreach to unemployed and displaced workers by at least 10% annually over the next five years.”
- (2) “Industry growth and recruitment: The Tennessee Department of Economic and Community Development is tasked with recruiting new industry to Tennessee and supporting existing employers to expand their operations. Employers often have very specific workforce needs,

which serve as the crux of their decisions surrounding location and expansion.” “This explicit alignment between higher education and industry has been extremely successful and can serve as a model for other employers across the state.”

FEASIBILITY

Student Interest

Because of our local history and affiliation with the spirits industry, area residents are uniquely interested in the production of distilled spirits. Jack Daniel and George Dickel have notable places in our history and our economy. With the introduction of the Nearest Green Distillery, the emphasis on and notability of the importance of this industry resonates even more with our residents

Additionally, similar programs nationwide have gained interest, which evidences an interest in Distilled Spirits education.

AAS Distilled Spirits: Asheville Buncombe, Asheville, NC:

Enrollment: FA20 35; FA21 27; FA22 32

Graduates: 19-20 AAS 12; Cert 1; 20-21 AAS 13, Cert 6; 21-22 AAS 3; Cert. 8

BS Brewing Science and Operations, Auburn University, Auburn, AL

FA20 7; FA21 17; FA22 25

Graduates: 19-20 8; 20-21 4; 21-22; 22-23 6

BS Fermentation Science, Middle TN State University

Enrollment: FA20 33; FA21 29; FA22 36

Graduates: 19-20 1; 20-21 8; 21-22 3

East TN State University

Minor, Brewing & Distillation Studies, (program launched SP22); Enrollment: 8

Certificate (program launched FA22); Enrollment 1

Local and Regional Demand

According to www.distilledspirits.org/state-data/ the spirits industries support 26,400 jobs and provide \$4,275,000,000 in state economic activity each year for Tennessee. One of the newest products from the Jack Daniel distillery sold 2 million cases in fiscal 2021 alone. Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program addresses that need. As reported by the Tennessee Distiller’s Guild (2023) in a preliminary economic impact study in partnership with UTK:

“The contribution of the Tennessee distilling industry is growing rapidly. From 2018 through March 2022, the number of establishments grew from 33 to 59 (a 78.8% percent increase) with employment and wages showing similar rates of growth. The Tennessee distilling industry has a prominent and growing national role. Among its peers, the industry

ranked second in direct employment and second in wages paid among all U.S. states. Nationally, distillery employment increased from 15,839 jobs in 2018 to 21,701 jobs in 2021 (U.S. Department of Labor, 2022) while employment in the Tennessee industry grew from 1,492 to 2,060 over the same period. By March of 2022, employment in the Tennessee industry had grown to 2,227 jobs. Wages followed a similar trend, growing from \$1.053 billion in 2018 to \$1.429 billion in 2021 nationally (a 35.7% increase) and from \$78.572 million in 2018 to \$110.209 million in 2021 in Tennessee (a 40.3% increase). A comparison in terms of employment and wages showed an even more prominent national presence for the Tennessee distillery industry (U.S. Department of Labor). Across all 53 states, territories, and DC, Tennessee ranked second in both employment and wages in 2021.”



Career Path Progression:

The data below demonstrates the career progression in Distilled Spirits at Jack Daniel Distillery:

Bottling:

1. Bottling Crewmember/ line operator--- \$29.07 per hr - entry level, no degree
2. Bottling Lead--- \$37.37 per hr, prior bottling experience required
3. Warehouse Crewmember/ moves barrel inventory--- \$30.45 per hour - entry level

Operations:

1. Processing Operator--- \$31.03- 33.37 per hr, top out
2. Distillery Operator--- \$32.48- 35.69 per hr, top out, associate required
3. Processing Lead--- \$37.37 per hr, prior processing experience required
4. Distillery Lead--- \$39.69 per hr, prior distillery experience required

Warehousing:

1. Warehousing Manager- \$115K (Bachelor's Degree and management experience required)
2. Distillery Manager- \$130 (Bachelor's Degree and management experience required)

Articulation opportunities: MTSU: We are developing an articulation agreement with MTSU, however, their program is quite different as it focuses on food fermentation. We are working with the Dean at MTSU to find course-by-course articulation for our students. ETSU: ETSU offers a certificate path and a minor, which is primarily upper-division coursework. We are working with the program Dean to develop course-by-course articulation options with their Bachelor of Applied Science with an Industrial Leadership concentration, and their Bachelor of Applied Science with a Professional Development concentration and their Brewing & Distillation Studies minor.

Dual Enrollment/Minors: Due to the nature of this program being the distillation of alcoholic beverages, this program will not be offered through dual enrollment nor offered to minors under the age of 18. This restriction will be published in our catalog. Students can, however enroll for general education courses towards program completion while dually enrolled and enter the program with those credits completed.

Industry Support

Nearest Green Distillery and Jack Daniel Distillery are contributing \$5M towards the startup costs of this program, and being leaders in the distilling industry in Middle Tennessee and beyond are offering their full support. Included in the original proposal are letters of recommendation from Jack Daniel's Distillery, Nearest Green Distillery, and Gate 11 Distillery stating the need for skilled workers in distilling in Middle Tennessee that address the need for employees in Distilling industries.

Workforce Need

Although the THEC supply/demand analyses report does not include Distilled Spirits industries, there is data to support implementing a program: The uniqueness of this program is that it is the only stand-alone distilling program in Tennessee that partners with Tennessee distilleries on the Lynchburg Method of distilling. Other programs that exist are MTSU's Fermentation Science degree which focuses on beer and food fermentation. ETSU offers an undergraduate certificate in Brewing and Distilling for students who have achieved a bachelor's degree and a minor in Brewing and Distilling for those enrolled in a bachelor's degree program, however it is not available as a standalone program. DSCC offers a program in Registered Winery Apprenticeship, which focuses on winemaking. Therefore, the Associate of Applied Science in Distilled Spirits will fill a void and provide a foundation for economic expansion and workforce preparation.

Our industry partners provide good salaries and benefits, scholarships to our students, and an enhanced quality of life in Southern Middle Tennessee and beyond. Below are the hiring needs for Nearest Green, specifically. General labor market growth is discussed in the following paragraph.

- Distiller - 2-3 per shift for 3 shifts. I am thinking maybe 6-10 over the course of 5-10 years.
- Bottling lead - 4 (2 shifts, 2 bottling houses)
- Bottling line operation - 14-21 people (Possibly 3 bottling lines, 7 people per line)
- Warehouse manager - 2-3 (to manage warehouse and rickhouse inventory)
- Warehouse team members - 5-15 team members depending upon how many warehouses they build.

CURRICULUM

Course Number	Course Name	Credits
Semester 1		
ENGL 1010	English Composition I (GE)	3
COMM 2025	Fundamentals of Communication (GE)	3
DIST 1000	Introduction to Distiller Operations	3
DIST 1100	Spirits Production I	3
DIST 1021	Food and Beverage Regulations	3
Semester 2		
DIST 1110	Spirits Production II	3
DIST 1120	Sensory and Productive Analysis	3
DIST 1020	Sanitation and Safety in the Distilling Process	4
DIST 1130	Mixology	3
DIST 2291	Distilled Spirits Internship I	2
Semester 3		
BUSN 2380	Principles of Marketing	3
MATH 1010	Math for General Studies (GE)	3
BIOL 2240	Fermentation Microbiology	4
GEOG 1012 SOCI 1010	Cultural Geography (GE) OR Introduction to Sociology (GE)	3
DIST 2292	Distilled Spirits Internship II	2
Semester 4		
ECON 2200	Microeconomics	3
DIST 2293	Distilled Spirits Internship III	2
BUSN 1330	Entrepreneurship	3
HIST 2030 HIST 2050 HIST 2060	Tennessee History (GE) OR Appalachian History (GE) OR African American History (GE)	3
DIST 1010	Managing the Beverage Operation	3
DIST 2030	Distilled Spirits Seminar	1

PROGRAM PRODUCTIVITY

Please provide 3 years of projected enrollment and graduate data

The following enrollment and graduate projections are based on enrollment in similar programs nationwide described in the Feasibility section above. Additionally with 59 distilled spirits partners, and projected industry growth, employment opportunities in distilled spirits exist throughout the region.

	2023-24	2024-25	2025-26	2026-27
Enrollment	15	20	25	25
Graduates	--	5	7	10

INSTITUTIONAL CAPACITY TO DELIVER THE PROGRAM

The AAS in Distilled Spirits will be funded by a partnership with Nearest Green Distillery and Jack Daniel's Distillery. They are contributing \$5M for start-up and maintenance costs, including facilities build-out, first year faculty/director, facilities, including the grounds and space for distilling labs and classrooms, equipment and maintenance contracts. Nearest Green and Jack Daniel will also provide opportunities for hands-on internships and exposure to the business of distilling. In addition, our current facilities at Motlow State Moore County location will be utilized for classroom, biology and chemistry labs and a library that is equipped to support the program both physically and digitally (library resources are listed on this document https://docs.google.com/document/d/1aFB9MYBmH_QALBN0HTRNROWYL8ZNIGBoJM7NGexaECc/edit?usp=sharing and at this link: [Distilled Spirits | Motlow State Community College Library \(mscc.edu\)](#)). The entire program, with the exception of general education requirements will be housed at Nearest Green Distillery.

Regarding naming rights, the Associates Degree is named Associates Degree in Distilled Spirits. It will be housed at Nearest Green Academy of Distilling. The full name is the Associate Degree in Distilled Spirits at the Nearest Green Academy of Distilling, which will be submitted to TBR, THEC, and SACSCOC. The naming rights will be on the facility, not the program.

The program will be housed under the Department of Career and Technical Programs under Academic Affairs with direct oversight of the faculty/director, Dean of Career and Technical Programs, the Interim Vice President for Academic Affairs and the Executive Vice President for Academic Affairs, and various administrative support personnel.

The Tennessee Board of Regents is working in conjunction with Motlow State to ensure all legal aspects of delivering an alcohol-based program are managed according to policy. Any legislative changes, approvals or requirements for standing up an Associates level program that are being reviewed and discussed are being managed by the legal department at TBR.

ASSESSMENT AND POST-APPROVAL MONITORING

An annual performance review of the proposed program will be conducted for the first three 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 THEC 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 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.

FINANCIAL PROJECTIONS



Financial Projections Form

Institution Motlow State Community College

Program Name Distilled Spirits

Projected One-Time Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants		\$25,000						
Equipment		\$660,000						
Information Technology								
Library resources								
Marketing								
Facilities								
Travel		\$5,000						
Other								
Total One-Time Expenditures	\$0	\$690,000	\$0	\$0	\$0	\$0	\$0	\$0

Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff		\$94,000	\$107,400	\$110,900				
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing		\$3,000	\$3,000	\$3,000				
Facilities		\$52,500	\$52,500	\$52,500				
Travel		\$5,000	\$5,000	\$5,000				
Other		\$19,000	\$22,000	\$22,000				
Total Recurring Expenditures	\$0	\$173,500	\$189,900	\$193,400	\$0	\$0	\$0	\$0
Grand Total (One-Time and Recurring)	\$0	\$863,500	\$189,900	\$193,400	\$0	\$0	\$0	\$0

Projected Revenue

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		\$36,300	\$88,500	\$87,500				
Grants/Gifts		\$827,200	\$101,400	\$105,900				
Other								
Total Revenues	\$0	\$863,500	\$189,900	\$193,400	\$0	\$0	\$0	\$0

**Years 6 and 7 should only be included for doctoral programs*



Academic Proposal Form for All New Programs (degrees, concentrations, certificates), New Collaborative, and Conversion to 100% Online Delivery

Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use "NA" and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs as an MSWord document.

SECTION I.

EXECUTIVE SUMMARY

INSTITUTION: Motlow State Community College

PROPOSAL: Associate of Applied Science in Distilled Spirits at Nearest Green Academy of Distilling

PROPOSED DATE OF IMPLEMENTATION: Fall 2024

PURPOSE: (Goals and Objectives in keeping with Institutional Mission) (Specify: campus specific, regional, state-wide, national, International; Population: Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], Workforce, or other; Academic, Workforce development and/or Research Needs)

Motlow State Community College is committed to enriching and empowering the students and communities that we serve. The AAS in Distilling is associated and tied to our above mission and the following cross-cutting themes; strengthening collaboration, enhancing the institutional capacity to serve, and it allows Motlow State to continue harnessing, but also applying innovation in support of its students and business and industry partners. The aforementioned also aligns with the fulfilling equity linked to open access, completion, and furthering the possibilities of community and workforce. Most importantly, the articulation of a more prepared Tennessee citizenry can be achieved through this work-ready program pathway. There is no similar program within the State of Tennessee. The program will be offered primarily on-ground and managed by the Moore County campus.

INSTITUTIONAL PRIORITY (Justify why this is a priority and why at this time) Motlow State Community College has been steeped in the tradition of local distilling since its inception as the land for the college was donated by the Motlow family, nephews of Jack Daniel himself. Motlow's Moore County campus is surrounded by the history of distilling spirits, with Jack Daniel, George Dickel, and Nearest Green nearby. The growth of this industry – both locally and worldwide – also includes Pritchard's Rum Distillers along with numerous other operations as part of the Tennessee Whiskey Trail.

This program has been requested by local distillers and other industry partners and they have committed resources to support the program.

CURRICULUM: The proposed program requires the completion of 60 semester credit hours distributed as follows:

<u>Curriculum Component</u>	<u>Hours Required</u>
General Education	15
Major Field Core (courses required of all students in program)	30
Concentration (courses specific to the concentration)	15
Electives (may be guided or general electives)	0
Other (specify, i.e.)	0
TOTAL:	60

No. of new general education courses: 0 with 0 credit hours

No. of new major field core and concentration courses: 11 with 32 credit hours

NEED & IMPACT: (Cite employment projections and supply/demand data appropriate to the discipline and degree level as justification. Include THEC supply/demand analyses from THEC website below.)
http://tennessee.gov/thec/Divisions/AcademicAffairs/academic_programs/THEC_supply_and_demand_Final.pdf

Inspired by the timeless mentor/apprentice model of legendary Tennessee Master Distiller Nathan “Nearest” Green and his young gentleman apprentice, Jasper Newton “Jack” Daniel and dedicated to perpetuating the spirit of entrepreneurship and belonging modeled by Uncle Nearest, Uncle Jack, and their ancestors. The Nearest Green Academy of Distilling at Motlow State Community College has its purpose of meeting the needs expressed by employers of the Spirits Industry. Our efforts are fused to the collaborative and connected content that creates a skilled workforce. As much as we are connected by the Whisky Trail, we here in the South are connected by our craftsmanship through sweat, hard work, and attention to detail. Uncle Nearest and Jack Daniel have agreed alongside the TN Distillers Guild, that the development of an innovative programmatic approach to the spirits industry is timely. Scribbling on the back of a napkin drizzled with BBQ sauce and water from a sweating glass, Ms. Fawn Weaver introduced the idea of an Academy of distilling. At the time, we were wrist deep in Barrelhouse BBQ and thinking through what the next steps would be. A distilling program with curricular ties to Motlow State Community College, and Tennessee, like the Lynchburg Method; will be truly one of a kind. Partnerships that bring kinship into alignment with belonging are critical pillars. As stated, “Every day we make it, we make it the best we can.” Our goal with this program is to facilitate the development of a pipeline of employees that further the business of the Spirits Industry. A curriculum to build skill competencies and develop leadership skills in the spirits industries by partnering with Nearest Green Distillery. and Jack Daniel as the platform for hands-on and experiential learning. In addition, we have explored and sourced information from both near and far to determine existing and future support for such a program. The initial development of the program will be multifaceted with linkages to leadership, mentorship, and entrepreneurship. Our goal is to simply create on-ramps, off-ramps, and intermediate ramps for all who have an interest in the science and craftsmanship of the spirits industry. The Uncle Nearest Green Academy of Distilling provides such a platform.

Although the THEC supply/demand analyses report does not include Distilled Spirits industries, there is data to support implementing a program: The uniqueness of this program is that it is the only stand-alone associate’s degree distilling program in Tennessee that partners with Tennessee distilleries on the Lynchburg Method of distilling. Other programs that exist are MTSU’s Fermentation Science degree which focuses on beer and food

fermentation. ETSU offers an undergraduate certificate in Brewing and Distilling for students who have achieved a bachelor's degree and a minor in Brewing and Distilling for those enrolled in a bachelor's degree program, however it is not available as a standalone program. DSCC offers a program in Registered Winery Apprenticeship, which focuses on winemaking. Therefore, the Associate of Applied Science in Distilled Spirits will fill a void and provide a foundation for economic expansion and workforce preparation. According to www.distilledspirits.org/state-data/, the spirits industries support 26,400 jobs (with a projected need of a 20-30% increase over the next decade) and provide \$4bn in state economic activity each year in Tennessee. As an example, one of the newest products from the Jack Daniel Distillery sold 2 million cases in fiscal 2021 alone. Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program meets that need.

Attached are letters of recommendation from Jack Daniel's Distillery, Nearest Green Distillery and Gate 11 Distillery stating the need for skilled workers in distilling in Middle Tennessee that address the need for employees in Distilling industries.

LEGISLATIVE ACTIONS FOR A PROGRAM THAT INTERACTS WITH ALCOHOL

Alcohol: The colleges aforementioned that handle alcohol in TN have set a precedent that interactions with alcohol are permissible with appropriate guidelines. TBR Legal is in the process of handling any legislative language, licenses, revisions to policy, or statutes that define guidelines for programs at the associate's degree level that handle alcohol. MSCC will ensure that we will comply with any requirements to offer a program that interacts with alcohol prior to launching the program.

Equipment: MSCC has obtained risk management insurance (attached) to comply with the legal requirements of the operation of distilling program.

PLANS FOR ACCREDITATION:

(Identify the source and **projected date** of Professional accreditation if applicable; SACS notification, if required, and if a substantive change, the scope of the substantive change. If there are no plans to seek specialized accreditation, please provide reasons.)

This program will require substantive change reporting to SACSCOC. The timeline for filing a prospectus for new program approval with SACSCOC is projected to be June of 2023, with approval expected in December 2023.

LIST ALL NEWLY APPROVED AND ESTABLISHED PROGRAMS WITH THE SAME CIP CLASSIFICATION AT THE SAME DEGREE LEVEL OFFERED AT ANY PUBLIC INSTITUTION IN TENNESSEE: N/A No other associates degree programs in Distilled Spirits exist in Tennessee.

IDENTIFY ANY LOW PRODUCING PROGRAM AMONG THOSE LISTED BASED ON THE ANNUAL PROGRAM PRODUCTIVITY REPORTS: N/A

***EVIDENCE OF COOPERATING/COLLABORATING INSTITUTIONS (WHEN RELEVANT) INCLUDING OPPORTUNITIES FOR COLLABORATION THAT WILL BE PURSUED:**

****For Doctoral Programs, provide letters from presidents of Tennessee institutions offering same CIP doctoral programs within the same broad geographic service area certifying that the doctoral program will not be perceived as duplicative.*** N/A This is not a doctoral program.

****For Technical Certificates, provide documentation of notification to Tennessee Technology Centers within the service area with a statement of no objection or an explanation of any concerns to be addressed during the approval process.*** N/A This is not a technical certificate program

SECTION II: Collaborative Programs. If this action involves a collaborative/cooperative program, **including on-line and/or on-ground delivery**, please complete this section. **Otherwise, skip to next section.**

N/A This program is not currently offered as part of a collaboration with other institutions, however, the following articulation agreements are being discussed:

- a. MTSU: Motlow is working on an articulation agreement with MTSU, however their program is quite different as it focuses on food fermentation. We are working with the Dean at MTSU to build course-by-course articulation for our students into their Fermentation Science Bachelor's Degree program.
- b. ETSU: ETSU offers a certificate path and a minor, which is primarily upper-division coursework. We are in the process of developing a course-by-course articulation options with their Bachelor of Applied Science with an Industrial Leadership concentration, and their Bachelor of Applied Science with a Professional Development concentration and their Brewing & Distillation Studies minor.

A. Length of agreement: _____(open-ended or limited)

B. Specify if

RODP (Regents Online Degree Programs) *credit

ROCE (Regents Online Continuing Education and Workforce Development) *non-credit

Other Collaborative or Partnerships

C. Check all the institutions that will participate in the collaborative:

Universities: APSU ETSU MTSU TSU TTU UOM

Community Colleges: CLSCC COSCC CSTCC DSCC JSCC MSCC

NSCC NSTCC PSTCC RSCC STCC VSCC WSCC

Other Support Agencies including clinical affiliations, government, health and business:

Specify plans for any articulation:

D. Which institution(s) will have a degree-granting authority?

E. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

F. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

G. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

H. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

I. In addition to the information provided by each participating institution regarding Financial Projections, please address the following items:

1. How will tuition rates be determined if they differ among the institutions?

2. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.
 3. What arrangements, if any, have been made for exchange of money between participating institutions?
- J. What commitments have been made by all participants to evaluate the program systematically?
- K. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?
- L. Specify any other issues and how they are proposed to be addressed.

SECTION III: Program Structure

A. Residency requirements (if any): A minimum of twenty-five percent (25%) of coursework must be completed in residence at Motlow State Community College. This is standard for all of our programs and is indicated in the Catalog/Student Handbook. This is an open-enrollment program.

B. Courses (specific courses OR distribution areas) and credits:

C.

Course Number	Course Name	Credits
Semester 1		
ENGL 1010	English Composition I (GE)	3
COMM 2025	Fundamentals of Communication (GE)	3
DIST 1000	Introduction to Distiller Operations	3
DIST 1100	Spirits Production I	3
DIST 1021	Food and Beverage Regulations	3
Semester 2		
DIST 1110	Spirits Production II	3
DIST 1120	Sensory and Productive Analysis	3
DIST 1020	Sanitation and Safety in the Distilling Process	4
DIST 1130	Mixology	3
DIST 2291	Distilled Spirits Internship I	2
Semester 3		
BUSN 2380	Principles of Marketing	3
MATH 1010	Math for General Studies (GE)	3
BIOL 2240	Fermentation Microbiology	4
GEOG 1012 SOCI 1010	Cultural Geography (GE) OR Introduction to Sociology (GE)	3
DIST 2292	Distilled Spirits Internship II	2
Semester 4		
ECON 2200	Microeconomics	3

DIST 2293	Distilled Spirits Internship III	2
BUSN 1330	Entrepreneurship	3
HIST 2030 HIST 2050 HIST 2060	Tennessee History (GE) OR Appalachian History (GE) OR African American History (GE)	3
DIST 1010	Managing the Beverage Operation	3
DIST 2030	Distilled Spirits Seminar	1

- General Education including transfer of 15-hour pre-major paths:

<u>Rubric/Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
SOCI 1010	Introduction to Sociology OR	3
GEOG 1012	Cultural Geography AND	3
ECON 2200	Microeconomics	3
ENGL 1010	English Composition I	3
COMM 2025	Fundamentals of Communication	3
MATH 1010	Math for General Studies	3
Total General Education Core		15

- Major Field Core:

<u>Rubric/Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DIST 1000	Introduction to Distiller Operations	3
DIST 1100	Spirits Production I	3
DIST 1110	Spirits Production II	3
DIST 1120	Sensory and Productive Analysis	3
DIST 1020	Safety and Sanitation in the Distilling Process	4
BIOL 2240	Fermentation Microbiology	4
DIST 2291	Distilled Spirits Internship I	2
DIST 2292	Distilled Spirits Internship II	2
DIST 2293	Distilled Spirits Internship III	2
DIST 2030	Distilled Spirits Seminar	1
BUSN 1330	Entrepreneurship	3
Total Major Field Core		30

- Concentrations(s): (Identify and list courses in each concentration separately.)

Hospitality Concentration:

<u>Rubric/Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DIST 1010	Managing the Beverage Operation	3
DIST 1130	Mixology	3
DIST 1021	Food and Beverage Regulations	3
BUSN 2380	Principles of Marketing	3
HIST 2030	Tennessee History OR	3
HIST 2050	Appalachian History OR	3
HIST 2060	African American History	3
Total Hospitality Concentration		15
Total Program		60

- Electives: N/A (Include descriptions, directions, or restrictions that may apply.)
There are no electives projected

<u>Rubric/Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
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- Other credits: N/A

<u>Rubric/Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
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(If applicable, describe requirements for thesis, dissertation, clinical experience, internship, or other capstone experience.)

Students are required to participate in six (6) credit hours of internships learning experiences in the industry (DIST 2291, DIST 2292, and DIST 2293). DIST 1030, Distilled Spirits Seminar, serves as a capstone experience for students in this program of study. A full course description is included in Section D, below.

- TOTAL credits required for program: ___60_____

FUTURE CURRICULAR CONSIDERATIONS:

Future curricular considerations may include the following:

- Short-term credential in Distilled Spirits (30 credit hours)
- Accelerated programs through our ACE program which provides the opportunity to complete an Associate’s Degree by taking two five-week courses consecutively in an extended class time and accelerated timeline to completion.
- Weekend programs through our Weekend Warrior program which provides the opportunity to complete a degree by attending weekends only.
- Short-term credentialing opportunities, isolating certain skills into two or four-course sequences, specifically geared to employees in the Distilled Spirits industry, such as Spirits Production I and Spirits Production II (6 credits), or Mixology and Managing the Beverage Operation (6 credits).

D. Admission, Retention, and Graduation Requirements (Provide complete statement only if requirements are different from standard institutional requirements as stated in the *Catalog*.)

Program requirements will be the same as for other programs and are reflected appropriately in the Catalog, with the addition of an age restriction of enrollment will be allowed for students 18 and older. TBR legal is working to define how students aged 18-20 will be allowed to taste, swish, or otherwise interact with alcohol in the learning environment. In addition, TBR legal is working to define special licenses or statutes required for an associates degree level program and any legislative changes that need to be addressed prior to the program launching. Due to the nature of this program, the program will not be offered to minors under the age of 18 nor be offered for dual enrollment. Students in dual enrollment may, however, work towards the completion of this program by completing general education requirements that are currently offered through dual enrollment.

E. Description of New Courses: Provide rubric, number, title, credit hours and catalog description of each new course needed for full implementation of the proposed program.

DIST 1000 Introduction to Distillery Operations

3 credit hours

Several avenues are currently being explored and all purchases will follow appropriate TBR policies and rules. survey course addresses equipment selection, maintenance, troubleshooting, and best practices in production, and product development. Students are introduced to concepts of energy resources, production calculations, proofing, gauging methods, evaluation techniques, blending considerations, barrel wood selection and construction, and bottling processes. Developing and marketing a brand and navigating regulatory and legal issues are introduced.

DIST 1100 Spirits Production I

3 credit hours

This course examines the history of whiskey and its roots in the southern region. Students are introduced to the styles and categories of distillation processes, maceration, filtration and finishing methods. Production methods of aging alcohol to proper flavor and consistency are presented and evaluated.

DIST 1110 Spirits Production II

3 credit hours

Students in this course will develop an in-depth understanding of whiskey production including grains, and the elements of production including malting, smoking, mashing, fermenting, and finishing. Traditional and alternative aging techniques and their effects are examined and assessed. Students are required to identify whiskey classifications and standards of identification and to evaluate how these influence the marketplace. Prerequisite: Spirits Production I

BIOL 2240 Fermentation Microbiology (with Lab)

4 credit hours

Students will examine what is involved in perfecting the fermentation process and how variables affect the flavor of the final product. The processes of cultivating and propagating yeast are presented and applied to distillation. The yeast life cycle, bacterial identification, fermentation metrics, and their effects are examined and evaluated. Safety and sanitation issues are presented.

DIST 1120 Sensory and Product Analysis (with Lab)

4 credit hours

This course introduces the skills required to identify product consistency and quality. Using a range of sensory techniques, students examine flavors, colors, and aromas and how each is affected by the stages of production, the maturation process, filtration, and bottling considerations. Barrel materials and management and their effects on the product are also examined. Students will learn to detect faults and identify their sources.

DIST 1020 Safety and Sanitation in the Distilling Process

3 credit hours

This course prepares the student to understand and apply basic sanitation principles in practical situations associated with the distilling process, analyze and interpret those standards, and effectively communicate compliance of those standards and practices to diverse audiences. Students learn proper procedures for receiving and preparing various ingredients and identifying various types of contaminants and the dangers they pose. Students will demonstrate proper handling techniques, personal hygiene, and appropriate procedures in the workplace. The ability to demonstrate and discuss the importance of safety and sanitation in the distilling process is required.

DIST 1010 Managing the Beverage Operation

3 credit hours

This course is designed to arm students with advanced knowledge of key elements of the beverage industry including beverage equipment selection processes, modern layout and design of facilities, current service technology and delivery methods, economics of the beverage industry, and guest relations. Students are required to demonstrate advanced skills in oral and written communication, guest services, marketing, and financial operation management.

DIST 2030 Distilled Spirits Seminar

1 credit hour

This capstone course prepares students to identify and analyze current topics impacting the distilling industry such as legal issues, brand label registration requirements and considerations, navigating regulatory entities at the national, state, and local levels, and analysis of applicable case law.

DIST 1130 Mixology

3 credit hours

Mixologists have extensive drink knowledge and focus on the art of preparing the drink. This course presents the skills required to not only tend bar but to appropriately and confidently mix the major classifications of drinks most commonly served today. Topics covered include history of cocktails, ingredients and how to use them, flavors and flavor combinations, garnishes, basic principles of cocktail making, crafting new recipes, and how to properly operate basic tools and equipment.

DIST 1021 Food and Beverage Regulations

3 credit hours

This course affords students opportunities to explore the various regulatory agencies, their requirements, and how those apply to distilled spirits operations. Topics covered include product safety and quality, current regulations and standards for storage and processing, identifying issues and the appropriate regulatory agency, appropriate licenses and certifications required, and interacting with regulatory agencies.

DIST 2292 Distilled Spirits Internship II

2 credit hours

This course is a continuation of DIST 2291 with the same requirements and responsibilities for completion. The course is graded on a pass/fail basis. Prerequisites: DIST 2291-with a 2.5 or higher cumulative GPA, and approval of the Director of Distilled Spirits or course instructor.

- F. Provide a rationale for the planned delivery methods for the proposed program. Include options, such as block scheduling, dual enrollment, dual admissions, cohort programs, etc.
The core and concentration courses will be offered on ground with options for general education courses either on ground or online. On ground courses will be offered in traditional (15 week) and accelerated formats to accommodate work schedules of students working in the industry.
- G. If the program is to be delivered 100% online, how will the on-ground delivery of the program be impacted? N/A
This program will be offered on ground with students having options to take existing general education core courses online if they so choose.
- H. Describe any unique features not previously addressed, e.g., interdepartmental cooperation, industry partners, articulation, etc.
This program is being developed based on the history of spirit distillation in Tennessee and with encouragement of and support from area distillers. The program addresses the need for well-informed employees with the background to succeed long-term in the distilling industry.
- I. Include an organizational chart and/or statement to describe the positioning of the proposed program or unit within the institution's structure. The program will exist in the Career and Technical Division. See Attachment 1.

SECTION IV: Student Enrollment Projections

A. Estimate the unduplicated headcount and full-time equated enrollment and the number of graduates for a complete program cycle.

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	10	5	15	12	
2	14	6	20	17	5
3	15	10	25	20	7
4	15	10	25	20	10
5	15	10	25	20	10

- A. Explain the basic assumptions used in estimating the size of the proposed program. Assumptions should be related to the evidence of need and to other supportive data. Similar programs nationwide have the following enrollment:

AAS Distilled Spirits: Asheville Buncombe, Asheville, NC:
 Enrollment: FA20 35; FA21 27; FA22 32
 Graduates: 19-20 AAS 12; Cert 1; 20-21 AAS 13, Cert 6; 21-22 AAS 3; Cert. 8

BS Brewing Science and Operations, Auburn University, Auburn, AL
 FA20 7; FA21 17; FA22 25
 Graduates: 19-20 8; 20-21 4; 21-22; 22-23 6

BS Fermentation Science, Middle TN State University
 Enrollment: FA20 33; FA21 29; FA22 36
 Graduates: 19-20 1; 20-21 8; 21-22 3

East TN State University
 Minor, Brewing & Distillation Studies, (program launched SP22); Enrollment: 8
 Certificate (program launched FA22); Enrollment 1

The average first-semester enrollment at all institutions is 21; the Average 4th-year graduation rate is 7. This is the data used to determine the total first-year headcount and graduate estimates. Second-year enrollment average is 22. Third-year enrollment average is 31. The projections below are based on the culmination of this data, consideration of time to build enrollment due to it being a start-up program, and the class capacity of the program, which is 15 full-time.

In addition, estimates are based on conversations with industry partners and demand data provided by both the industry, our inhouse Institutional Research team, and TN.gov websites. We believe that these estimates are conservative and manageable. Labor market trends anticipate a 78% growth in the distilling industry in the near future with a 49% increase in positions in the distilling industry in 2022 alone, with further expansion and growth anticipated for the future. Additionally, the commitment by our industry partners towards internships and apprenticeships will provide a hands-on pipeline for employability. This will be a strong draw for this program. Finally, industry demand supports projected enrollment and graduate projections.

SECTION V: Program Justification, Performance, Evaluation, and Resources

The following requirements may not be applicable to all proposals. Carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included whenever possible. If the item is not applicable, add a statement explaining why it is not applicable.

Evaluation Plans

- List the assessment standards that are most appropriate for measuring the effectiveness and success of the proposed program as related to the stated goals and objectives.

Program Learning Outcomes will be used as the unit of measure for the program. Students who complete this program will

1. Possess a solid foundation in fermentation and the distillation process
2. Understand the context for the historical, cultural, and social significance of fermentation in human civilization, especially as it related to local and regional history
3. Be prepared for specialized careers in the distilling industry

- Designate how assessment results will be used. Assessment of the Distilled Spirits program will be conducted regularly for students at all approved Motlow locations, including designated instructional sites.

The program will be assessed by annual student, graduate, and employer surveys, as well as being held to industry standards for an appropriate major field assessment that has not yet been determined. Additionally, program changes will result from regular departmental faculty reviews of course success rates for all courses within the program. Annually the program will be reviewed by the program advisory committee to ensure applicability to the current trends in the job market. The advisory committee is as follows:

- Fawn Weaver, Nearest Green Inc. or designee
- Melvin Keebler, Brown-Forman (Jack Daniel) or designee
- Katharine Jenkins, Nearest Green, Inc. or designee
- William Lee, Gate 11 Distillery or designee
- Tim Piersant, Chattanooga Whiskey or designee

- Identify the institutional office responsible for conducting the evaluation and explain how evaluations will be conducted, i.e., alumni surveys, employer surveys, external review, pass rates on certification/licensure exams, etc., and provide an evaluation schedule.

As part of the Academic Affairs Division, the Dean of Career and Technical Programs will manage oversight of the program and will coordinate with Office of Institutional Effectiveness to ensure evaluations are conducted regularly and results disseminated appropriately. The Office of Institutional Effectiveness will provide the data collection software, and the dean will disseminate the survey to appropriate stakeholders. The alumni and employer surveys will be distributed annually. Once a major field assessment is determined, the Office of Testing Services will support administration of the assessment, and the Office of Institutional Effectiveness will assist in tracking pass rates for program graduates annually. The program will also be included in the appropriate academic audit assessment schedule as determined by state entities.

Evidence of Demand and Need (Refer to THEC Policy A1.0 and A1.1)

- Mission Congruence
Motlow's Mission Statement Includes:
Motlow State is a multi-location community college providing:
Degree programs designed for transfer to other colleges and universities;

degree and non-degree programs designed to develop immediate job-readiness skills and competencies; and public service, lifelong learning, and workforce development programs to promote personal enrichment and economic and community development.

The versatile curriculum, qualified faculty and staff, and related resources, strengthened by innovative technologies, prepare students for success in the global community.

Motlow State encourages student success through critical thinking, clear communication, ethical behavior, respect for others, civic responsibility, problem-solving, professional discourse during individual and team situations, and an appreciation of one's own heritage as well as those of others.

Motlow State promotes and maintains alliances with businesses, industries, government agencies, and other educational institutions to enhance programs and services.

- Congruence with State Master Plan for Higher Education and Complete College Tennessee Act of 2010 relative to degree production:
These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202(d)(4)(A)-(C). This statute directs public higher education to . . .
 - address the state's economic development, workforce development and research needs;
 - ensure increased degree production within the state's capacity to support higher education;
- Institutional Priority:
Motlow College is uniquely positioned geographically and pedagogically to provide a program of study that will directly benefit the industry and the citizens of our service delivery area. Located in the heart of Whiskey Trail, in Lynchburg, TN, Motlow is uniquely positioned near the distilleries that made Tennessee Whiskey famous. Partnering with Nearest Green Distillery and Jack Daniel's Distillery as well as the TN Distilled Spirits Guild provides this program a unique advantage for students to be taught by the best and brightest in these industries, with opportunities to learn hands-on with the craftsman themselves.
- Educational Need:
There is a demonstrated need among area distillers as well as requests from within the industry and community for skilled and trained workers in the distilling industry. Successful graduates will be prepared to enter the industry in positions such as quality control, blender/mingler, and distiller assistant with opportunities to move into management positions. Examples of positions in Distilling are as follows (reported from Nearest Green Distillery):
 - Distiller - 60k
 - Bottling lead - 45-50k
 - Bottling line operation - 40k
 - Warehouse manager - around 60k
 - Warehouse team members - 40k

Currently posted positions in Middle Tennessee on Indeed.com are as follows:

- Bottling Associate, Lynchburg, TN \$15.45 - \$18.54 an hour
 - Bottling Line Operator, Nashville, TN, from \$14 an hour
 - Sales Associate (Distillery), Nashville, TN, \$13-24 an hour
 - Distillery Operator, Tullahoma, TN, \$34K-\$43K per year
 - Full Time Brewer, Knoxville, TN, \$42K-55K per year
- Student Interest/Demand:
Because of our local history and affiliation with the spirits industry, area residents are uniquely interested in the production of distilled spirits. Jack Daniel and George Dickel have notable places in our history and our economy. With the introduction of the Uncle Nearest Distillery, the emphasis on and notability of the

importance of this industry resonates even more with our residents. These businesses provide good salaries and benefits, scholarships to our students, and an enhanced quality of life in Southern Middle Tennessee and beyond. Below are the hiring needs for Nearest Green, specifically. General labor market growth is discussed in the following paragraph.

- Distiller - 2-3 per shift for 3 shifts. 6-10 over the course of 5-10 years.
 - Bottling lead - 4 (2 shifts, 2 bottling houses)
 - Bottling line operation - 14-21 people (3 bottling lines, 7 people per line)
 - Warehouse manager - 2-3 (to manage warehouse and rickhouse inventory)
 - Warehouse team members - 5-15 team members.
- Labor Market Evidence:
According to www.distilledspirits.org/state-data/ the spirits industries support 26,400 jobs and provide \$4,275,000,000 in state economic activity each year for Tennessee. One of newest products from the Jack Daniel distillery sold 2 million cases in fiscal 2021 alone. Other distillers report similar increases in demand. These producers forecast an increased need for well-prepared employees who can be productive from day one; this program addresses that need. As reported by the Tennessee Distiller's Guild (2023) in a preliminary economic impact study in partnership with UTK:

“The contribution of the Tennessee distilling industry is growing rapidly. From 2018 through March 2022, the number of establishments grew from 33 to 59 (a 78.8% percent increase) with employment and wages showing similar rates of growth. The Tennessee distilling industry has a prominent and growing national role. Among its peers, the industry ranked second in direct employment and second in wages paid among all U.S. states. Nationally, distillery employment increased from 15,839 jobs in 2018 to 21,701 jobs in 2021 (U.S. Department of Labor, 2022) while employment in the Tennessee industry grew from 1,492 to 2,060 over the same period. By March of 2022, employment in the Tennessee industry had grown to 2,227 jobs. Wages followed a similar trend, growing from \$1.053 billion in 2018 to \$1.429 billion in 2021 nationally (a 35.7% increase) and from \$78.572 million in 2018 to \$110.209 million in 2021 in Tennessee (a 40.3% increase). A comparison in terms of employment and wages showed an even more prominent national presence for the Tennessee distillery industry (U.S. Department of Labor). Across all 53 states, territories, and DC, Tennessee ranked second in both employment and wages in 2021. “

TENNESSEE DISTILLING INDUSTRY

National Presence	Industry Growth	Job Growth	Wage Growth
<ul style="list-style-type: none"> Tennessee ranked 2nd nationally in employment and wages 	<ul style="list-style-type: none"> TN distilling establishments increased from 33 to 59 A 78.8% increase from 2018 to 2022 	<ul style="list-style-type: none"> 37% increase in jobs nationally and 38% increase in TN (2018-2022) 49% increase in TN jobs by 2022 	<ul style="list-style-type: none"> 35.7% national increase, from \$1.053 billion to \$1.429 billion 40.3% increase in TN, from \$78.572 million to \$110.209 million

- Societal Need Evidence:
Motlow College, through this program, seeks to expand education and training for jobs that improve the living standard of area residents in all areas of diversity.
- Other Evidence of Need:
There is demonstrated support from area distillers and other industry partners as well as economic indicators projecting growth in the industry, as noted above.

Program Duplication: Explain why the primary objective cannot be met by existing programs, collaboration with other institutions, or Academic Common Market.

No duplication exists; While there are similar bachelor's degree and certificate programs, there are no other Associate Degree programs such as this in existence in Tennessee.

Anticipated impact on existing associated degree programs or concentrations at the institution

No impact; there are no other Associate Degree programs such as this in existence in Tennessee.

Anticipated impact on existing associated or similar programs at other institutions within the region

No impact; there are no other Associate Degree programs such as this in existence in Tennessee.

Resources Available and Required

- Faculty: **Assess the strength of the existing (FT & PT) faculty in credentials and available FTE and estimate additional FTE (FT & PT)**
All faculty projected to teach General Education core courses will be those who currently teach those courses with Motlow when the program is launched and who will also teach students who are pursuing degrees in all areas and degrees. Faculty projected to teach general education courses and those specifically related to the distilling process will be fully credentialed under SACSCOC requirements and policy. One full-time credentialed faculty/program director will be required to launch the program. This faculty/director will be funded through the start-up costs of \$5M shared by Nearest Green and Jack Daniels In addition, specialized faculty will be required to teach courses specific to distilling. Non-transferrable courses will require faculty to have a minimum of a Bachelor's degree in Hospitality or a related field, or a Bachelor's degree in any field plus industry experience. Specialized courses will require faculty to have a minimum of an associate's degree in Hospitality or a related field, or an associate's degree in any field plus industry experience. An exception clause will be entered in the

faculty qualifications manual to allow exceptions for gurus in the field who have many years of experience in the craft to be made eligible to teach single specific courses. We anticipate launching the program with one full-time faculty member, and 2 adjunct faculty members. We anticipate with the growth of the program, by year 5 we anticipate that will have 2 full-time faculty members and 6 adjunct faculty members.

- Administrative: Administrative support will be provided by the Dean of Career and Technical Programs, where the program will be housed. Additionally, a faculty program director will be identified to specifically guide and monitor the program and serve as a liaison with local industry partners. Support will also come from the Office of the Executive Vice President for Academic Affairs who has been identified as the executive responsible for the program and the Office of the President.
- Clerical and Support Personnel: Clerical and Support personnel will be staff members within the CTE program Division and the Office of the Executive Vice President for Academic Affairs.

Other Needs for Support

- Existing and Needed Library and Information Technology: Students in this program will access and utilize information and resources currently housed in/available through the Motlow Libraries which they can access the digital subject guides through the Motlow Library website. Students are provided a general overview of library resources via new student orientation and librarians are available as guest lecturers in many classes to provide additional Information literacy content and database tutorials. Students may also request individual sessions to obtain help with research and other library questions.
- Student Advisement Support: Current staffing levels of Completion Coaches and Advisors are adequate to fully serve the projected number of students in the program.
- Existing and Needed Instructional Facilities & Instructional Equipment:

Facilities:

- a. Nearest Green Distillery will house the entire program with the exception of general education requirements for the AAS in Distilled Spirits at the Nearest Green Academy of Distilling, located on site at Nearest Green Distillery, 3125 US-231, Shelbyville, TN. To clarify naming rights, the Associates Degree is named "Associates Degree in Distilled Spirits." It will be housed at Nearest Green Academy of Distilling. The full name is Associates Degree in Distilled Spirits (this will be what is submitted to TBR, THEC and SACSCOC) AT the Nearest Green Academy of Distilling. The naming rights will be on the facility, not the program. The entire program with the exception of the general education requirements will be housed at Nearest Green Distillery. General education courses will be housed at Motlow State's main campus.

Equipment:

The equipment required will be a one-barrel brew system, barrels, a hybrid pot still, process piping, ventilation, and classroom tables, chairs, equipment and technology. See the distillery equipment list attached.

SECTION VI: Justification for Duplicative Program and/or Course:

(If the program is not duplicative, proceed to the next section.)

- A. Based on CIP codes and site codes, where do similar programs or courses exist?

List all applicable TBR and UT institutions.

MTSU offers a BS in Fermentation Science (Motlow has a current articulation agreement with MTSU)

ETSU offers an undergraduate certificate and minor options in Brewing and Distillation Studies

DSCC offers a program in Registered Winery Apprenticeship Program

- B. Please provide justification for program and/or course development if **similar programs and/or courses** have been (or are being) developed or converted to online delivery by the Regents Online Camp Tus Collaborative (ROCC) or other TBR or UT institutions or academic units.
Existing programs in the state deal with other aspects of distillation, i.e., brewing and viticulture. The need for this program has been identified by industry but no Associates Degree program such as this exists in Tennessee.
- C. Justify why the need for the requested program/course development cannot be better met through collaboration or the Academic Common Market (ACM). (ACM is available only to universities.)
N/A Based on the history and tradition in southern middle Tennessee, there is a local need and identified industry support for this program in the Motlow College service area. We have begun discussions with MTSU regarding the building of an articulation agreement with their Fermentation Science bachelor’s degree program.
- D. Justification for external program/course hosting (third party) and for a specified course management system beyond the system-wide approved vendor. N/A This program will be hosted by Motlow College via our current course management system.
- E. **Sharing and Maximizing Resources among Schools/Centers**
Please list the resources that you would like to request from the system or the campus collaborative to support you in the development and implementation of your program/course:
- | | |
|--|--|
| <input type="checkbox"/> Instructional Design | <input checked="" type="checkbox"/> Marketing of Program |
| <input type="checkbox"/> Learning Objects | <input type="checkbox"/> ADA |
| <input type="checkbox"/> Multimedia (streaming video, audio, etc.) | <input type="checkbox"/> Student Services |
| <input checked="" type="checkbox"/> Library Resources, databases, etc. | <input type="checkbox"/> Training |
| <input type="checkbox"/> Content Development | <input type="checkbox"/> Consultant Services |
| <input type="checkbox"/> Pedagogy of Course Design | <input type="checkbox"/> Other (explain) |
| <input type="checkbox"/> Pedagogy of Teaching Online | |
| <input type="checkbox"/> Course Management Training | |

SECTION VII: THEC Financial Projection Form INSTRUCTIONS

- A. Provide evidence of non-state funds (gifts, grants, awards) already made available to meet start-up costs.
The Jack Daniel Distillery and Nearest Green Distillery have combined efforts with the Nearest & Jack Initiative to further diversity within the industry by pledging a combined \$5M to this program. The Jack Daniel Distillery and Nearest Green Distillery have committed to providing all startup costs for the program, including but not limited to facilities build out, equipment purchases, maintenance plans, outfitting the lab and lecture space, providing lab and lecture space at Nearest Green Distillery and providing the salary and benefits for full time faculty/director for the first year of the program with considerations of ongoing commitment. An MOU outlining the commitment is attached. Maintenance contracts will be purchased at the time the equipment is purchased and any annual fees associated with maintenance will be included in the budget for any annual recurring costs.
- B. If reallocation is used, provide a rationale and source for reallocation of budgeted funds. Cite THEC annual degree productivity data where funds may be redirected from closed/ low producing programs.
Costs for faculty for general education courses are not included in the estimate since those costs are already included; courses outside the general education cores will be taught by adjunct faculty and provide a reduced expense to the overall program operation.
- C. List:
1. All active Letters of Intent N/A

2. Programs not meeting benchmarks – Paramedic AAS, Medical Laboratory Technician AAS, Fine Arts AFA, Entrepreneurship AAS
 3. Low producing programs at all levels – Paramedic AAS, Medical Laboratory Technician AAS, Fine Arts AFA
 4. Programs terminated within the last 12 months – Early Childhood Education and General Technology programs are in the teach out phase
- D. Include estimated cost of external training and/or out-of-state consultants not available through the TBR. Training will be provided by industry representatives with specialized certifications, experience, and training related directly to the production of distilled spirits within the region. These representatives have acted as consultants during the development of courses and will continue to provide guidance and expertise as the program matures. Additionally, regional experts from other distilling operations may be utilized on an as-needed basis. Estimated cost for consultants is estimated at a maximum 25,000.
- E. For course development that will exceed \$9,500, please provide projected costs by line item and the source(s) of revenue to support these costs. Current labs will be utilized for a portion of course work; therefore, expense considerations are for small equipment and supplies relating to the Fermentation Microbiology, Introduction to Distiller Operations, Spirits Production I and II, Sensory and Productive Analysis, and Safety and Sanitation courses. None of the individual course development expenses are expected to exceed \$9,500. Distilling and classroom equipment will cost approximately \$510K and space renovation costs at Nearest Green, Inc. are expected to run approximately \$500,000. Revenue to support these expected expenditures have been committed to be provided by Nearest Green, Inc. and Jack Daniel's Distillery through the MOU attached.
- F. For converting to online delivery, provide projected costs by line item and the source(s) of revenue to support these costs. Existing online general education courses may be utilized; however, this program is projected to be offered in a primarily on-ground format. N/A
- G. **Submit as an Appendix the THEC Financial Projection Form.** See the complete form, Appendix A, below.



Financial Projections Form

Institution Motlow State Community College

Program Name Distilled Spirits

Projected One-Time Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants		\$25,000						
Equipment		\$660,000						
Information Technology								
Library resources								
Marketing								
Facilities								
Travel		\$5,000						
Other								
<i>Total One-Time Expenditures</i>	<i>\$0</i>	<i>\$690,000</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>

Projected Recurring Expenditures

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff		\$94,000	\$107,400	\$110,900				
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing		\$3,000	\$3,000	\$3,000				
Facilities		\$52,500	\$52,500	\$52,500				
Travel		\$5,000	\$5,000	\$5,000				
Other		\$19,000	\$22,000	\$22,000				
<i>Total Recurring Expenditures</i>	<i>\$0</i>	<i>\$173,500</i>	<i>\$189,900</i>	<i>\$193,400</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>

Grand Total (One-Time and Recurring) **\$0** **\$863,500** **\$189,900** **\$193,400** **\$0** **\$0** **\$0** **\$0**

Projected Revenue

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		\$36,300	\$88,500	\$87,500				
Grants/Gifts		\$827,200	\$101,400	\$105,900				
Other								
Total Revenues	\$0	\$863,500	\$189,900	\$193,400	\$0	\$0	\$0	\$0

**Years 6 and 7 should only be included for doctoral programs*

BOARD TRANSMITTAL

MEETING:	Committee on Academic Policies/Programs, Student Life
SUBJECT:	Proposed Program Terminations, Modifications, and New Technical Program Implementations for TCATs
DATE:	September 21, 2023
PRESENTER:	Vice Chancellor Jothany Reed
PRESENTATION REQUIREMENTS:	10 minutes with discussion
ACTION REQUIRED:	Voice Vote
STAFF RECOMMENDATION:	Recommend Approval

Program Proposals requiring Board approval from TCAT Committee:

Fifteen (15) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. Please see corresponding implementation proposals for each program following the list below. The proposals are:

1. Replicate the existing Mechanical Maintenance Electrical and Instrumentation program in the evening on the TCAT Athens McMinn Higher Education Center (2M).
2. Replicate the existing Digital Graphic Design program at the TCAT Dickson Williamson Instructional Service Center (pending THEC site code approval).
3. Replicate the existing Practical Nursing program at the TCAT Dickson Williamson Instructional Service Center (pending THEC site code approval).
4. Relocate the existing Criminal Justice: Correctional Officer program from the TCAT Jackson Humboldt Higher Education Institutional Service Center to the Lexington Extension Campus (J3).

5. Implement the Collision Repair Technology program at the TCAT Livingston main campus.
6. Duplicate the existing Welding Technology program at the TCAT Livingston main campus in the evening.
7. Duplicate the existing Cosmetology Instructor Training program in the evening at the TCAT McMinnville main campus.
8. Implement a Reflexology program at the TCAT McMinnville main campus.
9. Relocate the existing Computer Information Technology program from the TCAT Morristown Greene Technology Instructional Service Center to the Greene County Instructional Service Center (2N).
10. Duplicate the existing evening Hybrid Electric Vehicle program and offer it in the day at the TCAT Northwest main campus.
11. Replicate the existing Electric Vehicle Production Technician program at the TCAT Northwest Covington Branch Campus (pending THEC site code approval).
12. Replicate the existing Electric Vehicle Production Technician program at the TCAT Northwest Ripley Branch Campus (pending THEC site code approval).
13. Replicate the existing Farming Operations Technology program at the TCAT Northwest Covington Branch Campus (pending THEC site code approval).
14. Implement the Aesthetics Technology program at the TCAT Northwest Ripley Branch Campus (pending THEC site code approval).
15. Replicate the existing Direct Support Professional program at the TCAT Shelbyville Middle Tennessee Education Center (2E).

Academic Actions for September 2023 Requiring Only Notification to Vice Chancellor

Eight (8) academic actions were submitted by a TCAT institution to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support the need was provided. The proposals are as follows:

College	Summary of Proposal	New Costs/Funding Source	Approval/Implementation Date
TCAT Hartsville	TCAT Hartsville proposes to modify the Administrative Office Technology program curriculum and add the Administrative/Marketing Assistant Diploma to align with the statewide approved curriculum altered in the March 2023 curriculum committee meeting.	None	Fall 2023
TCAT Hartsville	TCAT Hartsville proposes to terminate the Criminal Justice: Correctional Officer program due to no enrollment and lack of interest.	None	Summer 2023
TCAT Jackson	TCAT Jackson proposes to terminate the Health Information Management Technology program located at the Brownsville Extension Campus due to low enrollment/applicant interest.	None	Fall 2023
TCAT McKenzie	TCAT McKenzie proposes to modify the Administrative Office Technology program curriculum to align with the statewide approved curriculum altered in the March 2023 curriculum committee meeting. These alterations reflect the needs of industries such as banking, finance, and marketing.	None	Spring 2024
TCAT McKenzie	TCAT McKenzie proposes to modify the Automotive Technology program to align with the statewide approved	None	Spring 2024

	curriculum for TCAT institutions. Thereby reducing the total clock hours from 2160 to 1512.		
TCAT McMinnville	TCAT McMinnville proposes to terminate the Nursing Aide/Quality Specialist program due to lack of student and industry interest.	None	Fall 2023
TCAT Memphis	TCAT Memphis proposes to modify the Information Technology and Infrastructure Management program to align with statewide approved curriculum for TCAT institutions. Thereby increasing the total clock hours from 1296 to 1728.	None	Fall 2023
TCAT Shelbyville	TCAT Shelbyville proposes to change the program name from Nursing Aide/Quality Specialist to Direct Support Professional to align with TBR and workforce demands.	None	Fall 2023

Interim Board Actions:

- On July 28, Tennessee Board of Regents approved the following programs through interim action:
 1. Replicate the existing Medium Heavy Equipment diploma program by TCAT Athens PIE Center (2N). The program length is 2160 clock hours, and the CIP code is 29.47.0302.01.
 2. Replicate the existing Practical Nursing program at the TCAT Jackson- Whiteville Branch Campus (2S). The program length is 1296 clock hours, and the CIP code is 31.51.3901.00
 3. Replicate the existing Residential/Commercial/Industrial Electricity program at TCAT Nashville- Portland Campus (2C). The program length is 1728 clock hours, and the CIP code is 29.46.9999.01.
 4. Replicate the existing Practical Nursing program at the TCAT Hohenwald- Maury Regional Medical Instructional Service Center (pending THEC site approval). The program length is 1296 clock hours, and the CIP code is 31.51.3901.00

Academic Actions for July 2023 Requiring Only Notification to Vice Chancellor

Seven (7) academic actions were submitted by a TCAT institution to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support the need was provided.

- On August 31, Tennessee Board of Regents approved the following programs through interim action:
 1. Replicate the existing Cosmetology program at the TCAT Elizabethton- Unicoi County Instructional Service Center (2Z). The program length is 1500 clock hours, and the CIP code is 07.12.0401.00.
 2. Replicate the existing Welding Technology program at the TCAT Elizabethton- Unicoi County Instructional Service Center (2Z). The program length is 1296 clock hours, and the CIP code is 29.48.0508.00.

PROGRAM IMPLEMENTATION PROPOSAL – 1

INSTITUTION: Tennessee College of Applied Technology
Athens

PROPOSED PROGRAM TITLE: Mechanical Maintenance Electrical and
Instrumentation

PROPOSAL: Tennessee College of Applied Technology Athens
proposes to replicate the existing Mechanical
Maintenance Electrical and Instrumentation
program at the McMinn Higher Education Center
(2M) in the evening. The program is 2160 clock
hours and awards a diploma in Electrical &
Instrumentation Technician.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Mechanical Maintenance Electrical and
Instrumentation training needs of citizens and
residents of the five-county service delivery area
(SDA) including employees of existing and
prospective industries and businesses.

The program has been designed to assist students in
the following:

- Provide entry-level job skills in the
following areas:
- Plant Maintenance
- New Construction
- Machine Building

NEED: The Mechanical Maintenance Electrical and
Instrumentation program responds to the workforce
need in the TCAT Athens service area for trained
technicians.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	10	6
	2	15	8
	3	20	15

PROJECTED COSTS:	YEAR	COST
	1	\$30,000
	2	\$40,000
	3	\$50,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$77,000
	2	0	\$77,000
	3	0	\$77,000

FISCAL RESOURCES: The college will utilize institutional funds to cover the costs of the program replication.

FACILITIES: The program will be offered in an existing space on at the McMinn Higher Education Center.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 2

INSTITUTION: Tennessee College of Applied Technology
Dickson

PROPOSED PROGRAM TITLE: Digital Graphic Design

PROPOSAL: Tennessee College of Applied Technology Dickson proposes to replicate the existing Digital Graphic Design program currently offered at the main campus at the Williamson Instructional Service Center (pending THEC site code approval). The program is 1296 clock hours and awards a diploma in Multimedia Design.

PROGRAM ACCREDITOR: NA

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Digital Graphic Design program is designed to meet the growing need for layout professionals who excel in typography, color theory, print and webpage layout, digital illustration, photography, and image editing.

Students will use state-of-the-art software (Adobe Creative Cloud) to create digital illustrations, photo-realistic images, and multi-page documents. This course will prepare students to present portfolios and other multimedia presentations. Students will learn to create mock-ups and collaborate with clients and other designers.

NEED: The Tennessee Department of Labor & Workforce Development includes Graphic Designers as an occupation with a bright outlook statewide. For the month of June, there were 71 job openings in Tennessee for graphic designers, with a total of 1,675 jobs in the broader occupational profile.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	15	14
2	20	18
3	20	18

PROJECTED COSTS:	YEAR	COST
	1	\$15,000
	2	\$4,000
	3	\$4,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$80,000
	2	0	\$82,000
	3	0	\$84,000

FISCAL RESOURCES: The college will utilize institutional funds to cover the costs of the program replication.

FACILITIES: The program will be offered in an existing space at the Williamson County Campus of Columbia State Community College.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 3

INSTITUTION: Tennessee College of Applied Technology
Dickson

PROPOSED PROGRAM TITLE: Practical Nursing

PROPOSAL: Tennessee College of Applied Technology Dickson proposes to replicate the existing Practical Nursing program currently offered at the main campus at the Williamson Instructional Service Center (pending THEC site code approval). The program is 1296 clock hours and awards a diploma in Practical Nursing.

PROGRAM ACCREDITOR: Tennessee State Board of Nursing

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Practical Nursing program at Tennessee College of Applied Technology - Dickson prepares students to become contributing members of the healthcare team. The course includes classroom lecture, laboratory, and clinical practice. Students study Nursing Fundamentals and related subjects such as Anatomy & Physiology, Nutrition, Medical-Surgical Nursing, Pharmacology, Obstetrics, Pediatrics, and Mental Health. Clinical experiences allow care of medical, surgical, obstetric, and pediatric patients in a supervised environment. Graduates are prepared using a curriculum approved by the Tennessee Board of Nursing and are eligible to apply for licensure by an examination developed by the National Council of State Boards of Nursing (NCLEX-PN).

NEED: Licensed Practical Nursing is noted to have a bright occupational outlook by the TN Department of Labor and Workforce Development. A recent search for LPN jobs resulted in 562 job openings within 25 miles of Franklin, TN. With no other PN programs located in Williamson County, the program is needed to meet the workforce needs of the area.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	24	20
	2	24	20
	3	24	20

PROJECTED COSTS:	YEAR	COST
	1	\$20,000
	2	\$4,000
	3	\$4,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	2	\$160,000
	2	0	\$164,000
	3	0	\$168,000

FISCAL RESOURCES: The college will utilize institutional funds to cover the costs of the program replication.

FACILITIES: The program will be offered in an existing space at the Columbia State Community College-Williamson County Campus.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 4

INSTITUTION: Tennessee College of Applied Technology
Jackson

PROPOSED PROGRAM TITLE: Criminal Justice: Correctional Officer

PROPOSAL: Tennessee College of Applied Technology Jackson proposes to relocate the existing Criminal Justice: Correctional Officer program from the TCAT Jackson Humboldt Higher Education Institutional Service Center to the Lexington Extension Campus (J3). The program is 864 clock hours and awards a diploma in Master Correctional Officer.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Criminal Justice curriculum contains a broad range of courses design to equip jailers and guards with the knowledge and understanding of inmate processing, maintaining order in the jail and invoking disciplinary measures when necessary. In addition, a jailer may also perform cell searches for drugs and other contraband, inspect the facility for cleanliness and stand guard during exercise periods. This training program, which may be completed over two trimesters, provides jailers and guards with knowledge of emergency procedures, mental health and first aid, defensive tactics and use of force, ethics and legal issues, investigations, and personal development, among other items. Also incorporated into this curriculum are the classes required for an individual to meet Tennessee POST requirements.

NEED: The Criminal Justice: Correctional Officer program responds to the Governor's investment in "Tennessee Law Enforcement Hiring, Training, and Recruitment Program – Correctional Officer Training."

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	18
	2	20	18
	3	20	18

PROJECTED COSTS:	YEAR	COST
	1	\$84,000
	2	\$88,200
	3	\$92,610

NEW FACULTY NEEDED: No new faculty needed.

FISCAL RESOURCES: The Governor has provided start-up funding and committed to recurring support through the Tennessee Board of Regents. The current instructor will relocate to the extension campus; therefore, no new faculty will need to be hired.

FACILITIES: The Criminal Justice: Correctional Officer program will be relocated to the Lexington Extension facility that has vacant space to adequately house the equipment, students, and instructor office space.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 5

INSTITUTION: Tennessee College of Applied Technology
Livingston

PROPOSED PROGRAM TITLE: Collision Repair Technology

PROPOSAL: Tennessee College of Applied Technology
Livingston proposes to implement a Collision
Repair Technology program on the main campus.
The program is 1728 clock hours and awards a
Collision Repair and Refinishing Technician
diploma.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Collision Repair Technician program is
designed to provide the student with a thorough
understanding of the materials, methods, and
refinishing techniques used in the repair and
restoration of a damaged automobile body.
Through class study, audiovisual presentations, and
actual “hands-on” performance tasks the student
will learn the procedures necessary for the proper
repair and refinishing of metal, fiberglass, and
plastic components used in both unibody and
conventional automobile construction.

NEED: Overall employment of automotive body and glass
repairers is projected to grow 3 percent from 2021
to 2031, slower than the average for all occupations.

Despite limited employment growth, about 17,000
openings for automotive body and glass repairers
are projected each year, on average, over the
decade. Most of those openings are expected to
result from the need to replace workers who transfer
to different occupations or exit the labor force, such
as to retire. (bls.gov)

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	10	8
	2	15	12
	3	18	15

PROJECTED COSTS:	YEAR	COST
	1	\$75,000
	2	\$30,000
	3	\$30,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$50,000
	2	0	\$50,000
	3	0	\$50,000

FISCAL RESOURCES: Institutional funds will be utilized for the program's fiscal resources.

FACILITIES: Current facilities provide adequate space. Consumables will be included in the regular annual budget.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 6

INSTITUTION: Tennessee College of Applied Technology
Livingston

PROPOSED PROGRAM TITLE: Welding Technology

PROPOSAL: Tennessee College of Applied Technology
Livingston proposes to duplicate the existing
Welding Technology program in the evening on the
main campus. The program is 1296 clock hours and
awards a Combination Welder diploma.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Fall 2023

OBJECTIVE: Students will learn to perform entry level
proficiency in shielded metal arc, gas metal arc, flux
core arc and gas tungsten arc welding. Materials to
be joined include carbon steel, stainless steel and
aluminum. The students will be using sheet, plate
and pipe, incorporating both fillet and groove
weldments in the 1F-2F and 1G-4G positions for
sheet/plate, as well as both 2G & 6G positions for
pipe. AWS, ASME and API
qualification/certification paths are available for
those that choose to pursue those options.

NEED: This expanding offering will address the school's
current waitlist.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	10	8
	2	15	13
	3	15	13

PROJECTED COSTS:	YEAR	COST
	1	\$15,000
	2	\$15,000
	3	\$15,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$55,000
	2	0	\$55,000
	3	0	\$55,000

FISCAL RESOURCES: Institutional funds will be utilized to cover program costs.

FACILITIES: Current facilities provide adequate space.
Consumables will be included in the regular annual budget.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 7

INSTITUTION: Tennessee College of Applied Technology
McMinnville

PROPOSED PROGRAM TITLE: Cosmetology Instructor Training

PROPOSAL: Tennessee College of Applied Technology
McMinnville proposes to duplicate the existing
Cosmetology Instructor Training program in the
evening on the main campus. The program is 300
clock hours and awards a Cosmetology Instructor
certificate.

PROGRAM ACCREDITOR: Tennessee Board of Cosmetologists and Barber
Examiners

EFFECTIVE DATE: Fall 2023

OBJECTIVE: The primary purpose of the instructor course is to
train the student in basic teaching skills, educational
judgments, proper work habits, and desirable
attitudes necessary to pass the state board
examination and for competency in job entry level
positions as an instructor or related career avenue.
The course is a 300 clock hour course.

NEED: Several high schools in our area have recently
started cosmetology classes. This has led to a high
need in our area for instructors and substitutes for
the classes. With the 1:1 student to instructor ratio,
we need to add an evening section to help meet this
demand.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	1	1
	2	1	1
	3	1	1

PROJECTED COSTS:	No additional costs to operate this section of the program.
NEW FACULTY NEEDED:	Existing faculty will teach this program.
FISCAL RESOURCES:	No additional funding required.
FACILITIES:	Current facilities provide adequate space. Consumables will be included in the regular annual budget.
ACTION REQUIRED:	Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 8

INSTITUTION: Tennessee College of Applied Technology
McMinnville

PROPOSED PROGRAM TITLE: Reflexology

PROPOSAL: Tennessee College of Applied Technology
McMinnville proposes a new program in
Reflexology at the main campus. This program is
designed to train students in the techniques and
skills of Reflexology in preparation for becoming a
licensed reflexologist in the state of Tennessee. The
program is 300 clock hours.

PROGRAM ACCREDITOR: Tennessee Department of Health, Board of Massage
Licensure

EFFECTIVE DATE: Summer 2024

OBJECTIVE: Demonstrate oral, written, and electronic
communication techniques including non-verbal
skills to gather, express, and transfer information in
communicating with others.
Identify, analyze, contrast and compare, and apply
knowledge to solve problems and obtain solutions
in practical situations within a specialty.
Demonstrate basic IT skills for research,
communication, and analysis of specialty-specific
problems.
Demonstrate fundamental knowledge of cross-
cultural awareness as applied in a business or
industrial setting.
Develop and apply practical knowledge, skills, and
abilities in a specialty that meets or exceeds
industry standards.
Work in teams or groups, when appropriate, to
achieve goals.
Correctly apply professional and ethical standards
unique and normally encountered in a student's
specialty.
Demonstrate punctual and consistent attendance.

NEED: This program leads to a career that is not sought due
to the entrepreneurial nature of the job. We have

sought the advice of the massage therapy advisory board members.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	5	4
2	8	7
3	14	12

PROJECTED COSTS:

YEAR	COST
1	\$1,275
2	\$1,350
3	\$1,500

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$15,000
2	0	\$16,000
3	0	\$16,000

FISCAL RESOURCES:

Institutional funds will be utilized to cover program costs.

FACILITIES:

Current facilities provide adequate space. Consumables will be included in the regular annual budget.

ACTION REQUIRED:

Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 9

INSTITUTION: Tennessee College of Applied Technology
Morristown

PROPOSED PROGRAM TITLE: Computer Information Technology

PROPOSAL: Tennessee College of Applied Technology
Morristown proposes the relocation of the existing
Computer Information Technology program from
the Greene Instructional Service Center to the
Greene County Instructional Service Center (2N).
The program is 2,160 clock hours and awards a
Information Technology Systems Coordinator
Diploma.

PROGRAM ACCREDITOR: None

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The industries relating to the installation, operation,
support, and securing of computer and network
information systems are ever-expanding and
challenging fields that offer a wide variety of
vocational opportunities to those individuals
pursuing a career in this occupational area. In order
to prepare students for an entry-level position in
these occupations, the Computer Information
Technology program has been developed to provide
academic, hands-on, and valuable real-world
training with the fundamental skill sets essential to
those who strive to become a professional in the
computer and network information systems
industries.

NEED: Using the JOBS4TN.gov website, employment of
network and computer technicians is in high
demand with 130 statewide openings with
approximately 75 candidates. As advances in
technology continue to emerge, technicians in this
field must stay current and keep training and
certifications recent.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	10

2	20	15
3	20	15

PROJECTED COSTS:

YEAR	COST
1	\$166,000
2	\$91,000
3	\$91,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$45,000
2	0	\$45,000
3	0	\$45,000

FISCAL RESOURCES:

As this action is a relocation of an existing program, the initial new program implementation costs were previously proposed and realized at Greene Technology Center ISC. There will be some equipment cost involved, estimated at approximately \$50,000, in order to adequately equip the classroom and set up intranet self-contained system. Student enrollments and all required paperwork will be processed through the main campus and there will not be any supplementary administrative or support personnel hired. The existing full-time faculty member will be utilized, which will alleviate the need to hire new personnel. To offset costs of start up, waiting list funds along with renewal and replacement will be used until state appropriations are realized around year three.

FACILITIES:

Facilities at the Greene County Instructional Service Center provide adequate space for the program.

ACTION REQUIRED:

Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 10

INSTITUTION: Tennessee College of Applied Technology
Northwest

PROPOSED PROGRAM TITLE: Hybrid Electric Vehicle

PROPOSAL: The Tennessee College of Applied Technology Northwest proposes to duplicate the existing evening Hybrid Electrical Vehicle program to a day program. The program is 1728 clock hours and awards a Alternative Fuel Vehicle Technician Diploma.

PROGRAM ACCREDITOR: None

EFFECTIVE DATE: Fall 2023

OBJECTIVE: This program provides training in Hybrid and Electric Vehicle fundamentals as well as other systems in which a technician may be challenged. Training in each area includes classroom instruction and practice on simulated vehicle systems before receiving hands-on experience diagnosing and repairing “live” vehicles.

NEED: Due to the demand for a daytime Hybrid Electrical Vehicle Program and the increase in absenteeism from evening enrollment, there is a need to move the evening program to days. Based on TN Education and Workforce maps, the Automotive Industry anticipates 275 job openings annually. The Projected Ratio of Graduates to Jobs is 0.95 and Projected Annual Job Growth Rate: -0.2% (compared to 1.2% statewide for all jobs)

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	15	0
2	20	10
3	25	15

PROJECTED COSTS: No additional costs to duplicate this program.

NEW FACULTY NEEDED: Existing faculty will teach the program.

FISCAL RESOURCES:

No additional costs to duplicate this program.

FACILITIES:

Current facilities provide adequate space.
Consumables will be included in the regular annual budget.

ACTION REQUIRED:

Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 11

INSTITUTION: Tennessee College of Applied Technology
Northwest

PROPOSED PROGRAM TITLE: Electric Vehicle Production Technician

PROPOSAL: The Tennessee College of Applied Technology Northwest proposes to replicate the existing Electric Vehicle Production Technician program at the Covington Branch Campus (pending THEC site code approval). The program is 864 clock hours and awards an Advanced Electric Vehicle Production Technician Certificate.

PROGRAM ACCREDITOR: None

EFFECTIVE DATE: Fall 2023

OBJECTIVE: The Electric Vehicle Production Technology Program is a newly implemented program. TCAT Jackson is the nearest technical college that has requested the implementation of this program. The implementation of this program will meet the needs of the service delivery area in support of the Blue Oval City project.

NEED: The Tennessee College of Applied Technology Northwest plans to implement programs that support Blue Oval City, a \$5.6 billion project that is designed to produce electric trucks and electric vehicle batteries at a 4,100-acre site in Stanton, TN. The project is expected to create about 5,800 jobs.

Blue Oval City is designed to be Ford’s first carbon-neutral vehicle manufacturing and battery campus. Blue Oval City also is a key part of Ford’s plan to scale EV production and make them more accessible to customers. Ford is targeting a production run rate of 2 million EVs annually across the globe by late 2026.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	15
	2	20	15
	3	20	15

PROJECTED COSTS:	YEAR	COST
	1	\$50,000
	2	\$10,000
	3	\$10,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$82,000
	2	0	\$82,000
	3	0	\$82,000

FISCAL RESOURCES: Startup funds will be requested to offset the program costs and instructor salary.

FACILITIES: Current facilities provide adequate space. Consumables will be included in the regular annual budget.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 12

INSTITUTION: Tennessee College of Applied Technology
Northwest

PROPOSED PROGRAM TITLE: Electric Vehicle Production Technician

PROPOSAL: The Tennessee College of Applied Technology Northwest proposes to replicate the existing Electric Vehicle Production Technician program at the Ripley Branch Campus (pending THEC site code approval). The program is 864 clock hours and awards an Advanced Electric Vehicle Production Technician Certificate.

PROGRAM ACCREDITOR: None

EFFECTIVE DATE: Fall 2023

OBJECTIVE: The Electric Vehicle Production Technology Program is a newly implemented program. TCAT Jackson is the nearest technical college that has requested the implementation of this program. The implementation of this program will meet the needs of the service delivery area in support of the Blue Oval City project.

NEED: The Tennessee College of Applied Technology Northwest plans to implement programs that support Blue Oval City, a \$5.6 billion project that is designed to produce electric trucks and electric vehicle batteries at a 4,100-acre site in Stanton, TN. The project is expected to create about 5,800 jobs.

Blue Oval City is designed to be Ford’s first carbon-neutral vehicle manufacturing and battery campus. Blue Oval City also is a key part of Ford’s plan to scale EV production and make them more accessible to customers. Ford is targeting a production run rate of 2 million EVs annually across the globe by late 2026.

PROJECTED ENROLLMENT: YEAR ENROLLMENT COMPLETERS

1	20	15
2	20	15
3	20	15

PROJECTED COSTS:

YEAR	COST
1	\$50,000
2	\$10,000
3	\$10,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$82,000
2	0	\$82,000
3	0	\$82,000

FISCAL RESOURCES:

Startup funds will be requested to offset the program costs and instructor salary.

FACILITIES:

Current facilities provide adequate space. Consumables will be included in the regular annual budget.

ACTION REQUIRED:

Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 13

INSTITUTION: Tennessee College of Applied Technology
Northwest

PROPOSED PROGRAM TITLE: Farming Operations Technology

PROPOSAL: The Tennessee College of Applied Technology Northwest proposes to replicate the existing Farming Operations Technology program at the Covington Branch Campus (pending THEC site code approval). The program is 1728 clock hours and awards an Advanced Precision Agriculture Diploma.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Fall 2023

OBJECTIVE: Farming Operations Technology program will provide students with skills and knowledge needed for today's farming operations which include, but not limited to, row crops, animal agriculture, and precision agriculture. Students may earn certificates by completing courses that offer exposure to principles in agriculture, livestock equipment, and precision agriculture. Other courses for credentials will present welding, farm-based electricity, and shop principles as well as agriculture finance. Students will be presented with material for understanding farm machinery maintenance, soil and plant management, crop and livestock marketing, and herd management. Precision agriculture is the future of the industry and will be offered as an individual diploma.

NEED: According to the Bureau of Labor statistics employment of agricultural and food science technicians is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations. 141,800 openings for agricultural workers are projected each year, on average. About 3,700 openings for agricultural and food science technicians are also projected each year. Many of

those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	10
	2	20	15
	3	20	15

PROJECTED COSTS:	YEAR	COST
	1	\$200,000
	2	\$200,000
	3	\$200,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$70,000
	2	0	\$70,000
	3	0	\$70,000

FISCAL RESOURCES: Startup funds will be requested for a full-time instructor. TCAT Northwest will also utilize existing equipment to help offset program equipment and salary costs.

FACILITIES: The current facility provides adequate space.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 14

INSTITUTION:	Tennessee College of Applied Technology Northwest
PROPOSED PROGRAM TITLE:	Aesthetics Technology
PROPOSAL:	The Tennessee College of Applied Technology Northwest proposes to implement the Aesthetics Technology Program at the Ripley Branch Campus (pending THEC site code approval). The program is 864 clock hours and awards an Aesthetics Certificate.
PROGRAM ACCREDITOR:	Tennessee Board of Cosmetologists and Barber Examiners
EFFECTIVE DATE:	Fall 2023
OBJECTIVE:	This program specializes in the study of skin care and offers instruction in keeping skin healthy, attractive, and well maintained. Students will complete a basic Aesthetics curriculum while demonstrating competence in theory and practical skills. Students are required to complete supervised laboratory Aesthetic procedures on live clients. Graduates will obtain a diploma and a license by the Tennessee State Board of Cosmetology upon successful completion of a written and practical examination.
NEED:	According to the Bureau of Labor Statistics (2023), employment of skincare specialists is projected to grow 17 percent from 2021 to 2031, much faster than the average for all occupations. The projected increase in employment reflects demand for services being offered, such as mini-sessions (quick facials at a lower cost) and mobile facials (making house calls) directly from skincare specialists rather than hairdressers, hairstylists, and cosmetologists. Employment growth also should result from the desire among many women and a growing number of men who seek out skincare services to reduce the effects of aging, to look good on social media

platforms, and to lead a healthier lifestyle through better grooming.

The median hourly wage for skincare specialists was \$17.93 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$11.10, and the highest 10 percent earned more than \$31.58.

About 13,500 openings for skincare specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	20	15
2	20	15
3	20	15

PROJECTED COSTS:

YEAR	COST
1	\$50,000
2	\$10,000
3	\$10,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$82,000
2	0	\$82,000
3	0	\$82,000

FISCAL RESOURCES:

Startup funds will be requested to offset the program costs and instructor salary.

FACILITIES:

Current facilities provide adequate space for the program.

ACTION REQUIRED:

Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 15

INSTITUTION: Tennessee College of Applied Technology
Shelbyville

PROPOSED PROGRAM TITLE: Direct Support Professional

PROPOSAL: Tennessee College of Applied Technology
Shelbyville proposes to relocate the existing Direct
Support Professional program to the Middle
Tennessee Education Center (2E). The program
length is 432 clock hours and awards a certificate in
Quality in Long Term Supports & Services.

PROGRAM OVERSIGHT: Department of Health and TennCare

EFFECTIVE DATE: Fall 2023

OBJECTIVE: As of August 29, 2023, the program name was
changed to Direct Support Professional per TBR
(Chuck Lopez guidance). Another proposal to
change the program name from Nurse Aide/Quality
Specialist to Direct Support Professional is going
before the September 2023 Board for approval.

Instead of the program being taught at TCAT
Shelbyville Main Campus, the program will be
located at Middle Tennessee Education Center
(MTEC) in Shelbyville (2E).

NEED: This program is response to requests from industry
partners in the college’s service area.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	40	32
	2	40	32
	3	40	32

PROJECTED COSTS:	YEAR	COST
	1	\$80,000
	2	\$80,000
	3	\$80,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$75,000
2	0	\$75,000
3	0	\$75,000

FISCAL RESOURCES:

The college will utilize funding from the U.S. Department of Health & Human Services (HHS) grant.

FACILITIES:

Current facilities provide adequate space for the program.

ACTION REQUIRED:

Staff recommends approval

BOARD TRANSMITTAL

MEETING:	Committee on Academic Policies/Programs, Student Life
SUBJECT:	TCATs Crossville and Livingston Merger
DATE:	September 21, 2023
PRESENTER:	Executive Vice Chancellor Russ Deaton
PRESENTATION REQUIREMENTS:	5 minutes with discussion
ACTION REQUIRED:	Voice Vote
STAFF RECOMMENDATION:	Recommend Approval

In 2018, the General Assembly passed a bill that became Public Chapter 877 which granted TBR the authority to "... to establish additional state colleges of applied technology or to combine existing state colleges of applied technology as needed to improve operational and administrative efficiencies," (49-8-101(a)(3)(A)).

In order to more efficiently address the needs of students in the western area of the state, TBR staff propose to merge TCAT Crossville and TCAT Livingston into a single institution with a targeted implementation date of fall 2025. All existing teaching locations would maintain operations and would continue to serve students and industry in that region. At its September 2021, the Board gave final approval to the merger of TCAT Jackson and TCAT Whiteville. From that process, TBR staff developed a better understanding of the process which now serves as a guide for future mergers.

If approved, system and college staff will pursue all necessary steps to effectuate the merger including working on approvals from both the College's accreditor – the Council on Occupational Education (COE) – as well as the US Department of Education.

BOARD TRANSMITTAL

MEETING: Committee on Academic Policies/Programs, Student Life

SUBJECT: Institutional Mission Profiles

DATE: September 21, 2023

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION
REQUIREMENTS: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to their respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2023 quarterly meeting.

Community College Institution Mission Profiles

Chattanooga State

August 2022 Approved Version

Chattanooga State Community College is a comprehensive public community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy, and Marion counties. The College's main campus is based in Chattanooga along the Tennessee River, with instructional sites located in Dayton, Kimball, and at Volkswagen. In Fall 2021, 7,085 students enrolled at Chattanooga State, including 1,440 dual enrollment students. Twenty-nine percent of Chattanooga State students in Fall 2021 were adults and 37% were low-income. The College offers 29 associate degrees and 49 certificates. The Nursing and Allied Health Division is home to the Registered Nursing program, which is recognized as the number one nursing program in the state by Nursing Schools Almanac. Additionally, Dental Hygiene, Health Information Management, Radiological Technology, Respiratory Care, and Physical Therapist Assistant programs celebrated 100% licensure exam pass rates for 2020-21. The Engineering and Information Technologies Division has forged several unique partnerships designed to provide local workforce training as well as several stackable credentials that lead to further study. During the 2020-21 academic year, 1,484 awards were conferred at Chattanooga State, including 521 applied associate degrees, 337 technical certificates, and 626 associate degrees designed to transfer to a university.

Home to the only fully embedded technical college in the state, Chattanooga State's Tennessee College of Applied Technology Division (TCAT) offers one-year technical diploma and certificate programs. In 2020-21, Chattanooga State's TCAT awarded 265 technical certificates and 365 technical diplomas. Chattanooga State's Economic and Workforce Development Division has strong partnerships with business and industry to create and deploy customized training solutions including college-sponsored registered apprentice programs. In 2020-21, Chattanooga State provided 82,155 hours of workforce training.

Data-driven strategies from the partnership with Achieving the Dream (ATD) aim to improve equitable student success through continuous improvement in teaching excellence and holistic student support. In 2020, Chattanooga State earned the prestigious Leader College status from the ATD Network for improvement in student success outcomes. As part of its continued focus on student success, the College transitioned its traditional fifteen-week semester to two seven-week sessions in Fall 2021. This shift has several positive impacts, including improved focus, success, flexibility, and time to completion.

Additionally, K-12 partnerships including STEM School, Polytech Academies, Future Ready Institutes, MicroColleges, and a Global Center for Digital Innovation aimed at providing equitable access to early postsecondary opportunities continue to be a focus for the College.



August 2023 Proposed Revisions

Chattanooga State Community College is a comprehensive public community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy, and Marion counties. The College's main campus is based in Chattanooga along the Tennessee River, with instructional sites located in Dayton, Kimball, and at Volkswagen. In Fall 2022, 7,050 students enrolled at Chattanooga State, including 1,646 dual enrollment students. Twenty-seven percent of Chattanooga State students in Fall 2022 were adults and 34% were low-income. The College offers 29 associate degrees and 49 certificates. The Nursing and Allied Health Division is home to the Registered Nursing program, which is recognized as the number one nursing program in the state by Nursing Schools Almanac. Additionally, Dental Hygiene, Health Information Management, Radiological Technology, Respiratory Care, and Physical Therapist Assistant programs celebrated 100% licensure exam pass rates for 2020-21. The Engineering and Information Technologies Division has forged several unique partnerships designed to provide local workforce training as well as several stackable credentials that lead to further study. In 2023, Chattanooga State created the state's first AAS degree in Electric Vehicle Engineering Technology. During the 2021-22 academic year, 1,429 awards were conferred at Chattanooga State, including 515 applied associate degrees, 266 technical certificates, and 648 associate degrees designed to transfer to a university.

Home to the only fully embedded technical college in the state, Chattanooga State's Tennessee College of Applied Technology Division (TCAT) offers one-year technical diploma and certificate programs. In 2021-22, Chattanooga State's TCAT awarded 180 technical certificates and 438 technical diplomas. Chattanooga State's Economic and Workforce Development Division has strong partnerships with business and industry to create and deploy customized training solutions including college-sponsored registered apprentice programs. In 2021-22, Chattanooga State provided 83,983 hours of workforce training.

Data-driven strategies from the partnership with Achieving the Dream (ATD) aim to improve equitable student success through continuous improvement in teaching excellence and holistic student support. In 2020, Chattanooga State earned the prestigious Leader College status from the ATD Network for improvement in student success outcomes. As part of its continued focus on student success, the College transitioned its traditional fifteen-week semester to two seven-week sessions in Fall 2021. This shift has several positive impacts, including improved focus, success, flexibility, and time to completion. In 2023, Chattanooga State earned the Leader College of Distinction status from ATD after further improving student outcomes.

Additionally, K-12 partnerships including STEM School, Polytech Academies, Future Ready Institutes, MicroColleges, and a Global Center for Digital Innovation aimed at providing equitable access to early postsecondary opportunities continue to be a focus for the College.



Cleveland State

August 2022 Approved Version

As an open-access, comprehensive community college, Cleveland State Community College serves the counties of Bradley, McMinn, Meigs, Monroe, and Polk in southeast Tennessee, with courses offered on the main campus in Cleveland, online, and at its instructional sites in Athens and Vonore. In Fall 2021, 3,182 students were enrolled at Cleveland State, including over 1,000 dual enrollment students. Over 20% of Cleveland State students are 25 and older, and 29% are low-income students.

Last year, 841 awards were conferred, including 216 applied associate degrees, 388 technical certificates, and 237 associate degrees designed to transfer to a university. The college provides a wide range of services to meet the needs of students, including tutoring, library support, academic advising, and mental health services.

Cleveland State offers 17 associate degree programs and 29 certificate programs, including programs in Accounting, Business Administration, Early Childhood Education, Law Enforcement Training, Nursing, and Mechatronics Technology. In Fall 2022, the college introduced new programs in Logistics and Supply Chain Management, Graphic Design, Chemical Engineering Technology, and a certification in Plumbing.

Cleveland State has provided 13,220 workforce training hours in areas including welding, electrical, healthcare, computer training, and leadership. The college recently launched the George R. Johnson Center for Entrepreneurship and Innovation, and has introduced a new Cyber Defense Lab. The college is also home to the Greg R. Vital Center for Natural Resources and Conservation, which supports the Forestry, Wildlife and Fisheries and Agriculture programs. In 2021, the college opened its new Health and Science building with state-of-the-art simulation labs.

August 2023 Proposed Revisions

As an open-access, comprehensive community college, Cleveland State Community College serves the counties of Bradley, McMinn, Meigs, Monroe, and Polk in southeast Tennessee, with courses offered on the main campus in Cleveland, online, and at its instructional sites in Athens and Vonore. In Fall 2022, 3,217 students were enrolled at Cleveland State, including 1,130 dual enrollment students. Eighteen percent of Cleveland State students are 25 and older, and 28% are low-income students.

In the 2021-22 academic year, 798 awards were conferred, including 216 applied associate degrees, 349 technical certificates, and 233 associate degrees designed to transfer to a university. The college provides a wide range of services to meet the needs of students, including tutoring, library support, academic advising, and mental health services.

Cleveland State offers 17 associate degree programs and 29 certificate programs, including programs in Accounting, Business Administration, Early Childhood Education, Law Enforcement Training, Nursing, and Mechatronics Technology. In Fall 2022, the college introduced new



programs in Logistics and Supply Chain Management, Graphic Design, Chemical Engineering Technology, and a certification in Plumbing.

Cleveland State has provided 19,546 workforce training hours during 2021-22 in areas including welding, electrical, healthcare, computer training, and leadership. The college recently launched the George R. Johnson Center for Entrepreneurship and Innovation, and has introduced a new Cyber Defense Lab. The college is also home to the Greg R. Vital Center for Natural Resources and Conservation, which supports the Forestry, Wildlife and Fisheries and Agriculture programs. In 2021, the college opened its new Health and Science building with state-of-the-art simulation labs.



Columbia State

August 2022 Approved Version

Columbia State Community College, Tennessee's first community college, serves the residents of nine counties in southern Middle Tennessee. Through the college's tenure, campuses at Williamson, Lawrence, Lewisburg, and Clifton joined Columbia State in educating its citizens. Recent additions include new facilities at the Lawrence Campus, construction for the Williamson Arts and Technology Center, and designs for the Southern Regional Technology Center.

In Fall 2021, 5,449 students enrolled at Columbia State; 1,007 were dual enrollment or middle college students from fourteen high schools. Among dual enrollment or middle college students, there were twelve associate degree recipients and five certificate completers in 2021. Additionally, in Fall 2021, nineteen percent of Columbia State students were adults age 25 or over, and 31% were low-income. Columbia State also offers 16 career associate degree programs and 13 certificates. Approximately 60% of graduates completed the Associate degree designed to transfer, whereas 40% graduated with an Associate of Applied Science or Certificate. These fields include nursing, respiratory care, radiologic technology, anesthesia, emergency services, medical Lab, computer information technology, business, veterinary technology, criminal justice, engineering systems, and others. During the 2020-21 academic year, 1,046 awards were conferred at Columbia State. Of these awards, 252 were Applied Associate Degrees, 130 were Technical Certificates, and 664 were Associate degrees designed to transfer.

Furthermore, in 2021-22, Columbia provided 16,092 hours of workforce training in areas that included internships, co-ops, apprenticeships, continuing education programs, and industrial specialized training. The newly implemented Lineman Academy, which is a college/corporate partnership, was recognized as the 2022 AACC recipient of the Outstanding College/Corporate Partnership. Other AACC recognitions include finalist in 2014, 2018, & 2020 for Excellence for Advancing Diversity and in 2018 for Student Success. In addition, in 2017 and 2019, the Aspen Institute College Excellence Program recognized Columbia State as one of the nation's top 150 community colleges. Lastly, in 2021, Columbia State was recognized by the Tennessee Community College System as the Community College of the Year, and Dr. Elivira Eivazova received the Faculty Member of the Year in 2022.

August 2023 Proposed Revisions

Columbia State Community College, Tennessee's first community college, serves the residents of nine counties in southern Middle Tennessee. Through the college's tenure, campuses at Williamson, Lawrence, Lewisburg, and Clifton joined Columbia State in educating its citizens. Recent additions include new facilities at the Lawrence Campus, construction for the Williamson Arts and Technology Center (A&T), and designs for the Southern Regional Technology Center (SRTC).



The new facilities support increased partnerships with universities for upper-division course offerings, particularly at the Lawrence Campus. The Williamson A&T Center and the SRTC were conceptualized to include collaborations with TCATs Dickson, Pulaski, and Hohenwald for increased vocational and technical program offerings in Franklin and Columbia.

In Fall 2022, 5,158 students enrolled at Columbia State; 1,130 were dual enrollment or middle college students. Additionally, in Fall 2022, eighteen percent of Columbia State students were adults age 25 or over, and 29% were low-income. Columbia State also offers 16 career associate degree programs and 13 certificates. Approximately 60% of graduates completed the Associate degree designed to transfer, whereas 40% graduated with an Associate of Applied Science or Certificate. These fields include nursing, respiratory care, radiologic technology, anesthesia, emergency services, medical Lab, computer information technology, business, veterinary technology, criminal justice, engineering systems, mechatronics, and others. During the 2021-22 academic year, 1,102 awards were conferred at Columbia State. Of these awards, 253 were Applied Associate Degrees, 165 were Technical Certificates, and 684 were Associate degrees designed to transfer.

Furthermore, in 2021-22, Columbia provided 33,138 hours of workforce training in areas that included internships, co-ops, apprenticeships, continuing education programs, and industrial specialized training. The Lineman Academy, which is a college/corporate partnership, was recognized as the 2022 AACC recipient of the Outstanding College/Corporate Partnership. Additionally, in 2022, through new grant-based mobile instructional classrooms, the college expanded workforce training for EMS and engineering systems to regional high schools.

Other AACC recognitions include finalist in 2014, 2018, & 2020 for Excellence for Advancing Diversity and in 2018 for Student Success. Additionally, in 2017 and 2019, the Aspen Institute College Excellence Program recognized Columbia State as one of the nation's top 150 community colleges. In 2021, Columbia State received the "Community College of the Year" Tennessee Board of Regents SOAR award and was recognized as a finalist in 2020 and 2023. Lastly, Columbia State maintains professional agency accreditation for career programs and received a ten-year reaffirmation of accreditation by the Southern Association of Colleges and Schools in June 2023.



Dyersburg State

August 2022 Approved Version

Dyersburg State Community College is a comprehensive two-year institution serving seven rural counties in northwest Tennessee, including Crockett, Dyer, Gibson, Lake, Lauderdale, Obion, and Tipton. The College provides educational opportunities through its home campus in Dyersburg, the Jimmy Naifeh Center at Tipton County in Covington, and the Gibson County Center in Trenton. In Fall 2021, 2,841 students enrolled at Dyersburg State, including 692 dual enrollment students. Thirty-three percent of Dyersburg State students in Fall 2021 were adults ages 25 and older, and 38% of degree-seeking students were Pell-eligible. Additionally, in 2020-21, the College provided 8,389 hours of workforce training. Dyersburg State offers 12 associate degree programs and 21 certificate programs, including the College's notable Nursing, Emergency Medical Technician, Paramedic, and Business Administration programs. The College introduced a new Paramedic to Registered Nurse (RN) Fast Track Program at its Jimmy Naifeh Center in Tipton County during the Fall 2016 semester and introduced the same program at its Dyersburg campus during the Fall 2018 semester. During the 2020-21 academic year, 524 awards were conferred at Dyersburg State, including 152 Associate of Applied Science degrees, 154 technical certificates, and 218 associate degrees designed to transfer to a university. As a member of the Achieving the Dream Network, the College's major focus is to close completion gaps for Pell-eligible students. Strong partnerships with area high schools contribute to successful dual enrollment programs. In Fall 2022, 32 high school students will start Middle College, which serves as a pathway for students to achieve secondary and postsecondary goals simultaneously. Dyersburg State offers college classes leading to an Associate of Science degree in Business Administration for incarcerated students at the Northwest Correctional Complex. Nine incarcerated students graduated in January of 2022, with seven students recognized as members of the College's Alpha Epsilon Alpha Chapter of the Phi Theta Kappa Honor Society. The College received the Governor's Correctional Education Initiative grant to offer a three-week Bridge Program and a 5-semester Business Administration transfer degree to 50 students at the West Tennessee State Penitentiary and the Women's Therapeutic Residential Center in Fall 2020 and Spring 2021. The College offers various student support programs to multiple subpopulations, including Pell-eligible students, first-generation students, adult students, underprepared students, dual enrolled students, and veteran students.

August 2023 Proposed Revisions

Dyersburg State Community College is a comprehensive two-year institution serving nine rural counties in northwest Tennessee, including Crockett, Dyer, Lake, Lauderdale, Obion, Henry, Haywood, Weakley, and Tipton. The College provides educational opportunities through its home campus in Dyersburg, the Jimmy Naifeh Center at Tipton County in Covington, and the new DSCC Henry County Center in Paris. In Fall 2022, 2,739 students enrolled at Dyersburg State, including 715 dual enrollment and middle college students. Thirty-one percent of Dyersburg State students in Fall 2022 were adults ages 25 and older, and 35% were low-income students. Additionally, in 2021-22, the College provided 23,915 hours of workforce training. Dyersburg State offers 13 associate degrees and 24 certificate programs, including the College's



notable Nursing, Emergency Medical Technician, Paramedic, and Business Administration programs. The College will introduce a Surgical Technology Program at the Jimmy Naifeh Center in Tipton County in Fall 2023. DSCC is proud to be the first community college in Tennessee to offer a program for students with intellectual and developmental disabilities; the Eagle Access program has grown from four to nine students in the first year. During the 2021-22 academic year, 559 awards were conferred at Dyersburg State, including 170 Associate of Applied Science degrees, 152 technical certificates, and 237 associate degrees designed to transfer to a university. As a member of the Achieving the Dream Network, the College's major focus is to close completion gaps for Pell-eligible students. Strong partnerships with area high schools contribute to successful dual enrollment programs. In Fall 2023, 28 high school students from cohort one of the Middle College program will continue their education, and 25 new students will begin cohort two. The Middle College program serves as a pathway for students to achieve secondary and postsecondary goals simultaneously. Dyersburg State offers the Associate of Science degree in Business Administration to incarcerated students at the Northwest Correctional Complex and West Tennessee State Penitentiary. Fifteen incarcerated students graduated in 2022-23, with 12 students recognized as members of the College's Alpha Epsilon Alpha Chapter of the Phi Theta Kappa Honor Society. The College offers various student support programs to multiple subpopulations, including Pell-eligible students, first-generation students, adult students, underprepared students, dual enrolled students, and veteran students.



Jackson State

August 2022 Approved Version

Jackson State Community College is a comprehensive community college serving West Tennessee. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Humboldt. Jackson State provides 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. In fall 2021, 3,976 students enrolled at Jackson State, including 1,083 dual enrollment students. Twenty-five percent of students in fall 2021 were adults ages 25 and older, and 38% were Pell recipients. Additionally, in 2020-21, Jackson State provided 17,796 hours of workforce training. The Associate of Applied Science, Engineering Systems Technology program has developed a consortium of 27 manufacturing partners to address the area's employment needs in the high-skilled maintenance technician occupation. This consortium, in conjunction with Jackson State, developed an Advanced Maintenance Technician work cooperative in 2014, which recruits high school seniors and other interested applicants into a 2-year work-study cohort group. To date, Jackson State graduates involved in this cooperative education program have experienced a 100 percent job placement rate. The college offers 16 associate degree programs and 14 certificate programs. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Since the Nursing program's inception, graduate success on the national licensure exam has consistently exceeded state and national norms. Other state-of-the-art programs include the Computer Information Technology program. In 2012, Jackson State's Cyber Defense program became the first community college program in the state to be designated as a National Center of Academic Excellence in Cyber Defense Two-Year Education by the National Security Agency and the Department of Homeland Security. Jackson State was re-designated in the summer of 2017, with an additional re-designation expected in 2023. During the 2020-21 academic year, 681 awards were conferred at Jackson State, including 231 applied associate degrees, 124 technical certificates, and 326 associate degrees designed to transfer to a university. Jackson State has an active honors program, international education/study abroad program, service-learning program, athletics program, and Student Government Association.

August 2023 Proposed Revisions

Jackson State Community College is a comprehensive community college serving West Tennessee. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Trenton. Jackson State provides a robust offering of online, hybrid, and distance learning classes available as well as dual enrollment classes offered at high schools throughout the 10-county service area. In fall 2022, 3,504 students enrolled at Jackson State, including 984 dual enrollment students. Twenty-four percent of students in fall 2022 were adults ages 25 and older, and 35% were low-income students. Additionally, in 2021-22, Jackson State provided 21,287 hours of workforce training. The Associate of Applied Science, Engineering Systems Technology program has developed a consortium of 27 manufacturing partners to address the area's employment needs in the high-skilled maintenance technician occupation. This consortium, in conjunction with Jackson State, developed an Advanced Maintenance Technician



work cooperative in 2014, which recruits high school seniors and other interested applicants into a 2-year work-study cohort group. To date, Jackson State graduates involved in this cooperative education program have experienced excellent job placement rates. The college offers 16 associate degree programs and 14 certificate programs. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Since the Nursing program's inception, graduate success on the national licensure exam has consistently exceeded state and national norms. Other state-of-the-art programs include the Computer Information Technology program. In 2012, Jackson State's Cyber Defense program became the first community college program in the state to be designated as a National Center of Academic Excellence in Cyber Defense by the National Security Agency and the Department of Homeland Security. Jackson State was re-designated in the summer of 2017, with an additional re-designation in June 2023. During the 2021-22 academic year, 631 awards were conferred at Jackson State, including 208 applied associate degrees, 99 technical certificates, and 324 associate degrees designed to transfer to a university. Jackson State has an active honors program, international education/study abroad program, athletics program, and Student Government Association.



Motlow State

August 2022 Approved Version

Motlow State Community College is a student-centered institution of higher learning offering certificates, associate degrees, and flexible pathways for degree attainment, credential-building, workforce training, and a variety of life-long learning opportunities. Motlow State is a multi-campus institution and provides instruction at multiple teaching sites and modalities throughout an 11-county service area. The college has four campuses: Moore County, Fayetteville, McMinnville, and Smyrna. Free-standing instructional facilities are located in White and DeKalb Counties. In Fall 2021, 5,866 students enrolled at Motlow State, including 1,588 dual enrollment students. Twenty-two percent of Motlow State students in Fall 2021 were adults ages 25 and older, and 26% were low-income students. The college offers 12 associate degree programs and eight certificate programs, including Mechatronics, Nursing, Computer Information Technology, and University Parallel.

During the 2020-21 academic year, 1,294-credentials were conferred at Motlow State, including 172 applied science associate degrees, 171 technical certificates, and 951 associate degrees designed to transfer to a university. Having a student success mission, Motlow State is intentionally inclusive in the recruitment of faculty, staff, and students. The college invests in its faculty and staff needed to field a robust portfolio of programs and resources designed to support recruitment, retention, and completion. Motlow's students are from diverse socio-economic populations with disparate educational and cultural backgrounds. The college's planning, programs, and services are designed to embrace, serve, and celebrate a multicultural student body. In 2020-21, the college provided 12,138 hours of workforce training, acting as an economic engine for growth and prosperity in middle Tennessee. Motlow partners with regional companies and national thought leaders to cultivate job growth, ensure relevant programming, and to produce career-ready students with industry-recognized credentials targeting high-wage, high-demand jobs. Programs like Mechatronics, Nursing, Cyber Security, MLT, and Robotics parallel strong university parallel programs. Motlow State was the fastest-growing community college in Tennessee from Fall 2015 to Fall 2018, and Motlow leads all TBR community colleges in three-year graduation rates and dual enrollment.

August 2023 Proposed Revisions

Motlow State Community College is a student-centered institution of higher learning offering certificates, associate degrees, and flexible pathways for degree attainment, credential-building, workforce training, and a variety of life-long learning opportunities. Motlow State is a multi-campus institution and provides instruction at multiple teaching sites and modalities throughout an 11-county service area. The college has four campuses: Moore County, Fayetteville, McMinnville, and Smyrna. Free-standing instructional facilities are located in White and DeKalb Counties. In Fall 2022, 5,642 students enrolled at Motlow State, including 1,527 dual enrollment students. Twenty-one percent of Motlow State students in Fall 2022 were adults ages 25 and older, and 28% were low-income students. The college offers 12 associate degree programs and eight certificate programs, including Mechatronics, Nursing, Computer Information Technology, and University Parallel.



During the 2021-22 academic year, 1,071-credentials were conferred at Motlow State, including 151 applied science associate degrees, 104 technical certificates, and 816 associate degrees designed to transfer to a university. Having a student success mission, Motlow State is intentionally inclusive in the recruitment of faculty, staff, and students. The college invests in its faculty and staff needed to field a robust portfolio of programs and resources designed to support recruitment, retention, and completion. Motlow's students are from diverse socio-economic populations with disparate educational and cultural backgrounds. The college's planning, programs, and services are designed to embrace, serve, and celebrate a multicultural student body. In 2021-22, the college provided 38,375 hours of workforce training, acting as an economic engine for growth and prosperity in middle Tennessee. Motlow partners with regional companies and national thought leaders to cultivate job growth, ensure relevant programming, and to produce career-ready students with industry-recognized credentials targeting high-wage, high-demand jobs. Programs like Mechatronics, Nursing, Cyber Security, MLT, and Robotics parallel strong university parallel programs. Motlow State was the fastest-growing community college in Tennessee from Fall 2015 to Fall 2018, and Motlow leads all TBR community colleges in three-year graduation rates and dual enrollment.



Nashville State

August 2022 Approved Version

Nashville State Community College serves a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart counties. In Fall 2021, 6,713 students enrolled at Nashville State, including 992 dual enrollment students. Thirty-nine percent of Nashville State students in Fall 2021 were adults ages 25 and older, and 34 percent were low-income students. Additionally, in 2020-21, Nashville State provided 23,731 hours of workforce training. The college offers 23 associate degree programs, 32 technical certificate programs, and 47 transfer programs, including nursing, music, information technology, business, engineering, and culinary arts. During the 2020-21 academic year, 1,291 awards were conferred at Nashville State, including 337 applied associate degrees, 263 technical certificates, and 691 associate degrees designed to transfer to a university. Highly qualified and credentialed faculty, along with dedicated staff support student success through student-centered curricula, a strong emphasis on the first-year experience, and an array of academic and student support services. Nashville State continues to move forward in meeting the needs of our diverse community of learners through the addition of a newly constructed fourth campus in Davidson County, focusing on becoming a student-ready College and placing an emphasis on completion and post-completion success, along with serving a growing English as a Second Language (ESL) population and being a workforce solution partner to local industries and non-profits. Nashville State also partners with the Government of Metro Nashville and Davidson County and several community and corporate organizations through Nashville GRAD (Getting Results by Advancing Degrees) for full-time students and Nashville Flex for part-time students to help Davidson County residents access, navigate, and complete college. The Nashville GRAD and Flex programs provide eligible students with financial and academic support, including assistance with the cost of living, textbooks, and transportation.

August 2023 Proposed Revisions

Nashville State Community College serves a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart counties. In Fall 2022, 6,725 students enrolled at Nashville State, including 1,334 dual enrollment students. Thirty-six percent of Nashville State students in Fall 2022 were adults ages 25 and older, and 32 percent were low-income students. Additionally, in 2021-22, Nashville State provided 31,268 hours of workforce training. The college offers 23 associate degree programs, 32 technical certificate programs, and 47 transfer programs, including nursing, music, information technology, business, engineering, and culinary arts. During the 2021-22 academic year, 1,195 awards were conferred at Nashville State, including 336 applied associate degrees, 244 technical certificates, and 615 associate degrees designed to transfer to a university. Highly qualified and credentialed faculty, along with dedicated staff, support student



success through student-centered curricula, a strong emphasis on the first-year experience, and an array of academic and student support services. Nashville State continues to move forward in meeting the needs of our diverse community of learners through the addition of a newly constructed fourth campus in Davidson County, focusing on becoming a student-ready College and placing an emphasis on completion and post-completion success, along with serving a growing English as a Second Language (ESL) population and being a workforce solution partner to local industries and non-profits. Nashville State also partners with the Government of Metro Nashville and Davidson County and several community and corporate organizations through Nashville GRAD (Getting Results by Advancing Degrees) for full-time students and Nashville Flex for part-time students to help Davidson County residents access, navigate, and complete college. The Nashville GRAD and Flex programs provide eligible students with financial and academic support, including assistance with the cost of living, textbooks, and transportation.



Northeast State

August 2022 Approved Version

Northeast State Community College is a comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties. The college's main campus is located in Blountville, and there are six primary off-campus sites: the Aviation Center, Elizabethton, Gray, Johnson City, Kingsport, and the Northeast Correctional Center. Northeast State offers Associate of Applied Science, Associate of Arts, Associate of Fine Arts, Associate of Science, and Associate of Science in Teaching degree programs. Students may select from 144 academic programs of study, including 84 Associate of Arts/Science programs designed to transfer to a university, 35 Associate of Applied Science programs, and 25 Certificate programs. In Fall 2021, 5,217 students were enrolled at the college. Twenty-nine percent of students were adults ages 25 or older, with the ethnic diversity of the institution mirroring the diversity of the service area. Additionally, 38% of students were low-income. During the 2020-21 academic year, 1,192 awards were conferred, including 383 applied associate degrees, 293 technical certificates, and 516 associate degrees designed to transfer to a university. Northeast State proudly serves and is responsive to the community's needs. It is committed to providing lifelong learning opportunities. For example, the college provides robust early postsecondary opportunities at all area public high schools, with 844 dual enrollment students participating in Fall 2021. It also provides services for individuals transitioning to college, with the institution leading all TBR community colleges for the percentage of tAchieves Summer Bridge program participants who improved or tested out of learning support. Regarding workforce training, the college provided more than 48,277 contact hours of training in 2020-21, and it boasts the state's first Department of Labor registered community college group apprenticeships that provide credit offerings. A few notable achievements during 2021-22 include the following: Northeast State's Theatre Department earned a national Kennedy Center award; two recent graduates received prestigious Jack Kent Cooke Foundation Undergraduate Transfer scholarships; and the Aviation Technology program earned the FAA Powerplant certification, making Northeast State the only community college in the state with FAA Part 147 Airframe and Powerplant certifications available to students.

August 2023 Proposed Revisions

Northeast State Community College is a comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties. The college's main campus is located in Blountville, and there are five primary off-campus sites: the Aviation Center, Elizabethton, Gray, Kingsport, and the Northeast Correctional Center. Northeast State offers Associate of Applied Science, Associate of Arts, Associate of Fine Arts, Associate of Science, and Associate of Science in Teaching degree programs. Students may select from 164 areas of study, including 104 Associate of Arts/Science programs designed to transfer to a university, 33 concentrations of Associate of Applied Science programs, and 27 Certificate programs.

In Fall 2022, 5,133 students were enrolled at the college. Thirty percent of students were adults ages 25 or older, with the ethnic diversity of the institution mirroring the diversity of the service



area. Additionally, 37% of students were low-income. During the 2021-22 academic year, 1,217 awards were conferred, including 340 applied associate degrees, 349 technical certificates, and 528 associate degrees designed to transfer to a university. Northeast State proudly serves and is responsive to the community's needs. It is committed to providing lifelong learning opportunities. For example, the college provides robust early postsecondary opportunities at all area public high schools, with 935 dual enrollment students participating in Fall 2022. It also provides services for individuals transitioning to college, with 89 percent of the tnAchieves Summer Bridge program students either testing out of at least one learning support course or improving their ACCUPLACER placement test scores. Regarding workforce training, the college provided more than 75,223 contact hours of training in 2021-22, and it boasts the state's first Department of Labor registered community college group apprenticeships that provide credit offerings. A few notable achievements during 2021-22 include the following: The Theatre Department earned 12 national Kennedy Center awards; Esports fielded its first team, making it to the national playoffs; and the college was awarded a \$1.6 million U.S. Department of Labor cybersecurity grant to create a cyber range to train individuals to prevent cyber-attacks.



Pellissippi State

August 2022 Approved Version

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 in five locations. In Fall 2021, 8,835 students enrolled at Pellissippi State, including 1,366 dual enrollment students. Twenty-eight percent of Pellissippi State students in Fall 2021 were adults ages 25 and older, and 25% were low-income students receiving Pell Grants. Additionally, the College provides 46,000+ hours of workforce training annually. Pellissippi State offers 25 associate degree programs and 31 certificate programs. The College's longest-running program is Engineering Technology. Its largest programs are in Business, Nursing, and Media Technologies; and its newest program is Water Quality Technology- the only program of its type in Tennessee. During the 2020-21 academic year, Pellissippi State conferred 2,194 awards, including 533 applied associate degrees, 586 technical certificates, and 1,075 associate degrees designed to transfer to a university. Recognizing the importance of diversity, student support programs are provided for multiple underserved populations, including first-generation students, academically underprepared students, low-income students, adult students, historically underrepresented students, veteran students, students with disabilities, dual-enrolled students, and part-time students. The work of the College is guided by the following values: accountability; community and civic engagement; diversity, equity, and inclusion; excellence; integrity; and relationships. Its mission to be a transformative environment for learning is demonstrated through the development of holistic student support strategies and implementation of a Quality Enhancement Plan focused on culturally relevant pedagogies. Pellissippi State is recognized nationally for its study abroad opportunities and commitment to student success.

August 2023 Proposed Revisions

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 in four locations. In Fall 2022, 8,506 students enrolled at Pellissippi State, including 1,569 dual enrollment students. Twenty-two percent of Pellissippi State students in Fall 2022 were adults ages 25 and older, and 25% were low-income students receiving Pell Grants. Additionally, the College provided 49,610 hours of workforce training annually. Pellissippi State offers 25 associate degree programs and 31 certificate programs. The College's longest-running program is Engineering Technology, and its newest program is Healthcare Management (starting Fall 2023). During the 2021-22 academic year, Pellissippi State conferred 1,741 awards, including 483 applied associate degrees, 326 technical certificates, and 932 associate degrees designed to transfer to a university. Recognizing the importance of diversity, student support programs are provided for multiple underserved populations, including first-generation students, academically underprepared students, low-income students, adult students, historically underrepresented students, veteran students, students with disabilities, dual-enrolled students, and part-time students. The work of the College is guided by the following values: accountability; community and civic engagement; diversity, equity, and inclusion; excellence; integrity; and relationships. Its mission to be a transformative environment for learning is



demonstrated through the activities of the Reimagining the Community College Experience grant, including the development of integrative student experience and establishment of career communities as well as through the implementation of a Quality Enhancement Plan focused on culturally relevant pedagogies. Business Career Community is the largest, followed by Health and Life Sciences and Technology, Engineering, and Mathematics. Pellissippi State is recognized nationally for its study abroad opportunities and commitment to student success.



Roane State

August 2022 Approved Version

Roane State Community College is a comprehensive, two-year postsecondary institution in central East Tennessee. Serving a predominantly rural, eight-county service area across eleven teaching locations, Roane State is distinctive not only for the breadth of its health science programs but as the state's higher education institution with the largest number of off-campus teaching locations. In Fall 2021, 4,957 students enrolled at Roane State, including 1,296 dual enrollment students. Twenty-six percent of Roane State students in Fall 2021 were adults ages 25 and older, and 28% were low-income students. Roane State also has cohorts of middle college students from eight area school systems. The college offers 27 academic programs leading to associate degrees and 13 programs leading to technical certificates, including newer offerings in Mechatronics, Chemical Engineering Technology, and Cyber Defense, as well as Nursing and 18 Allied Health programs, including a new Medical Laboratory Technology program. In fact, 45% of students are enrolled at Roane State to prepare for a career in the healthcare field. During the 2020-21 academic year, 1,101 awards were conferred by the college, including 363 applied associate degrees, 161 technical certificates, and 577 associate degrees designed to transfer to a university. 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. Additionally, in 2020-21, Roane State provided 87,519 hours of workforce training. In 2021, Roane State was among four colleges across the U.S., earning a "Leader College of Distinction" designation from Achieving the Dream for demonstrating measurable progress in areas critical to improving success for all community college students. In 2020, at the second annual SOAR awards, Roane State was selected as TBR Community College of the Year. In 2022, RSCC and Materials & Chemistry Laboratory, Inc. won the SOAR Partnership Award in recognition of the "Lab-in-a-Box" program that provides STEM kits and lesson plans to local middle schools.

August 2023 Proposed Revisions

Roane State Community College is a comprehensive, two-year postsecondary institution in central East Tennessee. Serving a predominantly rural, eight-county service area across eleven teaching locations, Roane State is distinctive not only for the breadth of its health science programs but as the state's higher education institution with the largest number of off-campus teaching locations. In Fall 2022, 4,704 students enrolled at Roane State, including 1,309 dual enrollment students. Twenty-four percent of Roane State students in Fall 2022 were adults ages 25 and older, and 26% were low-income students. Roane State also has cohorts of middle college students from eight area school systems. The college offers 27 academic programs leading to associate degrees and 13 programs leading to technical certificates, including newer offerings in Mechatronics, Chemical Engineering Technology, and Cyber Defense, as well as Nursing and 18 Allied Health programs. In fact, 45% of students are enrolled at Roane State to prepare for a career in the healthcare field. During the 2021-22 academic year, 955 awards



were conferred by the college, including 340 applied associate degrees, 180 technical certificates, and 602 associate degrees designed to transfer to a university. 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. Additionally, in 2021-22, Roane State provided 104,250 hours of workforce training. Roane State will soon break ground for a new 130,000 sq.ft.center for health science education on land donated by Covenant Health. The facility, which will be shared with TCAT/Knoxville's healthcare programs, will be located directly across the street from Parkwest Medical Center and include an 11,000 sq. ft. state-of-the-art simulation center. Currently under construction is an addition to the Cumberland County Higher Education Center that will include a multi-purpose science laboratory and a laboratory for a new AAS Nursing cohort. Plans are also underway for the construction of a permanent higher education center in Fentress County to be shared with TCAT/Oneida/Huntsville.



Southwest Tennessee

August 2022 Approved Version

Southwest Tennessee Community College is an open-access, comprehensive institution with an annual economic impact that exceeds \$126 million. As Memphis' only public two-year college and the state's only community college designated as a predominantly black institution, Southwest serves the city's diverse population and the surrounding Mid-South region at two main campuses, as well as five centers and sites in Shelby and Fayette counties. In Fall 2021, 7,377 students enrolled at Southwest, including 1,023 dual enrollment students. More than 32% of these students were adults who were 25 years or older, and 46% were classified as low-income. The college offers 33 programs that lead to associate degrees, including the Associate of Arts and Associate of Science transfer degrees that cover more than 110 areas of study, 28 technical certificates, non-credit coursework, and customized training for business and industry partners. In 2022, Southwest was approved to offer the Aviation Operations Technology A.A.S. degree. The first of its kind in the state, this program will allow students to pursue opportunities in three areas: aviation administration, flight dispatcher, and professional pilot. In July 2022, the college opened the Southwest Workforce Solutions Center of Emphasis. It is designed to create a seamless path from non-credit to credit programs that will remove barriers and support students where they are in life. During the 2020-21 academic year, Southwest conferred 1,180 credentials, including 329 Associate of Applied Science degrees, 217 technical certificates, and 634 associate degrees designed to transfer to a university. Recently, Southwest partnered with Memphis Shelby County Schools to open Medical District High School where students take college courses to prepare for careers in health care and information technology. In its 2021-22 inaugural year, ten students earned the Computing Technology Industry Association (CompTIA) certification related to fundamentals of computer hardware and software, and 36 students learned techniques to create safe, healthy work environments while earning their Occupational Safety and Health Administration (OSHA) certifications. Southwest has been recognized by Achieving the Dream as a Leader College since 2020 for continued improvement in student success outcomes and, in 2021, garnered national recognition as the winner of the prestigious Bellwether Award for Planning, Governance, and Finance. The college's strategic focus continues to be students, community, and excellence.

August 2023 Proposed Revisions

Southwest Tennessee Community College is an open-access, comprehensive institution with an annual economic impact that exceeds \$126 million. As Memphis' only public two-year college and the state's only community college designated as a predominantly black institution, Southwest serves the city's diverse population and the surrounding Mid-South region with two main campuses, as well as five centers and sites in Shelby and Fayette counties, and multiple high school locations. In Fall 2022, 6,902 students enrolled at Southwest, including 1,472 dual enrollment students. More than 30% of Southwest student population consists of adult learners



(25 years or older), 20% first-time and transfer students, and 41% were classified as low-income students. The college offers 60 programs that lead to associate degrees, including the Associate of Arts and Associate of Science transfer degrees that cover more than 110 areas of study, 33 technical certificates, non-credit workforce certificates, and customized training for business and industry partners. In 2022, Southwest was approved to offer the Aviation Operations Technology A.A.S. degree, the first of its kind in the state. Since the inception of the program, 24 students enrolled to pursue opportunities in three areas: aviation administration, flight dispatcher, and professional pilot. In July 2022, the college opened the Southwest Workforce Solutions Center of Emphasis. It is designed to create a seamless path from non-credit to credit programs that will remove barriers and support students where they are in life. In 2021-22, Southwest provided 60,330 hours of workforce training. Also, during the 2021-22 academic year, Southwest conferred 1,106 credentials, including 324 Associate of Applied Science degrees, 180 technical certificates, and 602 associate degrees designed to transfer to a university. As of Spring 2024, Southwest will expand its academic program offerings to include technical certificates in Massage Therapy, Spanish Community Interpretation and Translation, and Medical Lab Assistant. To improve student success outcomes, Southwest continues to work with Achieving the Dream as a Leader College since 2020 and, in 2021, garnered national recognition as the winner of the prestigious Bellwether Award for Planning, Governance, and Finance. The college's strategic focus continues to be students, community, and excellence.



Volunteer State

August 2022 Approved Version

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the residents of eleven counties in northern middle Tennessee through course offerings held at the Gallatin Campus, the Cookeville Campus, the Livingston Campus, the Springfield Campus, and over 28 off-site locations throughout its service area. The college is actively seeking to open a campus in Wilson County, which is the fastest-growing county in Tennessee. In Fall 2021, 7,485 students enrolled at Volunteer State, including 1,492 dual enrollment students. Twenty-eight percent of Volunteer State students in 2021 were adults ages 25 and older, and 30% were low-income students. Approximately 58% of students come from Sumner, Davidson, and Wilson counties. The college offers 21 academic programs leading to associate degrees and 16 programs leading to technical certificates, including Ophthalmic Technician, Sleep Diagnostics, Veterinary Technology, and 54 Tennessee Transfer Pathways. In Summer 2019, the college accepted the first cohort of students into a new ASN nursing program. Upon completion in 2020, the cohort had a 100% pass rate on the NCLEX. During the 2020-21 academic year, the college conferred 1,654 awards, including 392 applied associate degrees, 403 technical certificates, and 859 associate degrees designed to transfer to a university. Student support programs assist adult students, veterans, first-generation college students, underprepared students, dual enrolled students, and part-time students in reaching their educational goals. Workforce development, non-credit offerings provide career enhancement and sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities, and the Center of Emphasis offers healthcare training for area professionals. In 2020-21, Volunteer State delivered 294,167 workforce development hours, more than any other Tennessee community college.

August 2023 Proposed Revisions

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the residents of eleven counties in northern middle Tennessee through course offerings held at the Gallatin Campus, the Cookeville Campus, the Livingston Campus, the Springfield Campus, and over 28 off-site locations throughout its service area. The college is actively seeking to open a campus in Wilson County, which is the fastest-growing county in Tennessee. In Fall 2022, 7,034 students enrolled at Volunteer State, including 1,532 dual enrollment students. Twenty-six percent of Volunteer State students in 2022 were adults ages 25 and older, and 29% were low-income students. Approximately 58% of students come from Sumner, Davidson, and Wilson counties. The college offers 21 academic programs leading to associate degrees and 16 programs leading to technical certificates, including Ophthalmic Technician, Sleep Diagnostics, Veterinary Technology, and 54 Tennessee Transfer Pathways. In Summer 2019, the college accepted the first cohort of students into a new ASN nursing program. Upon completion in 2020, the cohort had a 100% pass rate on the NCLEX. During the 2021-22 academic year, the college conferred 1,628 awards, including 421 applied associate degrees, 427 technical certificates, and 780 associate degrees designed to transfer to a university. Student support programs assist adult students, veterans, first-generation college



students, underprepared students, dual enrolled students, and part-time students in reaching their educational goals. Workforce development and non-credit offerings provide career enhancement and sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities, and the Center of Emphasis offers healthcare training for area professionals. In 2021-22, Volunteer State delivered 62,829 workforce development hours.



Walters State

August 2022 Approved Version

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, Cocke, Greene, Hamblen, Jefferson, and Sevier counties and also serves students from Grainger, Hancock, Hawkins, and Union counties. In Fall 2021, 5,455 students enrolled at Walters State, including 1,577 dual enrollment students. Twenty percent of the Fall 2021 students were adults ages 25 and older, and 30% were low-income students. The college offers 21 programs leading to associate degrees and 17 programs leading to technical certificates. Many of the programs lead to licensure and careers in healthcare fields. Walters State is also one of only two community colleges in the state to host a Regional Law Enforcement Academy. Transfer programs encompass numerous academic disciplines providing opportunities for seamless articulation from high school through four-year universities. During the 2020-21 academic year, the college conferred 1,319 awards, including 329 applied associate degrees, 374 technical certificates, and 616 degrees designed to transfer to a university. The college's support services place emphasis on learning support, 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. In 2021, the college served 40 unique companies with 178,912 workforce training hours. In 2018, the college joined the Achieving the Dream Network aimed at strengthening its commitment to equity and student success. The college's overall job placement rate at or above 96% for technical programs provides ongoing evidence of this firm commitment to student success.

August 2023 Proposed Revisions

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, Cocke, Greene, Hamblen, Jefferson, and Sevier counties, and also serves students from Grainger, Hancock, Hawkins, and Union counties. In fall 2022, 5,486 students enrolled at Walters State, including 1,844 dual enrollment students. Eighteen percent of the fall 2022 students were adults ages 25 and older, and 28% were low-income students. The college offers 20 programs leading to associate degrees and 16 programs leading to technical certificates. Many of the programs lead to licensure and careers in healthcare fields. Walters State is also one of only two community colleges in the state to host a Regional Law Enforcement Academy.



Transfer programs encompass numerous academic disciplines providing opportunities for seamless articulation from high school through four-year universities. During the 2021-22 academic year, the college conferred 1,249 awards, including 283 applied associate degrees, 317 technical certificates, and 649 degrees designed to transfer to a university. The college's support services place emphasis on learning support, 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. In 2022, the college provided 176,480 workforce training hours. In 2018, the college joined the Achieving the Dream Network aimed at strengthening its commitment to equity and student success. The college's overall job placement rate at or above 96% for technical programs provides ongoing evidence of this firm commitment to student success.



BOARD TRANSMITTAL

MEETING:	Committee on Academic Policies/Programs, Student Life
SUBJECT:	Expanding our Understanding of Student Success
DATE:	September 21, 2023
PRESENTER:	Executive Vice Chancellor Russ Deaton
PRESENTATION REQUIREMENTS:	30 minutes with discussion
ACTION REQUIRED:	Informational Purposes
STAFF RECOMMENDATION:	Not Applicable

As the 2022-23 academic year comes to an end, and as the fall 2023 semester commences, staff will provide new information about student access and success of TBR students. Reflecting the TBR Strategic Plan pillars of Open Access, Student Success, and Community & Workforce Development, the presentation and discussion will offer a renewed emphasis on the profile of students that TBR has historically served and what it means to be an ‘open access’ system of higher education. Furthermore, we will present student success outcomes, including but also beyond the typical freshmen cohort graduation rate, that reflect the variety of pathways and backgrounds of students at TBR colleges, such as dual enrollment, returning adults, inbound transfers and more. Additionally, the information will incorporate labor market data as TBR expands its ability to analyze student outcomes after a student has separated from college. This presentation is designed to deepen our understanding of TBR students’ background, profile, challenges, and outcomes, while also pointing towards potential budget and legislative requests that the Board will consider at other Committees throughout the day.



Tennessee Board of Regents
Committee on Personnel and Compensation
Thursday, September 21, 2023

AGENDA

1. CONSENT AGENDA

a. Promotion and Tenure Recommendation at Nashville State Community College

The Committee will be asked to approve a recommendation for promotion of one faculty serving at Nashville State Community College. This person was mistakenly omitted in the college's submission in June.

b. Faculty Promotion Correction at TCAT Dickson

The Committee will be asked to approve a recommendation for promotion of one faculty serving at TCAT Dickson. This person was mistakenly omitted in the college's previous submission.

c. Faculty Promotion Increases at Nashville State Community College and TCAT Dickson

The corresponding increases related to the two faculty promotions are included for your approval. The recommendations are made within the requirements of TBR policies on promotion.

2. PRESIDENT HOUSING ALLOWANCE *(Vice Chancellor Alisha Fox)*

Community College presidents currently are eligible to receive a \$900/month housing allowance. TCAT presidents currently are eligible to receive a \$500/month housing allowance. These allowances are part of their total compensation package and are an important part of recruiting good talent. The request before you today is to increase the housing allowance for both community college presidents and TCAT presidents to \$1000/month.

3. TCAT PRESIDENT EXECUTIVE INCENTIVE PAY *(Vice Chancellor Alisha Fox)*

The Executive Performance Incentive Plan was approved at the Board's June 2013 Meeting. It was created at the request of Board Members to address the gap between the average market salaries for the presidents and Chancellor and the current compensation level for these officials. The incentive does not add to the base salary for the position and is recalculated each year. The community college presidents and chancellor incentives were approved at the June Board meeting. This request is for the TCAT presidents' executive incentive pay.



Tennessee Board of Regents
Committee on Personnel and Compensation
Thursday, September 21, 2023

CONSENT AGENDA

1. CONSENT AGENDA

a. Promotion and Tenure Recommendation at Nashville State Community College

The Committee will be asked to approve a recommendation for promotion of one faculty serving at Nashville State Community College. This person was mistakenly omitted in the college's submission in June.

b. Faculty Promotion Correction at TCAT Dickson

The Committee will be asked to act on a recommendation for granting promotion to Ray Noblin, Diesel-Powered Equipment Technology faculty member at TCAT Dickson.

c. Faculty Promotion Increases at Nashville State Community College and TCAT Dickson

In the June faculty promotion increase requests, Nashville State mistakenly omitted one (1) faculty member from their promotion list and list of corresponding increases, Mary Elizabeth Wilson Patton, increase of \$2,840.

Additionally, TCAT Dickson mistakenly omitted a faculty member eligible for promotion in 2022 to Senior Instructor, Ray Noblin, increase of \$7,182.

BOARD TRANSMITTAL

MEETING: Committee on Personnel and Compensation

SUBJECT: Promotion and Tenure Recommendation at Nashville State
Community College

DATE: September 21, 2023

PRESENTER: Vice Chancellor Jothany Reed

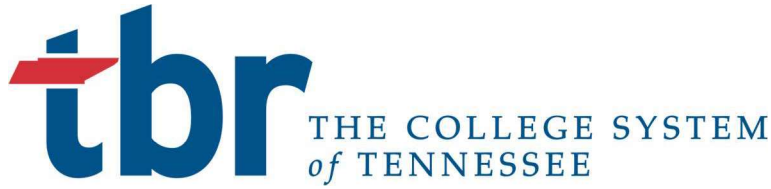
PRESENTATION
REQUIREMENTS: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will be asked to approve recommendations for promoting faculty serving at Nashville community colleges. One faculty member is recommended for tenure.

The following materials are respectfully submitted for consideration.



Promotion

MEETING: September 21, 2023, Board Meeting

SUBJECT: Review and Recommendation for Promotion

ACTION REQUIRED: Recommend for Board Approval

TBR STAFF'S RECOMMENDATION: Recommend for Chancellor's Approval

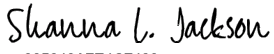
The Board will be asked to approve recommendations for promoting faculty serving at the Nashville State Community Colleges. The following is a request for promotion:

President Shanna Jackson, recommends tenure upon the appointment of Dr. Elizabeth Wilson Patton from Associate Professor to Professor of English as a Second Language (ESL) in the School of Arts and Humanities. If approved, the college requests the promotion to be backdated to July 1, 2023, to ensure Dr. Wilson Patton earns appropriate compensation associated with the promotion.

Rationale:

Mary Elizabeth has served Nashville State Community College since 2012 and is currently an Associate Professor. She has a Ph.D. in Multilingual/Multicultural Education from Florida State University, a Master's in Community Education from Appalachian State University, a Bachelor's of Arts in English and in Biology, both from the University of North Carolina at Charlotte. She is a dedicated faculty member and was strongly recommended for promotion by her peers, dean, and vice president. Dr. Jackson also strongly supports her promotion.

By signing, I certify that the faculty and administration have reviewed and documented the credentials and experience of this faculty member. Furthermore, I recommend this to the Chancellor as outlined in TBR policy.

DocuSigned by:

 2023-07-10 | 1:54 PM PDT
 President's signature Date

By signing, TBR Academic Affairs certifies the institution's recommendation has been reviewed by TBR Academic Affairs.

DocuSigned by:
 2023-07-10 | 4:00 PM CDT
 Associate Vice Chancellor's signature Date

DocuSigned by:
 2023-07-10 | 4:10 PM CDT
 Vice Chancellor's signature Date

DocuSigned by:

 2023-07-10 | 4:15 PM CDT
 Chancellor's signature Date

Upon approval of an exception by the Chancellor, the faculty member's recommendation for tenure or promotion will go forward to the Board as meeting the requirements for the probationary period.

Policy references: Academic Tenure for Community Colleges: 5.02.03.70; Faculty Promotion at Community Colleges: 5.02.02.30 and Academic Tenue at Community Colleges 05.02.03.70.

Nashville State Community College

To: Flora Tydings, Chancellor, Tennessee Board of Regents
From: Shanna Jackson, President, Nashville State Community College
CC: Carol Rothstein, Vice President Academic Affairs and Workforce Development,
Jill Ferrand, Director of Human Resources
Date: July 5, 2023
Re: Mary Elizabeth Wilson Patton Promotion

Mary Elizabeth Wilson Patton was inadvertently left off of Nashville State's promotion and tenure request documents for the June 2023 board meeting. This was an error on Nashville State's documentation, and I respectfully request the Board to review and approve Mary Elizabeth's promotion to full professor at the September board meeting. If approved, I request the promotion to be backdated to July 1, 2023, to ensure Mary Elizabeth's earns appropriate compensation associated with promotion.

Mary Elizabeth has served Nashville State Community College since 2012 and is currently an Associate Professor. She has a Ph.D. in Multilingual/Multicultural Education from Florida State University, a Master's in Community Education from Appalachian State University, a Bachelor's of Arts in English and in Biology, both from University of North Carolina at Charlotte. She is a dedicated faculty member and was strongly recommended for promotion by her peers, dean, and vice president. I also strongly support her promotion.

I appreciate your understanding and consideration of this request.

Office of the President

BOARD TRANSMITTAL

MEETING: Committee on Personnel and Compensation

SUBJECT: Faculty Promotion Correction at TCAT Dickson

DATE: September 21, 2023

PRESENTER: Vice Chancellor Jothany Reed

PRESENTATION
REQUIREMENTS: 5 minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The Committee will be asked to act on a recommendation for granting promotion to Ray Noblin, Diesel-Powered Equipment Technology faculty member at TCAT Dickson.

The recommendations and supporting documents were submitted by the TCAT Presidents and were certified by them as having been processed through the approved institutional procedures. They have been reviewed by the Board's staff and are endorsed for favorable consideration by the Personnel Committee.



July 21, 2023

Dr. Tachaka Hollins,
Assistant Vice Chancellor Academic Affairs

Dear Dr. Hollins,

It has been recently discovered that Raymond Noblin was passed over for promotion to the rank of Senior Instructor due to an oversight. Mr. Noblin met all of the criteria to move to the new rank effective July 2022. TCAT Dickson is requesting approval at this time, which is outside of the normal promotion cycle, in order to correct the mistake as early after discovery as possible.

We are respectfully requesting review at the September Board meeting so the salary increase and title change can be processed for October payroll retroactive to July 1, 2023.

In order to correct the salary discrepancy caused by the error, TCAT Dickson intends to backpay Mr. Noblin. The amount calculated for backpay for Fiscal Year 2022-2023 is \$6,842; the retroactive amount for July 2023 through September 2023 is \$1,795.74. Mr. Noblin's new salary for Fiscal Year 2023-2024, if approved by the Board, will be \$79,009.

Mr. Noblin is a very effective instructor in a high demand program and also a valuable member of the TCAT Dickson team. His promotion would be well deserved.

TCAT Dickson regrets the oversight occurred and appreciate your consideration of this request.

Sincerely,

Cathleen Clark
TCAT Dickson Human Resources Coordinator

cc: Dr. Arrita Summers, President, TCAT Dickson
file

BOARD TRANSMITTAL

MEETING: Committee on Personnel and Compensation

SUBJECT: Faculty Promotion Increases

DATE: September 21, 2023

PRESENTER: Vice Chancellor Alisha Fox

PRESENTATION
REQUIREMENTS: 5 minutes

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

In the June faculty promotion increase requests, Nashville State mistakenly omitted one (1) faculty members from their promotion list and list of corresponding increases. That individual and the applicable increase is below:

Name: Mary Elizabeth Wilson Patton
Department: ESOL in the School of Arts and Humanities
Current rank: Associate Professor
Proposed rank: Professor
Current salary: \$56,807
Increase amount: \$2,840
New salary: \$59,647

Additionally, TCAT Dickson mistakenly omitted a faculty member eligible for promotion in 2022 to Senior Instructor. That information is below:

Name: Ray Noblin.
Department: Diesel Powered Equipment Technology
Current rank: Instructor
Proposed rank: Senior Instructor
Current salary: \$71,827
Increase amount: \$7,182
New salary: \$79,009

BOARD TRANSMITTAL

MEETING: Committee on Personnel and Compensation

SUBJECT: President Housing Allowance

DATE: September 21, 2023

PRESENTER: Vice Chancellor Alisha Fox

PRESENTATION
REQUIREMENTS: 2 Minutes

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

Community College presidents currently are eligible to receive a \$900/month housing allowance. TCAT presidents currently are eligible to receive a \$500/month housing allowance. These allowances are part of their total compensation package and are an important part of recruiting good talent.

The request before you today is to increase the housing allowance for both community college presidents and TCAT presidents to \$1000/month. The cost of the allowance is paid for by the college. The financial aspects of the request have been reviewed and it is determined that each college can afford the increase.

If approved, the increase would go into effect January 1, 2024.

BOARD TRANSMITTAL

MEETING: Committee on Personnel and Compensation

SUBJECT: Executive Incentive Payments

DATE: September 21, 2023

PRESENTER: Alisha Fox, Vice Chancellor for Business & Finance

PRESENTATION REQUIREMENTS: 5 minutes with Discussion

ACTION REQUIRED: Roll Call Vote

STAFF RECOMMENDATION: Recommend Approval

The Executive Performance Incentive Plan was approved at the Board's June 2013 Meeting. The incentive does not add to the base salary for the position, and will be recalculated each year.

Participants in the plan include the presidents of the community colleges and Tennessee Colleges of Applied Technology (TCATs) and the Chancellor.

The incentive amount is equal to ten percent (10%) of the market average salary for comparable positions and is divided into two components: the metric-based allowance equal to 85% of total incentive amount and a discretionary allowance equal to 15% of the total incentive amount. The primary incentive measurement for Community College Presidents is the change in weighted formula outcomes at each institution. The change in total weighted outcomes for the system is calculated in a similar manner and used to calculate the weighted outcome growth allowance amount for the Chancellor. The incentive measurement amount for the TCAT Presidents is based on five (5) outcomes, weighted equally: program completion rate; job placement rate; private giving; expanded offerings, and expanded enrollment.

RECOMMENDATION

Pursuant to the Plan, recommendations for incentive pay are brought before the Committee for review and approval. The Plan requires an individual to be employed in one of the eligible

positions at the time the payments are approved and have satisfactory performance to be eligible to receive incentive pay.

Community College Presidents and the Chancellor's executive incentive pay was approved at the June Board Meeting. The Council of Education (COE) provides the data needed to calculate the TCAT presidents' incentive pay. COE notified us they have had a change in their timing and issued the data later in the summer. Therefore, we are bringing the TCAT incentive data to the Personnel & Compensation Committee for approval at this meeting.

It is recommended the Committee take the following action:

- a) Consider for approval the Executive Performance Incentive Pay for the Tennessee Colleges of Applied Technology (TCAT) presidents, as presented in the attachment.

Attachment: To be sent separately.



Tennessee Board of Regents
Committee on Workforce Development
September 21, 2023

AGENDA

- 1. Workforce Development defined** (*Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk*)

Executive Vice Chancellor for External Affairs Kim McCormick and Executive Director of the Center for Workforce Development Jeff Sisk will define workforce development as it relates to TBR's mission statement.

- 2. THEC Reporting Cycle and Community College Workforce Hours Preliminary Report** (*Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk*)

Executive Vice Chancellor Kim McCormick and Executive Director Jeff Sisk will share the THEC Reporting Cycle and the Community College Workforce Hours *preliminary* report including information on the reporting timeline and the four guiding questions relevant to the reporting of Workforce Training contact hours for the purpose of the outcomes-based funding formula.

- 3. Blue Oval City Update** (*Executive Vice Chancellor Kim McCormick, Executive Director Jeff Sisk*)

Executive Vice Chancellor Kim McCormick and Executive Director Jeff Sisk will provide a Blue Oval City update including TCAT campus construction progress and recent RFP responses.

BOARD TRANSMITTAL

MEETING: Committee on Workforce Development

SUBJECT: Workforce Development Updates

DATE: September 21, 2023

PRESENTER: Executive Vice Chancellor Kim McCormick
Executive Director Jeff Sisk

PRESENTATION
REQUIREMENTS: 12 minutes with discussion

ACTION REQUIRED: Informational Purposes

STAFF
RECOMMENDATION: Not Applicable

Executive Vice Chancellor for External Affairs Dr. Kim McCormick and TBR's Center for Workforce Development Executive Director Dr. Jeff Sisk will share informational updates on the following topics:

- Defining Workforce Development as it relates to TBR's mission statement;
- THEC Reporting Cycle and the Community College Workforce Hours *preliminary* report including information on the reporting timeline and the four guiding questions relevant to the reporting of Workforce Training contact hours for the purpose of the outcomes-based funding formula;
- Blue Oval City update including TCAT campus construction progress and recent RFP responses.



Tennessee Board of Regents
Committee on External Affairs
September 21, 2023

AGENDA

- 1. Special Session Update** (*Executive Vice Chancellor Kim McCormick, Assistant Vice Chancellor John Williams*)

Executive Vice Chancellor for External Affairs Kim McCormick and Assistant Vice Chancellor for Government Relations John Williams will share an overview of the four bills passed during the recent Special Session and provide information about the special session appropriations bill including \$30 million in funding for higher education safety and security grants and additional money for expanding mental health resources in Tennessee.

- 2. Legislative Primer** (*Executive Vice Chancellor Kim McCormick, Assistant Vice Chancellor John Williams*)

In preparation for the upcoming session, Assistant Vice Chancellor John Williams will provide a presentation on the process of how a bill becomes a law in the state of Tennessee.

- 3. Legislative Priorities** (*Executive Vice Chancellor Kim McCormick*)

Executive Vice Chancellor McCormick will present an overview of the 2024 Legislative Priorities, which are applicable for the upcoming legislative session. These priorities were developed by TBR System Leadership and TBR Presidents. The second session of the 113th Tennessee General Assembly will begin on January 9, 2024. The Department of Government Relations in the Office of External Affairs will advocate on behalf of TBR to the members of the Tennessee General Assembly.

BOARD TRANSMITTAL

MEETING: Committee on External Affairs

SUBJECT: Government Relations Update

DATE: September 21, 2023

PRESENTER: Executive Vice Chancellor Kim McCormick
Assistant Vice Chancellor John Williams

PRESENTATION
REQUIREMENTS: 15 minutes with discussion

ACTION REQUIRED: Informational Purposes

STAFF
RECOMMENDATION: Not Applicable

Executive Vice Chancellor for External Affairs Kim McCormick and Assistant Vice Chancellor for Government Relations John Williams will share an overview of the four bills passed during the recent Special Session and provide information about the special session appropriations bill including \$30 million in funding for higher education safety and security grants and additional money for expanding mental health resources in Tennessee.

In preparation for the upcoming session, Assistant Vice Chancellor John Williams will also provide a presentation on the process of how a bill becomes a law in the state of Tennessee.

In addition, Executive Vice Chancellor McCormick will present an overview of the 2024 Legislative Priorities, which are applicable for the upcoming legislative session. These priorities were developed by TBR System Leadership and TBR Presidents. The second session of the 113th Tennessee General Assembly will begin on January 9, 2024. The Department of Government Relations in the Office of External Affairs will advocate on behalf of TBR to the members of the Tennessee General Assembly.



Tennessee Board of Regents
Committee on Business and Finance
September 21, 2023

AGENDA

1. CONSENT AGENDA

a. PROPOSED REVISIONS TO TBR POLICY 4.02.05.01 NAMING BUILDINGS AND FACILITIES AND BUILDING PLAQUES

These suggested policy revisions are designed to provide a process for complying with the Tennessee Heritage Protection Act, T.C.A. § 4-1-412.

The Act applies to the removal of memorials dedicated to historic conflicts, historic entities, historic figures, and historic organizations. The Act defines all of those terms very broadly. If the Act applies, then neither the Board nor a college may remove a name or other memorial without obtaining permission from the Tennessee Monuments and Memorials Commission.

In order to guard against an inadvertent violation of the Act, such as removing a name from a classroom in a manner that violates the Act, the proposed policy revisions require a college to obtain the Chancellor's approval before removing names, plaques, etc. from any building, space or other potential memorial. Such notice will enable the System Office to determine whether the Act applies.

The proposed revisions, which have been through the Business Affairs Subcouncil and Presidents Council, are attached in tracked changes and clean copy form.

2. LEGISLATIVE PRIORITIES BUDGET REQUEST *(Vice Chancellor Alisha Fox)*

On an annual basis, Board staff develops a list of System funding needs that are not recognized through the higher education funding formula. Items identified are intended to have broad benefit across the System and to align with the State's strategic goals. Review of these items by the Board is the first step in this process. Items will be then submitted to the Tennessee Higher Education Commission for its consideration. TBR items endorsed by the Commission are then forwarded to the Governor for his consideration in developing his FY 2024-2025 budget recommendations to the General Assembly. The legislature then ultimately determines which items recommended are funded. There are six requests listed on the next four pages, totaling approximately \$28.7 million (\$20,200,000 million Recurring and \$8,500,000 Non-recurring).

While each of the following items is worthy of consideration, it is noted that the System's priority is that THEC's formula funding recommendations be sufficient to recognize improvements in outcomes funded through the outcome formula.

3. FEE REQUEST – TCAT PULASKI (*Vice Chancellor Alisha Fox*)

Due to COE requirements, TCAT Pulaski recently had their special industry training Basic Dental Assisting (BDA) program approved as an academic program through TBR and COE. However, now that it is an approved academic program rather than WFD/industry training program, the TCAT must charge tuition based on the academic program fee schedule, which is \$167 less than the charge when it was an industry training program. In addition, they had to reduce their class size to meet the academic program requirements. Due to these changes, the cost to operate the program exceeds the revenue generated. TCAT Pulaski is requesting to establish a basic dental assisting lab fee of \$100 per student to cover consumable materials for the program.

BOARD TRANSMITTAL

MEETING: Committee on Finance and Business Operations

SUBJECT: Naming on Campuses and Building Plaques, TBR Policy
4.02.05.01 (Revisions)

DATE: September 21, 2023

PRESENTER: General Counsel Brian Lapps

PRESENTATION
REQUIREMENTS: 3 minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

These suggested policy revisions are designed to provide a process for complying with the Tennessee Heritage Protection Act, T.C.A. § 4-1-412.

The Act applies to the removal of memorials dedicated to historic conflicts, historic entities, historic figures, and historic organizations. The Act defines all of those terms very broadly. If the Act applies, then neither the Board nor a college may remove a name or other memorial without obtaining permission from the Tennessee Monuments and Memorials Commission.

In order to guard against an inadvertent violation of the Act, such as removing a name from a classroom in a manner that violates the Act, the proposed policy revisions require a college to obtain the Chancellor's approval before removing names, plaques, etc. from any building, space or other potential memorial. Such notice will enable the System Office to determine whether the Act applies.

The proposed revisions, which have been through the Business Affairs Subcouncil and Presidents Council, are attached in tracked changes and clean copy form.

Naming ~~on Campuses Buildings and Facilities~~ & Building Plaques :

4.02.05.01

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The purpose of this policy is to establish the criteria, process, and procedures for naming ~~and re-naming of~~ buildings, ~~sub-units, and~~ facilities, ~~and campus grounds,~~ -affixing plaques to new or renovated buildings and facilities at institutions governed by the Tennessee Board of Regents.

Policy/Guideline

IV. Naming Buildings and Facilities

A. General Statement

1. The naming of buildings, facilities, grounds, and organizational units of institutions for individuals or groups who have made significant contributions to society is an honored tradition of higher education.
2. The prerogative and privilege of such naming~~'s'~~ on the campuses of the Tennessee Board of Regents System are vested in the Board.
3. Authority to name identifiable sub-units or components of buildings and facilities, however, is delegated to the institution president, subject to the criteria and process set forth below.
4. This policy applies to all buildings of the institutions governed by the Board.

5. It also applies to other facilities, grounds, and organizational units which the institution wishes to dedicate in the name of an individual or group.
6. Buildings designated by their general purpose or function are not subject to this policy.

B. **Criteria**

1. In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.
2. To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.
3. In general, buildings should not be named for active employees of the Tennessee Board of Regents.
4. With respect to the naming of buildings on a particular campus, special consideration shall be given to:
 - a. The historical significance of the contribution of the individual or group to the institution;
 - b. The association of the individual or group with the building to be named;

- c. Any financial contribution of the individual or group to the institution; and
 - d. State, regional, national, or international recognition of the individual's or group's contributions and achievements.
5. A given surname may be assigned to only one building on a specific campus.
6. In all cases, naming rights are considered to be in effect for the duration of the effective and typical useful life of the physical building, space or ~~proa~~ject, and not in perpetuity.

~~7.1. If necessary, the Board reserves the right to remove a name associated with any physical building, space, object, or project at any time if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.~~

C. Process

1. The institution president shall charge a committee to consider and make recommendations for the naming of a building.
2. The committee shall be comprised of student, faculty, and administrative representatives; other representatives of the campus community may serve on the committee, as deemed appropriate by the president.
3. The committee shall consider all suggested naming, which satisfy the criteria cited above.

Any individual or group associated with the institution may suggest a name for consideration by the committee.

4. The committee shall submit a report to the president, which includes a recommendation for the naming, documentation of all suggestions considered, and justification of its recommendation.
5. For naming which requires Board approval, the president shall submit a recommendation, along with the committee's report and any additional supporting information deemed appropriate, to the Board through the Chancellor.
6. No publicity shall be given to the recommendation for naming until it is considered by the Board.
7. For naming not subject to Board approval, the president shall determine and make known the naming in the manner deemed most appropriate.

D. Dedication Ceremony and Plaque

1. Upon approval of the naming by the Board, an appropriate dedication ceremony may be planned and conducted by the institution.
2. The institution also may erect a dedication plaque or comparable marking upon approval of the naming by the Board.
3. The plaque may be separate from the building plaque provided by State regulations.

4. In addition to the individual or group for whom the building is named, the dedication plaque should identify the institution president, the Chancellor, and the Chairman of the Board at the time the naming was approved.

V. Building Plaques

- A. An institution may affix a building plaque to a new or newly renovated building or facility.
- B. All building plaques must comply with Tennessee Board of Regents ~~procedures~~ guidelines adopted pursuant to this policy and State Building Commission policy on building plaques.
- C. This section shall apply to any new or newly renovated building or facility.

VI. Removal or Alteration of Names, Plaques, and Other Items of Historic Significance

- ~~C.A.~~ Subject to the Tennessee Heritage Protection Act of 2016, T.C.A. § 4-1-412, (the Act), if necessary, the Board reserves the right to ~~may~~ remove a name associated with any physical building, space, object, or project if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.
- B. If required by the Act, the Chancellor is responsible for initiating proceedings and taking all necessary actions prior to removing a name, removing a plaque, or otherwise removing, renaming, relocating, altering, rededicating, disturbing or altering any nameplate, plaque, statue, monument, memorial, bust, historical marker, artwork, flag, historic display, school, street, bridge, or building that has been erected for, named, or dedicated in honor of any historic conflict, historic entity, historic event, historic figure, or historic organization.

- C. To ensure compliance with the Act, no building, sub-unit of a building, or facility, or name of any space shall be changed or removed, and no plaque, statue, monument, bust, nameplate marker, or other memorial removed from a campus without the prior written approval of the Chancellor.
- D. This section III shall not apply to demolition of a building or other memorial that has reached the end of its useful life and has been approved for demolition by the TBR Department of Facilities Development.
- E. The terms in this section III shall have the same meaning as in the Act.

Procedures

II. Building Plaques

- A. The Board of Regents has authorized institutions to affix building plaques to new or newly renovated buildings or facilities.
 - 1. An institution may choose to erect a building plaque in lieu of or in addition to dedication plaques authorized under Board Policy ~~4:02:05:01~~.
- B. An institution may affix a building plaque which shall include the name of the Governor(s), Chancellor(s), all State Building Commission members, the names of the members of the Board, President(s) the architect, contractor and state architect from the date of Building Commission approval of a specific project to the completion of the project.
- C. If the building/facility has been named for an individual or group in accordance with Board Policy ~~4:02:05:01~~, the

building plaque may include the name of the individual or group for which the building/facility is named.

Sources

Authority

T.C.A. §§ 49-8-203: [4-1-412](#).

History

TBR Meetings, April 13, 1973; September 30, 1983; June 28, 1985; March 21, 1986; September 18, 1992; March 30, 2007; June 24, 2011; June 28, 2012; [September , 2023](#).

Naming on Campuses & Building Plaques : 4.02.05.01

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

Purpose

The purpose of this policy is to establish the criteria, process, and procedures for naming and re-naming buildings, sub-units, facilities, and campus grounds, affixing plaques to new or renovated buildings and facilities at institutions governed by the Tennessee Board of Regents.

Policy/Guideline

I. Naming Buildings and Facilities

A. General Statement

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4. This policy applies to all buildings of the institutions governed by the Board.
5. It also applies to other facilities, grounds, and organizational units which the institution

wishes to dedicate in the name of an individual or group.

6. Buildings designated by their general purpose or function are not subject to this policy.

B. **Criteria**

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 - c. Any financial contribution of the individual or group to the institution; and

- d. State, regional, national, or international recognition of the individual's or group's contributions and achievements.
5. A given surname may be assigned to only one building on a specific campus.
6. In all cases, naming rights are considered to be in effect for the duration of the effective and typical useful life of the physical building, space or project, and not in perpetuity.

C. **Process**

1. The institution president shall charge a committee to consider and make recommendations for the naming of a building.
2. The committee shall be comprised of student, faculty, and administrative representatives; other representatives of the campus community may serve on the committee, as deemed appropriate by the president.
3. The committee shall consider all suggested naming, which satisfy the criteria cited above. Any individual or group associated with the institution may suggest a name for consideration by the committee.
4. The committee shall submit a report to the president, which includes a recommendation for the naming, documentation of all suggestions considered, and justification of its recommendation.
5. For naming which requires Board approval, the president shall submit a recommendation,

along with the committee's report and any additional supporting information deemed appropriate, to the Board through the Chancellor.

6. No publicity shall be given to the recommendation for naming until it is considered by the Board.
7. For naming not subject to Board approval, the president shall determine and make known the naming in the manner deemed most appropriate.

D. **Dedication Ceremony and Plaque**

1. Upon approval of the naming by the Board, an appropriate dedication ceremony may be planned and conducted by the institution.
2. The institution also may erect a dedication plaque or comparable marking upon approval of the naming by the Board.
3. The plaque may be separate from the building plaque provided by State regulations.
4. In addition to the individual or group for whom the building is named, the dedication plaque should identify the institution president, the Chancellor, and the Chairman of the Board at the time the naming was approved.

II. **Building Plaques**

- A. An institution may affix a building plaque to a new or newly renovated building or facility.

- B. All building plaques must comply with Tennessee Board of Regents procedures adopted pursuant to this policy and State Building Commission policy on building plaques.
- C. This section shall apply to any new or newly renovated building or facility.

III. Removal or Alteration of Names, Plaques, and Other Items of Historic Significance

- A. Subject to the Tennessee Heritage Protection Act of 2016, T.C.A. § 4-1-412, (the Act), the Board may remove a name associated with any physical building, space, object, or project if the naming gift pledge remains unfulfilled, it is in the best interests of the institution or of the donor to do so, or to protect the reputation of the institution and/or the donor.
- B. If required by the Act, the Chancellor is responsible for initiating proceedings and taking all necessary actions prior to removing a name, removing a plaque, or otherwise removing, renaming, relocating, altering, rededicating, disturbing or altering any nameplate, plaque, statue, monument, memorial, bust, historical marker, artwork, flag, historic display, school, street, bridge, or building that has been erected for, named, or dedicated in honor of any historic conflict, historic entity, historic event, historic figure, or historic organization.
- C. To ensure compliance with the Act, no building, sub-unit of a building, or facility, or name of any space shall be changed or removed, and no plaque, statue, monument, bust, nameplate marker, or other memorial removed from a campus without the prior written approval of the Chancellor.
- D. This section III shall not apply to demolition of a building or other memorial that has reached the end of its useful life and has been approved for demolition by the TBR Department of Facilities Development.

- E. The terms in this section III shall have the same meaning as in the Act.

Procedures

- I. Building Plaques
 - A. The Board of Regents has authorized institutions to affix building plaques to new or newly renovated buildings or facilities.
 - 1. An institution may choose to erect a building plaque in lieu of or in addition to dedication plaques authorized under Board Policy 4.02.05.01.
 - B. An institution may affix a building plaque which shall include the name of the Governor(s), Chancellor(s), all State Building Commission members, the names of the members of the Board, President(s) the architect, contractor and state architect from the date of Building Commission approval of a specific project to the completion of the project.
 - C. If the building/facility has been named for an individual or group in accordance with Board Policy 4.02.05.01, the building plaque may include the name of the individual or group for which the building/facility is named.

Sources

Authority

T.C.A. §§ 49-8-203: 4-1-412

History

TBR Meetings, April 13, 1973; September 30, 1983; June 28, 1985; March 21, 1986; September 18, 1992; March 30, 2007; June 24, 2011; June 28, 2012; September , 2023.

BOARD TRANSMITTAL

MEETING: Committee on Finance and Business Operations

SUBJECT: TBR System State Funding Requests for FY 2024-2025

DATE: September 21, 2023

PRESENTER: Vice Chancellor Alisha Fox
Executive Vice Chancellor Kim McCormick
Executive Vice Chancellor Russ Deaton

PRESENTATION
REQUIREMENTS: 15 minutes with discussion

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

On an annual basis, Board staff develops a list of System funding needs that are not recognized through the higher education funding formula. Items identified are intended to have broad benefit across the System and to align with the State's strategic goals. Review of these items by the Board is the first step in this process. Items will be then submitted to the Tennessee Higher Education Commission for its consideration. TBR items endorsed by the Commission are then forwarded to the Governor for his consideration in developing his FY 2024-2025 budget recommendations to the General Assembly. The legislature then ultimately determines which items recommended are funded. There are six requests listed on the next four pages, totaling approximately \$28.7 million (\$20,200,000 million Recurring and \$8,500,000 Non-recurring).

While each of the following items is worthy of consideration, it is noted that the System's priority is that THEC's formula funding recommendations be sufficient to recognize improvements in outcomes funded through the outcome formula.

Draft for Review Purposes

Cyber Security (\$8.1 million recurring)

Cyber Security is a critical need for our colleges and the system office. Colleges are high-value and frequent targets of attackers because they host large amounts of sensitive student and employee data. According to a 2023 IBM survey, the average cost in the higher education sector of a data breach was \$3.7 million. The longer a breach goes undetected, the more difficult the recovery and the greater the costs. Direct expenditures by TBR colleges associated with responding to successful attacks have been much less than the average identified by IBM, but it would be difficult to understate the amount of disruption that takes place in the weeks and months following even a partially successful attack. In the immediate aftermath, restoring operations can be the primary or sole task for most administrators. Almost every form of communication with students and faculty is shut down. Even after communications resume, there is increased confusion. Student access to learning materials and tools is decreased, at least temporarily. The job of faculty becomes much more difficult, and there is inevitably learning loss, a significant risk of decreased enrollment, and an increased chance of students not completing their studies.

It is critical that TBR colleges have the tools necessary to prevent as many attacks as possible, and the ability to detect and respond to a successful attack as quickly as possible. Educational opportunities for our communities are an essential service and our colleges can't risk downtime, or the amount of money and time needed to recover from successful attacks. \$5 million of the recurring request will allow TBR to hire a full-time CISO (Chief Information Security Officer) at the system office as well as provide funding to hire additional security specialists to monitor and provide cyber security for colleges. This would also allow for the procurement of standardized security monitoring software for all the colleges within the system. Given that database security and third-party service security are two of the largest cybersecurity risks, \$3.1 million recurring would allow the additional expansion of the TBR system office IT capabilities, allowing for the capacity to provide standardization and redundancy across ERP maintenance and operational functions at all colleges within the system.

Physical Safety and Security (\$2.5 million recurring and \$3 million non-recurring for a total of \$5.5 million)

With the heightened focus on safety in our schools, our colleges continue to face challenges with recruitment and retention of officers, being able to provide coverage for all their various satellite locations and update their facilities with the newest equipment and technology to meet today's standards. The newly formed TBR Department of Safety and Security, who provides guidance for our college police departments, has worked to get officers hired at our TCATs with the previous funding but many of our TCATs have multiple satellite locations that cannot be covered by one officer. The same can be said for our Community Colleges. \$2.5 million of the recurring request would allow TBR to add additional officers at both the TCATs and Community Colleges to provide coverage at non-main campus sites. Based on our survey of college police departments, their #1 need was more personnel to support their large campus footprints and multiple locations.

In addition, the \$3 million non-recurring request is to continue the important work of increasing the physical facility safety at both TCAT's and Community Colleges. We have received feedback from our community colleges and TCATs relative to the status of the improvements made with the previous round of funding (ending in FY20-21), and we found that our campuses are in varying degrees of security. Campuses are now equipped

with a best practices road map stemming from campus assessments provided by the Department of Homeland Security/THEC. Many schools have requested assistance in putting these practices into reality. Our TCATs will have most of the safety needs addressed through their current year capital funding but not all. Examples of equipment needs and upgrades include glass door safety film, cameras, access control for exterior doors, speaker systems, lighting upgrades to exterior areas, and additional equipment for the college police departments.

Student Coaching (\$2.5 million non-recurring and \$2 million recurring)

Especially important for an open access system that serves tens of thousands of students who are low income, first generation, academically underprepared, and/or facing numerous other challenging life circumstances, the role of a student advisor or coach is paramount. In recent years, TBR colleges have made targeted investments in student coaches/advisors, but the efforts are not at scale given limited resources. Recent TBR policy innovation has identified promising programs and practices that will have a material impact on student retention and success. With \$1 million in 2018 from the Governor and General Assembly, TBR seeded ‘peer advising’ at each of the 13 colleges that expanded their ability to set up peer advising networks for students. Additionally, in 2022 TBR received \$2.9 million in competitive grant funds from the U.S. Department of Education Institute of Education Sciences and Ascendium Education Group to fund the Tennessee Coaching Project. Through this project, Northeast State Community College and Jackson State Community College embedded success coaches into academically underprepared students’ first year of college to help them navigate coursework, connect with resources, and explore careers. In 2023, the project expanded to provide coaching to adult learners who are reconnecting with college after some time away. Students at both pilot colleges engaged with coaching at high rates, and preliminary data indicates that students who engaged with their coach were retained at higher rates than other students. Early outcomes also suggest gains in math course success for students who engaged with their coach.

1. Extend the existing student coaching innovation at Jackson and Northeast two additional years (\$1.25 million non-recurring, which is paired with a \$125,000 match from each college)
2. Expand the innovation to two additional community colleges in a competitive RFP for two years (\$1.25 million non-recurring, which is paired with a \$125,000 match from each college).

Additionally, TBR requests an expansion of the overall student advising capacity at community colleges. Building off the 2018 investment of \$1 million, an additional 11% or \$110,000 will cover salary and benefits increases for existing staff. Since the program’s inception, several state salary increases have occurred, but the initial investment has not changed leaving TBR institutions short in covering the full salaries for existing advisors. Finally, two additional advisors per community college, plus a TBR staff position to coordinate the effort, would expand the colleges’ ability to meet student needs and improve success. (\$2 million recurring).

Student Support Network (\$4.3 million recurring)

Research indicates that students are more likely to persist and complete college when they have access to mental health services and support from their college to meet their basic needs. More than half of first-time students at Tennessee’s community colleges and

TCATs are low-income students, and many of these students experience food and housing insecurity during their time in college. Addressing these needs will be crucial to the success of low-income students as well as Tennessee's progress toward the state's educational attainment goals and increasing the workforce pipeline.

This proposed network calls for creating a comprehensive student support system that incorporates mental health professionals, social workers to provide advocacy and assistance in apply for programs administered by the Department of Human Services, and an emergency completion grant program to cover basic needs. The project goal would be to provide services to an additional 15% (an estimated 10K additional people) of the student population at TBR institutions. Drawing inspiration from Georgia's Embark support network and North Carolina's emergency grant program, the Tennessee Student Support Network will be the first in the nation to provide a comprehensive network of resources across state agencies in support of college student completion in order to grow the workforce pipeline. While several community and technical colleges in Tennessee have individual food banks, emergency grants, and other support services on campus, there is currently no integrated structure for administering the suite of state level supports to students across the TBR system. Colleges often have limited capacity and resources to meet students' needs, so alignment with services provided by other state agencies like TN Department of Human Services and TN Labor and Workforce Development will increase participation and provide professional support. For example, mental health services are rapidly becoming a crucial tool to support students. However, only 14 licensed professional counseling staff are employed to serve more than 100,000 students across the TBR system. TCATs have no professional counseling staff, and some community colleges also lack counselors.

The goal of this program is to build upon the existing work happening at the campus level to ensure all students across the state receive the support they need to succeed. The network would serve all low-income students across the TBR system by leveraging partnerships with TDLWD and TDHS for transportation assistance, internships, food assistance, childcare, distribution of emergency grant funds, and more. Mental health counselors and social service coordinators would be based at each community college and serve multiple TBR colleges in their regions. This system-wide network would serve TBR professionals and institutions to ensure connectivity, share best practices, and provide information exchange among students, community-based stakeholders, and K-12 educators in support of vulnerable student populations across Tennessee. This network would be coordinated through TBR's Office of Student Success and would fund one manager and 26 professional staff (13 counselors and 13 social service coordinators) working at TBR institutions, totaling \$1.6 million. Additionally, TBR would take to scale a program to provide student emergency grants, totaling \$2.7 million, for transportation, books, food, and other emergency needs that often are a barrier to student retention and success. *(This aligns with recommendations in the June 2022 TN Commission on Education Recovery and Innovation Report)*

Creating a Multi-Generational Workforce Pipeline (\$3.3 million recurring)

Communicating with students, families, and employers about developing critical skills through technical training is crucial to developing a workforce pipeline in Tennessee. Successfully recruiting those students into technical programs is central to TBR's mission as our colleges are a critical component of Tennessee's economic engine. The pandemic has stalled progress toward meeting necessary goals and has potentially decreased the overall perception of the value of a post-secondary technical credential. Currently, the limited staff at TBR's System office provides our colleges with statewide recruitment

assistance. In Tennessee, as the need to fill technical positions grows, so does the need for more statewide support to create the workforce pipeline.

TBR envisions expanding the existing services offered by TBR's award-winning team to create a centralized function to sustain a long-term pipeline of technical training graduates. This centralized function would manage the development of much-needed strategic direction, materials, and other resources that promote value in pursuing educational opportunities leading to long-lasting, stable, and family-sustaining careers.

This statewide approach will aid TBR and its colleges in achieving Tennessee's mission to increase the educational attainment levels of our residents based on current and future industry demands. This request also supports one of Tennessee's priorities: to create new apprenticeships, internships, and cooperative learning opportunities for individuals pursuing credentials in high-demand technical fields. This growth necessitates filling current and future career and technical education (CTE) positions and training students to earn valuable certifications and credentials. In addition, this funding will allow TBR to provide the consistency needed in building the reputation of our colleges as elite providers of in-demand and custom-tailored technical programs to fill the needs of Tennessee's workforce and the direct recruitment of students into these programs.

Last year, the Governor and the General Assembly allocated funds to TBR to launch the *Trucking Tennessee* campaign. With these funds, the TBR team was able to create a micro campaign of advertisement including multiple sources of information delivery. This campaign has resulted in significant increases in enrollment in trucking programs across the system. These funds will allow TBR to replicate this recruiting strategy for other technical and workforce ready programs.

Workforce Training Financial Aid Pilot (\$3 million non-recurring)

Establish a pilot financial aid grant program for students to pursue non-credit certifications and training (which are outside the scope of Federal and state financial aid). Many Tennesseans currently pursue workforce development training, which is distinct from for-credit activity that leads to a credential (diploma, certificate, degree). Such training could result in, for example, an industry certification, registered apprenticeship or occupational licensure. State and federal financial aid is solely structured towards for-credit activity, and therefore this pilot program would provide grant aid to students to pursue non-credit training. If funded, TBR would develop and execute a pilot program over two years to qualified students, which would include analysis of the program's impacts.

BOARD TRANSMITTAL

MEETING: Committee on Finance and Business Operations

SUBJECT: New Fee Request

DATE: September 21, 2023

PRESENTER: Vice Chancellor Alisha Fox

PRESENTATION
REQUIREMENTS: 5 Minutes

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

Due to COE requirements, TCAT Pulaski recently had their special industry training Basic Dental Assisting (BDA) program approved as an academic program through TBR and COE. However, now that it is an approved academic program rather than WFD/industry training program, the TCAT must charge tuition based on the academic program fee schedule, which is \$167 less than the charge when it was an industry training program. In addition, they had to reduce their class size to meet the academic program requirements. Due to these changes, the cost to operate the program exceeds the revenue generated. TCAT Pulaski is requesting to establish a basic dental assisting lab fee of \$100 per student to cover consumable materials for the program.

MINUTES
TENNESSEE BOARD OF REGENTS
REGULAR SESSION

June 16, 2023

The Tennessee Board of Regents met in regular session on June 16, 2023 at Chattanooga State Community College located in Chattanooga, Tennessee. Vice Chair Emily Reynolds, presiding, called the meeting to order.

Next, she called on Board Secretary Mariah Perry to call the roll. The following members were present:

Mr. Miles Burdine
Mr. Mark George
Mr. Mark Gill
Commissioner Charles Hatcher
Mr. Shane Hooper
Mr. Todd Kaestner
Mr. John Long
Commissioner Sam Percy
Ms. Vanessa Pilkinton
Ms. Nisha Powers
Ms. Emily Reynolds
Ms. Ramona Shelton
Mr. Kyle Spurgeon
Ms. Danni Varlan (left the meeting early)
Mr. Weston Wamp
Mr. Tom White

A quorum was present. Members not available to attend the meeting were Governor Bill Lee, Regent MaryLou Apple, and Regent Bob Smith.

I. MINUTES

Minutes from the March 30, 2023 quarterly Board meeting and the April 27, 2023 special called meeting were provided to all members prior to the meeting. Regent Varlan moved approval of the minutes as presented. Regent White provided a second to the motion. The motion was approved by voice vote.

II. REPORT OF INTERIM ACTION

Vice Chair Reynolds called upon Chancellor Flora Tydings, who presented the Report of Interim Action, reflecting business transacted by the Office of the Chancellor since the previous meeting of the Board. Chancellor Tydings requested approval of the report. Regent Powers moved to accept the report and Regent Varlan provided a second to the motion. The motion passed by voice vote. A copy of the Report is attached to the official copy of the Minutes as Appendix A.

III. REPORT OF THE COMMITTEES

Board members were asked to act on the minutes of the June 15, 2023 meeting of the Academic Policies and Programs and Student Life Committee; the minutes of the June 15, 2023 meeting of the External Affairs Committee; the minutes of the June 15, 2023 meeting of the Workforce Development Committee; the minutes of the June 15, 2023 meeting of the Finance and Business Operations Committee; the minutes of the June 15, 2023 meeting of the Personnel and Compensation Committee; and the minutes of the May 31, 2023 meeting of the Audit Committee. Members were provided copies of the minutes prior to acting.

The minutes of the committees are as follows:

ACADEMIC POLICIES AND PROGRAMS AND STUDENT LIFE COMMITTEE

The Committee on Academic Policies and Programs and Student Life met in regular session on June 15, 2023, at Chattanooga State Community College. A quorum was present, and the meeting was called to order by Board Vice Chair Emily Reynolds (in the absence of Chair MaryLou Apple).

As the first item of business, the Committee considered the following items for approval on the Consent Agenda.

- A. TBR Policy 2.03.01.03, Ethical Recruitment of Prospective Students and Military Affiliated Individuals
- B. TBR Policy 2.03.01.04, Admission, Enrollment, and Readmission of Service Members
- C. TBR Policy 2.03.02.04, Micro-Credentials and Learner Record

Regent Burdine made a motion to approve, and Regent Shelton provided a second. A voice vote was taken and the motion passed. A copy of the policies listed is attached to the Minutes as Attachment A.

As the next item of business, the Committee received a recommendation for the approval of two new degree programs new to the TBR System, Associate of Applied Science (A.A.S.) in Electric Vehicle Engineering Technology at Chattanooga State Community College and an A.A.S. in Automotive Technology with a Concentration in Automotive Specialist at Northeast State Community College. Regent Varlan made a motion to approve, and Regent Burdine provided a second. The Committee approved the proposed programs by voice vote. A copy of the program proposals is attached to Minutes as Attachment B.

The Committee considered approval of thirty-five new programs, none of which is new to the TBR System, and sixty-eight academic actions.

Following a presentation by Vice Chancellor Jothany Reed and Assistant Vice Chancellor Tachaka Hollins, Regent Varlan provided a motion to approve the new and modified programs. Regent Burdine provided a second. A voice vote was taken, and the motion passed. The programs approved included: implementation of a Criminal Justice-Correctional Officer program at TCAT Athens main campus; implementation of an Electric Vehicle Production Technology program at TCAT Crump, Henderson Instructional Service Center (2B); implementation of a Retail, Hospitality, and Tourism Technology dual enrollment program at TCAT Crump, Chester County High School (2F); duplication of the existing Truck Driving program and add an evening/weekend section at TCAT Crump, Parsons Extension Campus (2P); implantation of an Aesthetics Technology program at TCAT Dickson main campus; implementation of a Cosmetology Instructor Training program at TCAT Dickson main campus; implementation of a Cosmetology Instructor Training program at TCAT Dickson, Clarksville Extension Campus (AA); implementation of a Heating, Air Conditioning, and Refrigeration program at TCAT Dickson main campus; implementation of a Heating, Air Conditioning, and Refrigeration program at TCAT Dickson, Clarksville Extension Campus (AA); implementation of a Patient Care Technology/Medical Assisting program at TCAT Dickson main campus; implementation of a Patient Care Technology/Medical Assisting program at TCAT Dickson, Clarksville Extension Campus (AA); implementation of an Electrical and Plumbing Construction Technology program at TCAT Hartsville, Wilson County Campus (ZM); relocation of the existing Building Construction Technology program from the TCAT Hohenwald, Columbia Central High School to Lewis County High School (pending THEC site code approval); replication of the existing Building Construction Technology program at the TCAT Hohenwald main campus; replication of the existing Forestry and Ag Technology program at TCAT Hohenwald, Wayne County Schools Extended Learning Facility (pending THEC site code approval); replicate the existing Practical Nursing program at TCAT Hohenwald, Wayne Medical Instructional Service Center (2F); replication of the existing Truck Driving program at TCAT Hohenwald, Wayne County Schools Extended Learning Facility (pending THEC site code approval); replication of the existing Truck Driving program at TCAT Hohenwald, Lawrence County Instructional Service Center (2C); duplication of the existing Automotive Technology program at TCAT Knoxville main campus; duplication of the existing Computer Information Technology program and add an additional day section at TCAT Knoxville main campus; duplication of the existing Cosmetology program and add an additional day section at TCAT Knoxville main campus; duplication of the existing Heating, Ventilation, Air Conditioning, and Refrigeration program and add an additional day section at TCAT Knoxville main campus; implementation of a Computer Information Technology program at TCAT Livingston main campus; relocation of the existing Heating, Ventilation, Air Conditioning, and Refrigeration program from TCAT Livingston, Jackson Instructional Service Center (2D) to the main campus; duplication of the existing Practical Nursing program and add an evening section at the TCAT Livingston main campus; implementation of a Residential/Commercial/Industrial Electricity program at TCAT McMinnville main campus; duplication of the existing Criminal Justice-Correctional Officer program and add an evening section at TCAT McMinnville, Coffee County Instructional Service Center (2J); implementation of a Pre-Practical Nursing dual enrollment program at TCAT Memphis, Collierville High School (2D); duplication of the existing Automotive Technology program and add an evening section at TCAT Memphis main campus; duplication of the existing Heating, Ventilation, Air Conditioning, and

Refrigeration program and add an evening section at TCAT Memphis, Bartlett Extension Campus (2S); duplication of the existing Welding Technology program and add an evening section at the TCAT Memphis main campus; duplication of the existing Welding Technology program and add an evening section at the TCAT Memphis, Bartlett Extension Campus (2S); implementation of an Electric Vehicle Production Technology program at TCAT Memphis main campus; implementation of an Electric Vehicle Production Technology program at TCAT Memphis, Bartlett Extension Campus (2S); implementation of a Residential/Commercial/Industrial Electricity program at TCAT Nashville main campus.

The following items are for the Committee's information: reduce program length for Automotive Technology at TCAT Athens; curriculum realignment for the Administrative Office Technology program at TCAT Athens; reduce program length for Automotive Technology at TCAT Crossville; termination of the Emergency Medical Technology program and adoption of the Accelerated EMT program at TCAT Crump; curriculum realignment for the Administrative Office Technology program at TCAT Crump; termination of the Information Technology and Infrastructure Management program at the TCAT Crump; addition of an exit point after the first trimester of the Pharmacy Technology program at TCAT Dickson; reduce program length for Dental Assisting at TCAT Dickson; curriculum realignment for the Automotive Technology program at TCAT Dickson; rename the Mechatronics program to Mechatronics Multicraft Tech at TCAT Dickson; terminate the Heating, Ventilation, Air Conditioning, and Refrigeration program at TCAT Dickson; terminate the Heating, Ventilation, Air Conditioning, and refrigeration program at TCAT Dickson, Clarksville Extension Campus (AA); curriculum realignment to the Automotive Technology program at TCAT Elizabethton; curriculum realignment to the Automotive Technology program at TCAT Harriman; curriculum realignment to the Automotive Technology program at TCAT Hartsville; modify the Administrative Office Technology program curriculum and add a Financial Services Diploma at TCAT Hartsville; curriculum realignment to the Patient Care Technology/Medical Assisting program at TCAT Hartsville; curriculum realignment to the Automotive Technology program at TCAT Hohenwald; curriculum realignment to the Administrative Office Technology program at TCAT Hohenwald; rename the Telecommunications Technology program to Telecommunications at TCAT Hohenwald; curriculum realignment to the Automotive Technology program at TCAT Jacksboro; curriculum realignment to the Administrative Office Technology program at TCAT Jacksboro; addition of an exit point after the first trimester of the Pharmacy Technology program at TCAT Jacksboro; curriculum realignment to the Automotive Technology program at TCAT Jackson; curriculum realignment to the Administrative Office Technology program at TCAT Jackson; terminate the Industrial Maintenance Integrated Automation Apprenticeship program at TCAT Jackson; terminate the Health Information Management Technology program at TCAT Jackson; curriculum realignment to the Automotive Technology program at TCAT Knoxville; curriculum realignment to the Administrative Office Technology program and add the Admin/Marketing Diploma curriculum at TCAT Knoxville; curriculum realignment to the Automotive Technology program at TCAT Livingston; curriculum realignment to the Administrative Office Technology program and add the Financial Services Diploma curriculum at TCAT Livingston; addition of an exit point after the first trimester of the Pharmacy Technology program at TCAT Livingston; terminate the Power Line Construction and Maintenance program at TCAT Livingston, Jackson Co. Instructional Service Center (2D); terminate the Patient Care Technology/Medical Assisting program at TCAT Livingston, Cookeville Higher Education Center (2F); terminate the Emergency Medical

Technology program at TCAT Livingston, Jackson Co. Instructional Service Center (2F); terminate the Manicuring program at TCAT Livingston; terminate the Transportation, Distribution and Logistics program at TCAT Livingston; terminate the Information Technology program at TCAT Livingston; terminate the Accounting Diploma section of the Administrative Office Technology program at TCAT Livingston; terminate the Computer Aided Design Technology program at TCAT McMinnville; terminate the Barbering program at TCAT McMinnville; curriculum realignment to the Automotive Technology program at TCAT McMinnville; curriculum realignment to the Administrative Office Technology program at TCAT Memphis; curriculum realignment to the Automotive Technology program at TCAT Memphis; curriculum realignment to the Aviation Maintenance Technology program at TCAT Memphis; reduce program length for the Dental Laboratory Technology program at TCAT Memphis; curriculum realignment to the Information Technology and Infrastructure Management program at TCAT Memphis; addition of an exit point after the first trimester of the Pharmacy Technology program at TCAT Memphis; curriculum realignment for the Automotive Technology program at TCAT Morristown; curriculum realignment for the Aviation Maintenance Technology program and addition of a first trimester certificate at TCAT Morristown; curriculum realignment for the Automotive Technology program at TCAT Nashville; reduce program length for the Industrial Maintenance/Mechatronics program at TCAT Nashville; reduce the program length for the Dental Laboratory Technology program at TCAT Nashville; curriculum realignment for the Aviation Maintenance Technology program at TCAT Nashville; reduce program length for the Dental Assisting program at TCAT Nashville; curriculum realignment for the Automotive Technology program at TCAT Northwest; curriculum realignment for the Administrative Office Technology program at TCAT Northwest; addition of an exit point after the first trimester for the Pharmacy Technology program at TCAT Northwest; reduce program length for the Hybrid Electric Vehicle program at TCAT Northwest; addition of an Advanced Precision Agriculture elective to the Farming Operations Technology program at TCAT Northwest, Covington and Bells Campuses; reduce program length for the Dental Assisting program at TCAT Northwest; curriculum realignment for the Automotive Technology program at TCAT Oneida; addition of an exit point after the first trimester for the Pharmacy Technology program at TCAT Oneida; curriculum realignment for the Administrative Office Technology program at TCAT Pulaski; close Ripley High School Extension (2G) campus and inactivate the Welding Technology program at TCAT Ripley; curriculum realignment for the Automotive Technology program at TCAT Shelbyville; curriculum realignment for the Information Technology and Infrastructure Management program at TCAT Shelbyville; addition of an exit point after the first trimester of the Pharmacy Technology program at TCAT Shelbyville.

Next, the Committee heard a presentation by Executive Vice Chancellor Russ Deaton on Reimagining the Community College Experience. This was for the Committee's information.

Next, Assistant Vice Chancellor Amy Moreland provided a presentation on the Tennessee Coaching Project. This item was also for informational purposes only.

For the final item of business, Vice Chancellor Jothany Reed provided the Committee with a summary of the annual accreditation report and overview for 2021-2022 academic year. This was for the Committee's information.

There being no further business, Vice Chair Reynolds adjourned the meeting.

Respectfully submitted,

Committee on Academic Policies and Programs and
Student Life

Vice Chair Reynolds moved approval of the minutes of the June 15, 2023 meeting of the Academic Policies and Programs and Student Life Committee. Regent Varlan provided a second. The motion was approved by voice vote. New TBR policies 2.03.01.03 (Ethical Recruitment of Prospective Students and Military Affiliated Individuals), 2.03.01.04 (Admission, Enrollment, and Readmission of Service Members), and 2.03.02.04 (Micro-Credentials and Learner Record) are attached to the Minutes as Appendix B. The program proposals are attached to the Minutes as Appendix C.

EXTERNAL AFFAIRS COMMITTEE

The Committee on External Affairs met on June 15, 2023, at Chattanooga State Community College. A quorum was present, and the meeting was called to order by Chair Danni Varlan.

Chair Varlan called on Executive Vice Chancellor for External Affairs Kim McCormick for opening remarks. Dr. McCormick began by highlighting a donation of Volkswagen and Audi automobiles made by the Collision Repair Education Foundation and Volkswagen group of America. Dr. McCormick then called on Cris Perkins, Associate Vice Chancellor for Strategic Advancement, who provided supporting comments on how the original partnership to catalyze these donations started with the Chattanooga State TCAT. Mr. Perkins further shared that TCAT Chattanooga, TCAT Crossville, TCAT Knoxville, TCAT Livingston, and TCAT Morristown will all receive vehicles from this donation secured in part by the Department of Strategic Advancement.

Dr. McCormick then introduced Assistant Vice Chancellor John Williams and Associate Vice Chancellor Matthew Gann. Chair Varlan called on Assistant Vice Chancellor for Government Relations John Williams to provide a legislative update including highlights from the first session of the 113th General Assembly. The following notable bills were presented to the committee:

- SB89/HB29- Public Chapter 289
- SB102/HB158- Public Chapter 438
- SB103/HB611- Public Chapter 50
- SB301/HB961- Public Chapter 339
- SB350/HB294- Public Chapter 190
- SB834/HB1445- Public Chapter 152
- SB515/HB723- Public Chapter 149
- SB317/HB269- Public Chapter 337
- SB817/HB1376- Public Chapter 268
- SB404/HB391
- SB364/HB348

- SB842/HB1075
- SB918/HB1319

A 2023 legislative compilation was distributed to members that provided a comprehensive abstract of bills passed that will affect public higher education. This compilation will be posted on the External Affairs website.

Mr. Williams also shared that in addition to the work completed during regular session, the Governor has announced that he plans to call a special session of the legislature to take up bills related to public safety. The Government Relations team will keep the Board updated as more information is shared regarding the special session.

Chair Varlan then called on Associate Vice Chancellor for Marketing, Digital Strategy, and Public Relations Matthew Gann to provide an informational marketing update. Mr. Gann began by congratulating the Marketing, Digital Strategy, and Public Relations team for bringing home the most gold awards of any college, university, and system at the annual Tennessee College Public Relations Association meeting last month. This includes gold awards for design, reports, campaigns, and a website.

Also included in the marketing update, Mr. Gann reviewed the mandate for the Marketing, Digital Strategy, and Public Relations Department, which includes promoting the concept of community and technical colleges and the opportunities they provide, elevating perceptions and the reputation of community and technical colleges as well as the system, and educating and informing decision-makers at the state and local levels and within the business and industry communities.

Mr. Gann also shared an update on current partnerships and campaigns including the TSSAA partnership, the Be Pro Be Proud partnership with the Tennessee Chamber of Commerce, and the Trucking Tennessee campaign. A preview of Trucking Tennessee marketing materials was presented to the committee.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

Committee on External Affairs

Regent Varlan moved approval of the minutes of the June 15, 2023 meeting of the External Affairs Committee. Regent Burdine provided a second. The motion was approved by a voice vote.

WORKFORCE DEVELOPMENT COMMITTEE

The Committee on Workforce Development met on June 15, 2023, at Chattanooga State Community College. A quorum was present, and the meeting was called to order by Chairman Mark George.

Chairman George called on Executive Vice Chancellor for External Affairs Kim McCormick to introduce the Executive Director of the Center for Workforce Development, Jeff Sisk. Chairman George then called on Dr. Sisk to provide an update on statewide truck driving programs, Blue Oval City, EV-related statewide grant initiatives, and highlights from TBR colleges' Workforce offices. Dr. Sisk began by defining workforce development before moving into an update on truck driving programs. This update included information on recent curriculum updates, an upcoming partnership between TCAT Memphis and the Tennessee Department of Corrections, and work-based learning approaches to meet the need for more CDL drivers.

To update the progress being made at Blue Oval City, Dr. Sisk presented a TCAT campus construction update, recent RFPs issued by Ford/SK, the Ford/SK onboarding plans, and a review of the Blue Oval City Workforce Development Strategic Plan.

As an update on EV-related statewide grant initiatives, Dr. Sisk discussed the Tennessee Community Charging and Infrastructure grant proposal and the Electric Vehicle Charging Infrastructure Workforce Workgroup grant.

Dr. Sisk also presented the members of the Workforce Development committee with highlights from Workforce offices from colleges across the TBR System, with a focus on corrections and jail-based training programs. Highlighted programs included: Nashville State's partnership with Vanderbilt University Medical Center, TCAT Knoxville's partnership with the University of Tennessee, Roane State/ TCAT Knoxville's partnership with Y12 National Security Complex at Oak Ridge, TCAT Pulaski and Lawrence County Jail welding course; TCAT Pulaski, GM, Giles County, and Maury County Jails Certified Production Technician Reentry Project; and Vol State and Nashville State Industrial Readiness Training with Coffee County Jail.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

Committee on Workforce Development

Regent George moved approval of the minutes of the June 15, 2023 meeting of the Workforce Development Committee. Regent Burdine provided a second. The motion was approved by a voice vote.

FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met in regular session at Chattanooga State Community College on June 15, 2023. A quorum was present, and the meeting was called to order by Chairman Tom White.

The first item on the agenda was revisions to TBR Policy 7.01.00.00, Firearms and Other Weapons which was recommended for approval on the Consent Agenda. A motion was made by Regent George and seconded by Regent Gill to approve the policy revision.

A voice vote was taken, and the revisions were approved as presented. A copy of the policy listed is attached to the minutes as Attachment A.

The second item on the agenda was the review and consideration of tuition, mandatory fees, and non-mandatory fees for Academic Year 2023-2024. The committee recommends approval of an approximate 3% increase to in-state and out-of-state tuition and mandatory fees for academic year 2023-2024. Regarding non-mandatory fees, the committee recommends that the campus online fee continues to be suspended for academic year 2023-2024 and the committee recommends approval of the two proposed new non-mandatory fees and elimination of four non-mandatory fees as presented. A motion was made by Regent George and seconded by Regent Gill to approve the recommendations for tuition, mandatory fees, and non-mandatory fees. A roll call vote was taken, and the recommendations were approved as presented.

The third item on the agenda was the review and consideration for approval of funding for Operations for the 2023-2024 Fiscal Year and approval of the finalized (estimated) budgets for the 2022-2023 Fiscal Year. A motion was made by Regent Wamp and seconded by Regent George to approve the recommendations as presented. A roll call vote was taken, and the Committee approved the budgets, which total \$1.29 billion for fiscal year 2023-2024 and \$1.38 billion for fiscal year 2022-2023.

In addition, the Committee considered the proposed LGI budgets under the Board's policy on Consideration of University Budgets. Within its report, the Committee recommends approval of the LGI budgets as required by this Board Policy.

The fourth and final item on the agenda was consideration for approval of the Capital Maintenance Budget Requests for the 2024-2025 fiscal year. Executive Director Tracy was called on for a summary of Capital Maintenance Budget Requests. A motion was made by Regent Gill and seconded by Regent Kaestner to approve the Capital Budget Requests for 2024-2025 fiscal year. A roll call vote was taken, and the recommendations were approved as presented.

There being no further business to come before the Committee, the meeting was adjourned.

Respectfully submitted,

Committee on Finance and Business Operations

Regent White moved to approve the report of the Finance and Business Operations Committee. A second was provided by Regent Varlan. The motion passed by a roll call vote.

A copy of revised TBR policy 7.01.00.00 (Firearms and Other Weapons) is attached as Appendix D. A copy of the recommended finalized budgets for FY 2022-23 and the recommended proposed budgets for FY 2023-24 are attached as Appendix E. A copy of the summary of the capital budget requests for 2024-25 fiscal year is attached as Appendix F.

PERSONNEL AND COMPENSATION

The Committee on Personnel and Compensation met at Chattanooga State Community College on June 15, 2023. A quorum was present, and the meeting was called to order by Chair Nisha Powers.

The first item on the agenda for consideration was the Consent Agenda. The Committee considered for approval the following items:

- A. TBR Policy 6.04.00.00, Pregnancy, Childbirth, and Related Conditions (Employees)
- B. TBR Policy 5.01.01.07, Parental Leave
- C. TBR Policy 5.01.01.14, Family, Medical and Service Member Leave

Regent Hooper made a motion to accept the items presented under the consent agenda. Regent Burdine provided a second. A voice vote was taken and the motion passed. A copy of the policies listed is attached to the minutes as Attachment A.

The second item on the agenda was the approval of the minutes from the special called meeting on May 31, 2023 that included action taken on compensation strategies. Regent White made a motion to accept the minutes of the special called meeting. Regent Hooper provided a second. A roll call vote was taken and the motion passed. A copy of the minutes from the May 31, 2023 special called meeting and its materials are attached to these minutes as Attachment B.

The third item on the agenda was the proposed consideration of the president emeritus contracts. There were six (6) community college requests for individuals to be appointed President Emeritus for the fiscal year 2023-2024. Regent Hooper made a motion to accept the president emeritus reports and contract proposals for FY2024. Regent Varlan provided a second. A roll call vote was taken and the motion passed. A copy of the president emeritus contracts and reports are attached to the minutes as Attachment C.

As the fourth item on the agenda, the Committee considered the faculty emeritus requests from three (3) community colleges; one (1) each from Chattanooga State, Motlow State, and Nashville State Community Colleges. A copy of the faculty emeritus recommendations are attached to the minutes as Attachment D.

The fifth item on the agenda was the Tenure and Promotion Recommendations at the Tennessee Colleges of Applied Technology – There were zero (0) recommendations for tenure. A total of thirty-two (32) faculty members were recommended for promotion. A copy of the recommendations is attached to the minutes as Attachment E.

The sixth item on the agenda was the Tenure and Promotion Recommendations at the Community Colleges. There were sixty-six (66) recommendations for tenure considered. This includes one (1) exception from Pellissippi State Community College. A total of one hundred fifty-six (156) faculty members were recommended for promotion. This also includes one (1) exception from Pellissippi State Community College. A copy of the community college recommendations is attached to the minutes as Attachment F. Regent Hooper made a motion to approve items four, five, and six together. Regent Varlan provided a second. A voice vote was taken, and the motion passed.

The seventh item on the agenda was the Review and Approval of Faculty Promotional Increases – A total of one hundred fifty-six (156) faculty members were recommended for promotional increases in pay at the community colleges. At the TCATs, thirty-two (32) faculty members were recommended for promotional pay increases. All promotional increases are in accordance with each institution's compensation plan, and all recommendations are eligible for promotion. Regent Hooper made a motion to accept the faculty promotional pay increases as presented. Regent White provided a second. A roll call vote was taken, and the motion passed. A copy of the recommended faculty promotional increases in pay is attached to the minutes as Attachment G.

As the eighth item on the agenda, the Committee considered the proposed executive incentive compensation plan payments. The recommendation included one-time payments for eleven (11) Community College Presidents as well as the Chancellor. Due to reporting changes by the Council on Occupation Education, the Tennessee Colleges of Applied Technology (TCAT) numbers were not available. Therefore, the TCAT president executive incentive payment requests will be submitted at a later time. Regent Hooper made a motion to accept the one-time executive incentive payments as presented. Regent White provided a second. A roll call vote was taken, and the motion passed. A copy of the executive incentive request is attached to the minutes as Attachment H.

As the ninth agenda item, the Committee considered the Institutional Request for New or Amended Compensation Plans. Nashville State Community College submitted a revision to its compensation plan to index salary ranges to address changes in market and the local living wage, and to classify positions correctly, as well as implement market options based on discipline taught for faculty salaries. Northeast State Community College submitted revisions to its existing plan to index salary ranges to address changes in market. Volunteer State Community College submitted a revision to its existing compensation plan to add language to allow the college to index salary ranges for the future. Regent Hooper made a motion to accept the institutional requests for revised compensation plans as recommended. Regent White provided a second. A roll call vote was taken and the motion passed. A summary of the compensation plans submitted are attached to the minutes as Attachment I.

As the tenth item on the agenda, the Committee considered the proposed Institutional Requests for Compensation Plan and/or faculty promotion payments from the State Salary Increase Pool for four (4) institutions; Jackson State, Nashville State, Roane State, and Southwest Tennessee Community Colleges. The proposed compensation strategies address payment on the institution's compensation plan. Regent Hooper made a motion to accept the system compensation strategies as presented. Regent White provided a second. A roll call vote was taken and the motion passed. A copy of the institutional requests for compensation plan payments from the state salary increase pool is attached to the minutes as Attachment J.

As the eleventh item on the agenda, the Personnel and Compensation Committee considered the evaluation of the Chancellor, Flora W. Tydings. Pursuant to Board policy, a performance review of the Chancellor is required every two years. Additionally, pursuant to policy, the Vice Chair assigned to the Committee on Personnel and Compensation the task of conducting this review and reporting to the Board. Regent Powers made a motion to accept the evaluation report as presented. Regent Hooper provided a second. A roll call vote was taken and the motion passed. A copy of the evaluation report is attached to the minutes as Attachment K.

As the twelfth and final item on the agenda, the Committee considered the request for a Compensation Plan Payment for the Chancellor, based on the compensation plan that was approved by the Board in 2022. The decision was made last year to provide 50% of the amount recommended by the market study completed by the compensation consultant. This increase will assist in keeping the pay for the Chancellor competitive and become effective July 1, 2023. It will be provided prior to the across the board increase that was approved. Regent Hooper made a motion to accept the recommendation for the compensation plan payment for the Chancellor, as presented. Regent Varlan provided a second. A roll call vote was taken and the motion passed. A copy of the compensation plan recommendation is attached to the minutes as Attachment L.

There being no further business, the Committee on Personnel and Compensation was adjourned.

Respectfully submitted,

Committee on Personnel and Compensation

Regent Powers moved to approve the report of the Personnel and Compensation Committee. A second was provided by Regent George. The motion passed by a roll call vote. New and revised TBR policies 6.04.00.00 [Pregnancy, Childbirth, and Related Conditions (Employees)], 5.01.01.07 (Parental Leave), and 5.01.01.14 (Family, Medical, and Service Member Leave) are attached as Appendix G. The May 31, 2023 special called meeting minutes are attached as Appendix H. The President Emeriti contracts are attached as Appendix I. The Faculty Emeriti recommendations are attached as Appendix J. The promotion recommendations at TCATs are attached as Appendix K. The promotion and tenure recommendations for community colleges are attached as Appendix L. The faculty promotion increases are attached as Appendix M. The executive incentive payments are attached as Appendix N. The institutional amendments or new compensation plans for Nashville State, Northeast State, and Volunteer State are attached as Appendix O. The institutional requests for payments from the state salary pool are attached as Appendix P. The Chancellor's evaluation and compensation plan recommendation are attached as Appendix Q.

AUDIT COMMITTEE

The Committee on Audit met in regular session on May 31, 2023, at 10:45 a.m. via Microsoft Teams. The roll was called by Secretary Mariah Perry. The roll call confirmed that a quorum was present; all Committee members in attendance and the Board's Vice Chair confirmed that they could simultaneously hear and speak to other participants; and that no other people were present in the room with each Regent.

In attendance were system office and institutional staff; the Board's Vice Chair, Regent Emily Reynolds; and other Board members, including the following Audit Committee members:

Regent Miles Burdine, Audit Committee Chair
Regent MaryLou Apple
Regent Todd Kaestner
Regent Tom White

The necessity of the electronic meeting was confirmed by unanimous consent due to it being the most economically efficient way to have matters considered that require timely action.

Regent Burdine opened the meeting by thanking everyone and welcoming the audit committee and new Board member. Mike Batson echoed the thanks and welcomed new Board member Vanessa Pilkinton before beginning the informational reporting section.

Item I, Informational Reporting, included four topics for discussion. Item I.a., Highlights of Audit Findings and Recommendations, consisted of Mike Batson discussing the following topic: External Miscellaneous Reviews, Federal Audits, Internal Audit Reports, and Recommendation Logs included in the materials. Mr. Batson covered reviews from the following: Tennessee Small Business Development Center reviews for Chattanooga State and Jackson State; Volunteer State's U.S. Department of Defense- Voluntary Education Institutional Compliance Program Review; TCAT Paris' U.S. Department of Veterans Affairs- Compliance Survey; Columbia State's Higher Education Emergency Relief Fund (HEERF) Public Reporting Review; TCAT Jackson's President's Expense Review; an athletic housing conflict of interest investigation by Dyersburg State; a review of clubs and organizations by Southwest Tennessee Community College; and a state audit follow-up for Southwest Tennessee Community College. Mr. Batson also mentioned that the office is developing new data reports related to the timeliness of implementing corrective actions by each college. This item was for informational purposes and required no action.

Item I.b., Audit Reports and Reviews, consisted of informing the committee that a summary of the Miscellaneous External Reviews, Federal Audit Reports, and the Internal Audit Reports for the third quarter of fiscal year 2023 are included in the meeting materials. A listing of the Internal Audit Reports is included as Attachment A to these minutes. This item was for informational purposes and required no action.

Item I.c., System-wide Internal Audit Updates, consisted of discussing the following topics: Jackson State Community College's Director of Internal Audit vacancy; an update on Motlow State Community College's vacant Director position; plans for investigation assistance within the department; plans for the on-site External Quality Assurance Review scheduled for this summer; and an update on Management's Risk Assessments. This item was for informational purposes and required no action.

Item I.d., University Updates, consisted of Mike Batson providing information on the following item: Comptroller's Office Financial and Compliance Audit Report performed at Austin Peay State University, Middle Tennessee State University, and Tennessee Technological University with no findings for fiscal year 2022; and East Tennessee State University with two findings and the University of Memphis with one finding for fiscal year 2022. Mr. Batson also explained the basis for reporting Comptroller's Office audits of the locally governed universities. This item was for informational purposes and required no action.

Item II, Consent Agenda, included one topic for approval. Item II.a., Review of Revised Internal Audit Plans for Fiscal Year 2023 was presented to the Committee.

A motion was made by Regent Apple and seconded by Regent White to approve the revised audit plans. The Committee voted to approve the audit plans as presented. The audit plans are included as Attachment B to these minutes.

Item III., Review of System-wide Internal Audit Budget for Fiscal Year 2024, was presented by Mike Batson. A motion was made by Regent Kaestner and seconded by Regent Apple to approve the amended budget as presented. A roll call vote was conducted, and the committee voted to approve the amended budget as presented. The budget is included as Attachment C to these minutes.

There being no further business to come before the Committee on Audit, the meeting was adjourned.

Respectfully submitted,

Committee on Audit

Regent Burdine moved approval of the minutes of the May 31, 2023 meeting of the Audit Committee. Regent Kaestner provided a second. The motion was approved by a roll call vote. A list of all internal audit reports issued during the quarter as mentioned in the above minutes are attached as Appendix R. The Revised Internal Audit Plans for Fiscal Year ending June 30, 2023 are attached as Appendix S. The System-wide Internal Audit Budget for Fiscal Year 2024 is shown as Appendix T.

IV. REPORT OF THE REGENTS AWARD FOR EXCELLENCE IN PHILANTHROPY

Vice Chair Reynolds called on Regent Varlan for the report of the 2022 Regents Award for Excellence in Philanthropy presented to the Tipton County Legislature. The Tennessee Board of Regents Award for Excellence in Philanthropy is a unique designation given only to the most deserving and devoted philanthropists who generously support institutions throughout the TBR System.

Tipton County Commissioners have been central to the success of Dyersburg State Community College. They have contributed to the Dyersburg State Annual Fund since 1998 and have awarded more than 300 scholarships to deserving Dyersburg State students since 2012. The Tipton County Legislature has a cumulative giving total to Dyersburg State of \$3,508,770.52. In 2007, the Tipton County Legislature donated the money to construct a parking lot at the DSCC Jimmy Naifeh Center in Covington. In 2012, they contributed \$3,000,000 to the Learning Resource Center and Tipton County Public Library Building project.

The nomination of the Tipton County Legislature was made by Dyersburg State Community College. The award was presented by Regent Powers at Dyersburg State on November 17, 2022. This nomination and award is reflective of the Tipton County Legislature's contributions to higher education and their commitment to educating the workforce to build local communities.

President Scott Cook provided further comments of appreciation for the Tipton County Legislature.

V. REPORT OF THE CHANCELLOR

Organizational Effectiveness Update

Chancellor Tydings shared that TBR is the state's Open-Access System – open to anyone who wants to further their education through our many academic and career and technical education programs. A critical element of the System's agenda is to use data to identify groups of students who may need targeted assistance or support to increase the likelihood of their success to completion. Chancellor Tydings called on Vice Chancellor Wendy Thompson to introduce updates on a specific equity-focused initiative, the TBR Black Male Success Initiative. The TBR Black Male Success Initiative launched in 2021 when the system began to focus on addressing the significant decrease in enrollment and success rates for Black male students at TBR colleges – particularly first-time full-time students. The initiative is intended to identify and remove barriers, and to develop and provide targeted opportunities and services to increase the access and success rates for this population of students. Vice Chancellor Thompson then introduced Associate Vice Chancellor Matthew Gann who shared an overview of ways in which marketing efforts have been and will continue to be deployed toward this effort. Then President Shanna Jackson was introduced to provide an update of Nashville State Community College's Black Male Success programs and initiatives.

TCAT Master Plan Capital Projects Update

Chancellor Tydings then called on Director Jeff Holmes who provided an update on the fiscal year 23-24 Capital Projects – including the TCAT Master Plan work. To start, Director Holmes shared we are in budget and on time. TBR is diligently working to mitigate the risk of possible cost escalation, accommodate emerging needs, and identify contingencies. Starting in July, we will begin the designer selection process starting with the State Building Commission, and plan to onboard designers in August. Designers and construction managers are set to launch at the beginning of 2024.

Blue Oval City Update

Next, Chancellor Tydings provided an update on the Blue Oval City TCAT Campus. She shared background information on the project and how the new campus will contribute to the workforce development pipeline. She then called on Interim President Heath McMillian who provided an update on local TCAT activities and Executive Director Jeff Sisk who provided a system-level perspective.

Update on Jackson State Presidential Search

In closing, Chancellor Tydings provided an update on the ongoing search for the president of Jackson State. She shared that Dr. George Pimentel's last day at the college will be June 30, 2023. The search committee is comprised of 17 members with Regent George serving as chair. Students, faculty, staff, community and business members are represented on the committee. A public, open forum was held on May 16 and the committee met last week for an orientation. In late June, the committee will meet again to review applicants and determine the semifinalists for the first round of interviews. It is anticipated that the new president will be selected prior to September 2023 Board meeting.

V. UNFINISHED BUSINESS

There was no unfinished business brought before the Board at this meeting.

VI. NEW BUSINESS

A. REVIEW AND CONSIDER RECOMMENDATION FOR THE PRESIDENT OF TCAT JACKSON

Vice Chair Reynolds called on Chancellor Tydings to present her recommendation for the next president at TCAT Jackson. The Chancellor reported that the Board approved TCAT Jackson's Interim President Heath McMillian as the sole finalist for the TCAT Jackson presidential search based on TBR Policy 1.03.03.00, Selection and Retention of Presidents at a special called Board meeting on April 27, 2023.

Mr. McMillian has been employed within the system since 2018. He was hired by Northeast State Community College, in partnership with Eastman, as the Director of the Regional Center for Advanced Manufacturing. In 2019, he was promoted to Executive Director of Economic and Workforce Development at Northeast State. Mr. McMillian started as Executive Director of TCAT Jackson's Blue Oval City campus in May 2022, and was promoted to Interim President of TCAT Jackson in October 2022.

Chancellor Tydings cited his unique qualifications to be President of TCAT Jackson, including his knowledge, skills to lead and relationships, and announced her recommendation for Mr. Heath McMillian to serve as the next president of TCAT Jackson.

Regent Spurgeon moved to approve Chancellor Tydings' recommendation to hire Mr. Heath McMillian as the next president of TCAT Jackson. A second was provided by Regent Burdine. The motion passed by voice vote. Mr. McMillian addressed the Board and expressed his deepest gratitude to the Board for the opportunity to continue his work at TCAT Jackson. A copy of the candidate's resume is attached to the Minutes as Appendix U.

B. REVIEW AND CONSIDER CRITERIA FOR THE NEXT PRESIDENT OF TCAT SHELBYVILLE

Vice Chair Reynolds then asked Chancellor Tydings to present on the search criteria for the next president at TCAT Shelbyville.

Regent Hooper moved approval of the criteria, and Regent Kaestner provided a second. The motion passed by a voice vote. A copy of the criteria is attached to the Minutes as Appendix V.

C. BUILDING NAMING REQUEST FROM ROANE STATE COMMUNITY COLLEGE (RSCC)

Vice Chair Reynolds called on Chancellor Tydings for a naming request from RSCC. The request was to name the College's Knox County Campus the "Covenant Health Campus." A naming committee was appointed by RSCC and the committee approved this recommendation.

Covenant Health has been a longtime employer of Roane State graduates and a longtime supporter of Roane State students. They are the largest healthcare provider in the region, covering 23 counties in East Tennessee with hospitals, outpatient clinics, physician offices and providers of specialty services such as behavioral health, cancer care, home care and rehabilitation. Established in 1996 by the consolidation of Fort Sanders Health System, Knoxville, Tennessee, and MMC HealthCare System in Oak Ridge, Covenant Health is governed by a voluntary board of directors made up of community leaders and medical professionals.

Covenant Health donated 10 acres of prime real estate in Knox County to build the new Knox Regional Health Science Education Center. This generous donation will allow Roane State to reach more students and support student success, better serve the community and provide a skilled workforce for area businesses for generations to come.

Regent White moved approval of the naming request and Regent Burdine seconded the motion. The motion passed by a voice vote. A copy of the request by Roane State is attached to the Minutes as Appendix W.

D. RESOLUTION OF APPRECIATION FOR FACULTY REGENT RAMONA SHELTON

Vice Chair Reynolds called on Regent White to present the resolution of appreciation for Faculty Regent Ramona Shelton. Regent White moved adoption of the resolution with Regent Powers providing a second. The motion was approved by a voice vote. Regent Shelton expressed her appreciation for the opportunity to serve as Faculty Regent. A copy of the resolution is attached to the official copy of the Minutes as Appendix X.

E. RESOLUTION OF APPRECIATION FOR STUDENT REGENT JOHN LONG

Vice Chair Reynolds called on Regent Powers to present the resolution of appreciation for Student Regent John Long. Regent Powers moved adoption of the resolution with Regent Gill providing a second. The motion was approved by a voice vote. Regent Long shared how he has learned a lot during his service and expressed his thanks to the Board. A copy of the resolution is attached to the official copy of the Minutes as Appendix Y.

F. ELECTION OF THE VICE CHAIR FOR 2023-2024

For the last item on the agenda, Vice Chair Reynolds called on Regent White to preside over the election of Vice Chair. Regent Burdine nominated Regent Reynolds to serve as the Vice Chair with the Board providing a unanimous second. Regent Burdine moved to close the nominations with Regent Gill providing a second. The motion passed unanimously by a voice vote. Vice Chair Reynolds thanked everyone for their support and looks forward to serving as Vice Chair for 2023-2024.

In closing, Vice Chair Reynolds called on Regent Wamp, who shared that he plans to step away from the Board upon the expiration of his term ending on June 30, 2023. A new Regent will be appointed by the Governor to represent the 3rd Congressional District. Then Vice Chair Reynolds shared that former President Wade Powers recently passed and we are proud to have known him given his many contributions to our System. Vice Chair Reynolds and Chancellor Tydings then thanked President Rebecca Ashford and her staff for hosting the June Board meeting. The next quarterly meeting will be hosted by Motlow State Community College on September 21-22, 2023.

VII. ADJOURNMENT OF THE MEETING

There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,



Mariah H. Perry, Board Secretary

Flora W. Tydings, Chancellor

Emily J. Reynolds, Vice Chair

MINUTES
TENNESSEE BOARD OF REGENTS
SPECIAL CALLED SESSION

July 13, 2023

The Board met virtually in a special called session on Thursday, July 13, 2023 at 1:30 p.m. central time. The purpose of the meeting was to review and consider the criteria for the next President of Cleveland State Community College.

Vice Chair Emily Reynolds welcomed everyone and thanked them for participating in this special called meeting. In her opening remarks, she recognized and welcomed the new Education Commissioner and Regent, Ms. Lizzette Reynolds, and the new faculty Regent, Mr. Ross Roberts.

She then asked Board Secretary Mariah Perry to call the roll. Since this was an electronic meeting, members answered two questions when calling the roll. First, could the Regent simultaneously hear and speak with others participating in the meeting? Second, is the Regent alone in the room? The following members were present and, with the exception of Commissioner Hatcher, all responded yes to both questions when the roll was called.

Dr. MaryLou Apple
Mr. Miles Burdine
Mr. Mark George
Mr. Mark Gill
Commissioner Charles Hatcher (joined late; former Commissioner Julius Johnson was present)
Mr. Todd Kaestner
Ms. Vanessa Pilkinton
Ms. Nisha Powers
Ms. Emily Reynolds
Commissioner Lizzette Reynolds
Mr. Ross Roberts
Dr. Bob Smith
Mr. Kyle Spurgeon
Ms. Danni Varlan
Mr. Tom White

A quorum was present. Members not available to participate were Governor Bill Lee, Regent Shane Hooper, and Regent John Long.

Vice Chair Reynolds stated that the Board was asked to meet electronically to review and consider the criteria for the president of Cleveland State. Given the urgent need and timely action required to initiate the search and recruitment process for the next president, the assembly of a quorum to be physically present was not practicable. Given the necessity to meet electronically is a presumed non-controversial and routine item, Vice Chair Reynolds proposed that the necessity be adopted by unanimous consent. Hearing no objection from members, the necessity was adopted.

Vice Chair Reynolds called on Chancellor Flora Tydings to present the action item to review and consider the search criteria for the next president at Cleveland State Community College.

Chancellor Tydings shared that Dr. Ty Stone submitted her intent to resign as President of Cleveland State effective September 30, 2023. The search criteria was provided in the Board's materials and is the standard used for all community college presidential searches, with the exception of being modified with specific information regarding the college. Upon approval, the recruitment process will begin for the next president. Dr. Ray Brooks is serving as the interim president.

Regent Burdine moved approval of the criteria, and Regent Varlan provided a second. The motion passed by a roll call vote. A copy of the criteria is attached to the official copy of the Minutes as Appendix A.

Vice Chair Reynolds thanked everyone for participating in the meeting and provided a reminder of the Committee Chairs and Audit Committee meetings scheduled for August 29, 2023.

There was no further business brought before the Board and the meeting was adjourned.

Respectfully submitted,



Mariah H. Perry, Secretary

Flora W. Tydings, Chancellor

Emily J. Reynolds, Vice Chair

MINUTES
TENNESSEE BOARD OF REGENTS
SPECIAL CALLED SESSION

August 15, 2023

The Board met virtually in a special called session on Tuesday, August 15, 2023 at 10:00 a.m. central time. The purpose of the meeting was to review and consider the recommendation for the next president of Jackson State Community College and the search criteria for the next president of TCAT Dickson.

Vice Chair Emily Reynolds welcomed everyone and thanked them for participating in the special called meeting. In her opening remarks, she recognized and welcomed the new Student Regent, Ms. Layah Garton.

She then asked Board Secretary Mariah Perry to call the roll. Since this was an electronic meeting, members answered two questions when calling the roll. First, could the Regent simultaneously hear and speak with others participating in the meeting? Second, is the Regent alone in the room? The following members were present and all responded yes to both questions when the roll was called.

Dr. MaryLou Apple
Mr. Miles Burdine
Ms. Layah Garton
Mr. Mark George
Mr. Mark Gill
Mr. Todd Kaestner
Ms. Vanessa Pilkinton
Ms. Nisha Powers
Ms. Emily Reynolds
Dr. Bob Smith
Mr. Kyle Spurgeon
Ms. Danni Varlan

A quorum was present. Members not available to participate were Governor Bill Lee, Commissioner Charles Hatcher, Regent Shane Hooper, Commissioner Lizzette Reynolds, Regent Ross Roberts, and Regent Tom White.

Vice Chair Reynolds stated that the Board was asked to meet electronically to review and consider the recommendation for the president of Jackson State and the criteria for the president of TCAT Dickson. Given the limited time between the selection of the candidate for Jackson State being recommended and the desired start date for the position, as well as the need to initiate the search and recruitment process for TCAT Dickson, assembly of a quorum to be physically present was not practicable.

Given the necessity to meet electronically is a presumed non-controversial and routine item, Vice Chair Reynolds proposed that the necessity be adopted by unanimous consent. Hearing no objection from members, the necessity was adopted.

Vice Chair Reynolds called on Chancellor Flora Tydings to present her recommendation for the next president at Jackson State Community College for the Board's consideration. The Chancellor reported that the Board approved the search criteria for the position on April 27, 2023. Regent George served as chair of the search advisory committee. Vice Chair Reynolds, Regent Powers, and Regent Spurgeon also served as committee members, as well as representatives of the college's faculty, staff, students and alumni, the local community, and business and industry leaders. Chancellor Tydings thanked them for their commitment and support with this presidential search. She then announced her recommendation of Dr. Carol A. Rothstein as the next president of Jackson State.

Dr. Rothstein currently serves as the vice president of academic affairs and workforce development at Nashville State Community College. She previously served as the dean of instruction at Hagerstown Community College in Maryland and, at Blue Ridge Community and Technical College in West Virginia, the president charged her with leading the development of a new campus where she ultimately served as the new campus director. She is a first-generation college student, earning her bachelor's and master's degrees at Liberty College and her doctoral degree at Frostburg State University.

Next, Regent George reported details of the search. He reported that Dr. Rothstein was one of three (3) finalists chosen by the presidential search advisory committee from fifty-six (56) applicants from across the country. The search committee held its first meeting on May 16, and reviewed applications to select candidates for round one interviews on June 26. Virtual interviews took place on July 17 and 18 with ten (10) candidates. As a result of the interviews, three (3) candidates participated in on-campus and open forum interviews on July 28, 29, and 31.

At the conclusion of his report, Regent George moved to approve Chancellor Tydings' recommendation to hire Dr. Carol Rothstein as the next president of Jackson State. A second was provided by Regent Spurgeon. A roll call vote was taken, and the motion passed unanimously. Dr. Rothstein addressed the Board and expressed her appreciation for the Board's vote of confidence in her to lead Jackson State. Dr. Rothstein will start on October 1, 2023. A copy of the chosen applicant's resume is attached to the official copy of the Minutes as Appendix A.

Next, Vice Chair Reynolds called on Chancellor Tydings to present the action item to review and consider the search criteria for the next president of TCAT Dickson. Regent George moved approval of the criteria, and Regent Burdine provided a second. The motion passed by roll call vote. A copy of the criteria is attached to the official copy of the Minutes as Appendix B.

Vice Chair Reynolds thanked everyone for participating in the meeting and provided a reminder of the Committee Chairs and Audit Committee meetings scheduled for August 29, 2023, as well as the quarterly board meeting scheduled on September 21-22, 2023.

There was no further business brought before the Board and the meeting was adjourned.

Respectfully submitted,



Mariah H. Perry, Secretary

Flora W. Tydings, Chancellor

Emily J. Reynolds, Vice Chair

Office of the Chancellor


1 Bridgestone Park, Third Floor

Nashville, TN 37214

615-366-4403 OFFICE 615-366-3922 FAX

tbr.edu

TO: Members of the Tennessee Board of Regents

FROM: Flora W. Tydings 

DATE: September 22, 2023

SUBJECT: Interim Action Report – Third Quarter

The following constitutes a record of business transacted by the Office of the Chancellor since the previous regular quarterly meeting of the Board of Regents under the authority of Article IV.G(13) of the Bylaws and also TBR Policy 1.04.01.00, Section I.G., which grants to the Chancellor interim authority to act on behalf of the Board. Pending any questions, the actions are recommended for Board consideration and confirmation.

I. PERSONNEL ACTIONS – Tennessee Board of Regents Staff**Appointments:**

- Chris Mowery, Business Intelligence Engineer; Effective 6/14/2023
- George Pimentel, AVC; Effective 7/1/2023
- Irene Moore, Student Shared Services Manager; Effective 7/3/2023
- Sabra Perez, Financial Aid Associate; Effective 7/3/2023
- Hidahis Mesa, Research Fellow; Effective 7/10/2023
- Saw Kyi Lwin Aung, System Administration Specialist; Effective 7/17/2023
- Cara DeLoach, Policy Researcher; Effective 8/1/2023
- Karen Glover, TN eCampus and Fiscal Services Accountant; Effective 8/7/2023
- Donna Seagle, Senior Advisor for Curriculum and Strategy; Effective 8/7/2023
- Teresa Carter, Student Associate; Effective 9/15/2023
- Olivia Webb, NSF Data and Outreach Coordinator; Effective 9/18/2023

Reclassifications:

- Melissa Hunter, Director of Research to Senior Director of Data Strategy; Effective 6/1/2023
- Lindsey Koch, Policy and Data Analyst to Director of Policy Research; Effective 6/1/2023
- Carol Tomlinson, Coordinator of Marketing to Manager of Marketing Operations; Effective 7/1/2023
- Sonya Spragis, Payroll Coordinator to Assistant Director of Payroll Services; Effective 8/1/2023

Interim Action Report

Page 2

- Daphne Brown, Student Success Coordinator to Director of CTE Student Engagement; Effective 9/1/2023

Promotions:

- Andrea Cooper, Financial Aid Associate to Student Specialist; Effective 7/24/2023

Degree Attainment:

- Madison Dell, Doctoral Degree; Effective 8/1/2023

Certified Admin. Prof: None

Retirement: None

Separations:

- Katie Nixon-Thomas, Financial Aid Associate; Effective 7/21/2023
- Janet Chandler, SAILS Curriculum Development Manager; Effective 8/6/2023
- Jennifer Benge, Database Administrator; Effective 8/18/2023
- Chloe Shafer, Associate General Counsel; Effective 9/15/2023

Appointments: Vice President and Other Executives Appointments: Attachment A

II. ACCEPTANCE OF GIFTS AND GRANTS

III. CONSTRUCTION PROJECTS:

- State Building Commission Activities: Attachment B
- Summary of Construction Contracts: Attachment C

IV. APPROVAL OF CONTRACTS AND AGREEMENTS: Attachment D

V. TCAT ACADEMIC ACTIONS - INTERIM APPROVALS: Attachment E

Attachment A

TBR System-wide
Vice Presidents and Executive Level Appointments

Institution	Name	Position	Salary	Effective Date
CISCC	Luther Rayburn Brooks	Interim President	\$189,000.00	7/1/2023
DSCC	Dr. Amy Johnson	Vice President	\$152,040.00	7/1/2023
JSCC	Timothy Dellinger	Interim Vice President Student Services	\$130,179.00	8/14/2023
JSCC	Thomas Pigg	Interim Executive Director Workforce Development	\$96,067.00	8/14/2023
NaSCC	Johannah Williams	Interim Vice President for Academic Affairs/Workforce Development	\$2,500.00 Stipend	10/01/2023
PSCC	Oakley Atterson	Executive Director of Institutional Effectiveness, Assessment and Planning	\$102,460.00	9/1/2023
STCC	Levetta Hudson	Vice President for People and Culture	\$132,500.00	8/14/2023
WSCC	Amy Ross	Vice President Academic Affairs	\$89,116.00	8/7/2023
TCAT Memphis	Wendy Harris	Vice President of Student Services	\$94,238.00	8/1/2023
TCAT McMinnville	Jennifer Wright	Vice President	\$91,493.00	9/1/2023

Tennessee Board of Regents
Summary of State Building Commission Actions
June 8, 2023 - August 10, 2023

Date	SBC Number	Institution	Project	Value	SBC Action
6/8/2023	166/000-01-2020	TCAT McMinnville	TCAT Mechanical, Electrical & Plumbing Updates Master Plan	36,870	Rec'd report C.O. #3 @ 11.40%
	166/032-01-2023	PSCC		200,000	Approved project and to issue a Request for Proposal for master planning services
	166/015-01-2022	CoSCC	Southern Regional Technology Center	50,212,000	Approved awarding a contract to the best evaluated proposer for a CM/GC (Hoar Construction, LLC)
	166/034-01-2022	NaSCC	Clarksville Campus Expansion	35,500,000	Approved awarding a contract to the best evaluated proposer for a CM/GC (T. W. Frierson Contractor, Inc.)
	166/064-01-2022	TCAT Nashville	Allied Health Building	28,000,000	Approved awarding a contract to the best evaluated proposer for a CM/GC (Turner Construction Company)
	166/001-04-2022	TSU	Strategic Initiative-Davis and Boswell Halls	29,700,000	Approved awarding a contract to the best evaluated proposer for CM/GC (Hoar Construction, LLC)
	166/062-01-2022	TCAT Livingston	Diesel Technology Facility	14,800,000	Approved EDP as recommended by the State Architect
	166/078-01-2022	TCAT Oneida	Diesel Technology Facility	7,800,000	Approved EDP as recommended by the State Architect
	166/009-01-2023	MTSU	Athletic Video Board Upgrades	4,500,000	Approved project utilizing MTSU campus procurement for the work and utilizing a previously selected designer (Goodwyn Mills and Cawood, Inc.)
7/13/2023	166/052-01-2023	TCAT Elizabethton	Carter County Higher Education Center	40,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
	166/058-01-2023	TCAT Jackson	Jackson Regional Workforce Training Center	34,600,000	Chancellor Tydings stated that this site is in the July 7, 2023 THEC master plan amendment. Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
	166/079-01-2023	TCAT Paris	Paris Replacement Campus	58,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
	166/042-01-2023	TCAT Covington	Covington Replacement Campus	58,750,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.

166/060-01-2023	TCAT Knoxville	Knoxville Replacement Campus	77,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. Lieutenant Governor McNally asked if this will be on the campus of the old Knoxville college. Chancellor Tydings replied no and that it is on the existing TCAT Knoxville campus. Lieutenant Governor McNally stated that there had been some talk about this. Chancellor Tydings stated that they have had some negotiations about trying to do some building on the old Knoxville college campus but it has not materialized at this point. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/058-02-2023	TCAT Jackson	Lexington Replacement Campus	29,750,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. Treasurer Lillard recognized that Mayor Griggs was in attendance in support of this item. The Commission approved the project, to select a designer, and utilizing CM/GC alternative delivery method.
166/068-01-2023	TCAT McMinnville	McMinnville Replacement Campus	46,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/070-02-2023	TCAT Memphis	Memphis Replacement Campus	89,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/064-01-2023	TCAT Nashville	New Academic Buildings and Aviation Replacement Campus	67,750,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/046-02-2023	TCAT Dickson	New Diesel Building and New Technical/Dental Building	42,625,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/050-01-2023	TCAT Hartsville	New Admin & Academic Bldg. and New Technical Bldg.	38,750,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/056-01-2023	TCAT Jacksboro	New Admin/Healthcare, Shop, & Transportation Buildings	55,500,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.

166/046-03-2023	TCAT Dickson	Dickson County Higher Education Center	35,000,000	Chancellor Tydings stated that this site is in the July 7, 2023 THEC master plan amendment. Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/068-02-2023	TCAT McMinnville	Coffee County Facility	25,000,000	Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/012-04-2023	ChSCC	Rhea County Facility	20,000,000	Chancellor Tydings stated that this site is in the July 7, 2023 THEC master plan amendment. Treasurer Lillard asked what the plan is for these to be completed. Chancellor Tydings replied that they expect the majority of the projects to be completed by 2025 with substantial completion of the remainder by September 2026. The Commission approved the project, to select a designer, and utilizing the CM/GC alternative delivery method.
166/000-01-2017	TCAT Nashville	TCAT Building Systems Update	8,747	Rec'vd report C.O. #7 @ 1.34%
166/000-01-2020	TCAT Crump	Buildings Systems	3,231	Rec'vd report C.O. #4 @ 1.7%
166/005-01-2022	ETSU	Housing Renovations		Approved awarding a contract to the best evaluated proposer (Blaine Construction Corporation)
166/012-01-2023	ChSCC	Central Plant Modernization	25,000,000	Approved project and to select a designer
166/013-01-2023	ChSCC	Library Modernization	1,075,000	Approved project and to select a designer
166/017-01-2023	DSCC	Campus Paving and Resurfacing	1,050,000	Approved project and to select a designer
166/021-02-2023	MSSC	Backup Power and Utilities Upgrades	1,125,000	Approved project and to select a designer
166/012-02-2023	ChSCC	Building 2 and Auto Technology Building Update	2,100,000	Approved project and to select a designer
166/046-01-2023	TCAT Dickson	Pump Station and Sewer Line Replacement	10,125,000	Approved project and utilizing a Regional Consultant (Rodney L. Wilson Consulting, PLLC) for design
166/070-01-2023	TCAT Memphis	Building and Elevator Upgrades	1,100,000	Approved project and to select a designer
166/072-01-2023	TCAT Morristown	Buildings 102 and 103 Updates	1,787,000	Approved project and to select a designer
166/025-01-2023	VSCC	Domestic Water Improvements	2,500,000	Approved project and to select a designer
166/023-01-2023	WSCC	Building System Upgrades	1,465,000	Approved project and to select a designer
166/015-01-2021	CoSCC	Accessibility and Security Updates	3,670,000	Approved a revision in project budget, funding, and scope
166/034-02-2022	NaSCC	HVAC and Cooling Tower Repairs	4,800,000	Approved a revision in project budget and funding
166/038-01-2021	NeSCC	Powers and Maintenance Roof Replacements	1,210,000	Approved a revision in project budget, funding, and scope
166/032-06-2018	PSCC	HVAC & Electrical Upgrades and Repairs	3,440,000	Approved a revision in project budget and funding
166/027-02-2022	RSCC	Multiple Buildings HVAC Correction	3,000,000	Approved a revision in project budget and funding
166/033-04-2022	SWCC	Mechanical Systems and Infrastructure Updates	7,800,000	Approved a revision in project budget, funding, and scope
166/000-01-2020	Statewide	TCAT Mechanical, Electrical, and Plumbing Updates	13,870,000	Approved a revision in project budget, funding, and scope
166/000-02-2021	Statewide	TCAT Maintenance Repairs	7,887,000	Approved a revision in project budget, funding, and scope
166/000-03-2021	Statewide	TCAT Parking and Paving Updates	5,615,000	Approved a revision in project budget, funding, and scope
166/040-01-2023	TCAT Athens	New Academic Building	9,750,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/012-03-2023	ChSCC	New Academic Building	15,000,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method

166/044-01-2023	TCAT Crossville	New Academic Building & New Truck Driving Facility	14,750,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/084-01-2023	TCAT Crump	New Farm Operations Building and Addition	15,500,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/054-01-2023	TCAT Hohenwald	Welding and Auto Additions	6,750,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/058-03-2023	TCAT Jackson	New Truck Driving Building and Renovations	7,800,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/062-01-2023	TCAT Livingston	New Academic and Administration Building	17,000,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/066-01-2023	TCAT McKenzie	New Academic and Administration Building	11,400,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/076-01-2023	TCAT Newbern	New Academic Building and Additions	10,500,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/078-01-2023	TCAT Oneida	New Automotive and Collision Repair Building	9,250,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/082-01-2023	TCAT Ripley	New Academic Building and Renovations	13,500,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/044-02-2023	TCAT Crossville	Bledsoe County Facility	10,500,000	Approved project, to select a designer, and utilizing the CM/GC alternative delivery method
166/001-03-2020	TSU	Electrical Upgrades	19,230,000	Approved a revision in project budget and funding
166/001-05-2023	TSU	Multiple Buildings Roof Replacement	1,600,000	Approved project and to select a designer
8/10/2023				
166/001-05-2019	TSU	Power Plant Eq. & Lighting Upgrade	7,580	Rec'd report C.O. #4 @ 19.88%
166/012-03-2023	TCAT Chattanooga	New Academic Building	15,000,000	Approved a revision in scope
166/052-01-2023	TCAT Elizabethton	Carter County Higher Education Center New Admin/Healthcare, Shop, &	40,000,000	Approved a revision in scope
166/056-01-2023	TCAT Jacksboro	Transportation Buildings	55,500,000	Approved a revision in scope
166/060-01-2023	TCAT Knoxville	Replacement Campus	77,000,000	Approved a revision in scope
166/062-01-2023	TCAT Livingston	New Academic & Administration Building	17,000,000	Approved a revision in scope
166/064-01-2023	TCAT Nashville	New Academic Bldgs & Aviation	67,750,000	Approved a revision in scope
166/068-01-2023	TCAT McMinnville	Replacement Campus	46,000,000	Approved a revision in scope

Tennessee Board of Regents
Summary of State Building Commission Executive Subcommittee
June 20, 2023 - August 21, 2023

June 20, 2023 Executive Subcommittee Meeting

TCAT Crump SBC #166/084-01-2021	Revision in project budget and funding to award	Approved a revision in project budget and funding to award a contract (Barger Construction) (increase of \$179,310.00)	OFD/Campus to coordinate transaction
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July 25, 2023 Executive Subcommittee Meeting

JSCC SBC #166/019-01-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction
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JSCC SBC #166/019-02-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction
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VSCC SBC #166/025-02-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction
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TCAT Jacksboro SBC #166/056-01-2020	Revision in budget and funding	Approved a revision in project budget and funding (increased by \$450,000.00)	OFD/Campus to coordinate transaction
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TCAT Livingston SBC #166/062-02-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction
TCAT Pulaski SBC #166/080-01-2023	Approve a project utilizing a previously selected designer	Approved project utilizing a previously selected designer (Goodwyn Mills Cawood, LLC)	OFD/Campus to coordinate transaction
TCAT Pulaski SBC #166/080-02-2023	Approve a project utilizing a previously selected designer	Approved project utilizing a previously selected designer (Goodwyn Mills Cawood, LLC)	OFD/Campus to coordinate transaction
TCAT Pulaski SBC #166/080-03-2023	Approve a project utilizing a previously selected designer	Approved project utilizing a previously selected designer (Goodwyn Mills Cawood, LLC)	OFD/Campus to coordinate transaction
TCAT Crump SBC #166/084-02-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction
TCAT Crump SBC #166/084-03-2023	Approve a project and select a designer	Approved project and to select a designer	OFD/Campus to coordinate transaction

TSU SBC #166/001-02-2023	Designer Selection	Approved selection of Kline Swinney Associates as designer for the project	OFD prepares Designer Agreement and continues with project
ChSCC SBC #166/012-01-2023	Designer Selection	Approved selection of March Adams & Associates, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Chattanooga SBC #166/012-03-2023	Designer Selection	Approved selection of Artech Design Group, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Chattanooga SBC #166/012-04-2023	Designer Selection	Approved selection of Derthick, Henley & Wilkerson Architects, PLLC. as designer for the project	OFD prepares Designer Agreement and continues with project
CISCC SBC #166/013-01-2023	Designer Selection	Approved selection of Franklin Associates Architects, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
DSCC SBC #166/017-01-2023	Designer Selection	Approved selection of Burr & Cole Consulting Engineers, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project

MSCC SBC #166/021-02-2023	Designer Selection	Approved selection of Henderson Engineers, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
WSSC SBC #166/023-01-2023	Designer Selection	Approved selection of West Welch Reed Engineers, Inc. for the project	OFD prepares Designer Agreement and continues with project
VSCC SBC #166/025-01-2023	Designer Selection	Approved selection of C.T. Consultants, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Covington SBC #166/042-01-2023	Designer Selection	Approved selection of Braganza Associates, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Crossville SBC #166/044-01-2023	Designer Selection	Approved selection of Upland Design Group, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Crossville SBC #166/044-02-2023	Designer Selection	Approved selection of Hefferlin + Kronenberg Architects, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project

TCAT Dickson SBC #166/046-02-2023	Designer Selection	Approved selection of Johnson Johnson Crabtree Architects, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Dickson SBC #166/046-03-2023	Designer Selection	Approved selection of Anecdote, PLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Hartsville SBC #166/050-01-2023	Designer Selection	Approved selection of The Orcutt/Winslow LLLP as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Elizabethton SBC #166/052-01-2023	Designer Selection	Approved selection of Thompson & Litton Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Hohenwald SBC #166/054-01-2023	Designer Selection	Approved selection of Hurst-Rosche, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Jacksboro SBC #166/056-01-2023	Designer Selection	Approved selection of MBI Companies, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project

TCAT Jackson SBC #166/058-01-2023	Designer Selection	Approved selection of A2H, Inc.. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Jackson SBC #166/058-02-2023	Designer Selection	Approved selection of Allen & Hoshall, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Jackson SBC #166/058-03-2023	Designer Selection	Approved selection of Urban Arch Associates, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Knoxville SBC #166/060-01-2023	Designer Selection	Approved selection of Barber McMurry Architects LLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Livingston SBC #166/062-01-2023	Designer Selection	Approved selection of Tinker Ma, LLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Nashville SBC #166/064-01-2023	Designer Selection	Approved selection of Johnson Johnson Crabtree Architects, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project

TCAT McKenzie SBC #166/066-01-2023	Designer Selection	Approved selection of Haizlip Studio, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT McMinnville SBC #166/068-01-2023	Designer Selection	Approved selection of Bauer Askew Architecture, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT McMinnville SBC #166/068-02-2023	Designer Selection	Approved selection of Goodwyn Mills Cawood, LLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Memphis SBC #166/070-01-2023	Designer Selection	Approved selection of Fleming/Associates/Architects, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Newbern SBC #166/076-01-2023	Designer Selection	Approved selection of Haizlip Studio, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Oneida SBC #166/078-01-2023	Designer Selection	Approved selection of Cope Associates, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project

<p>TCAT Paris SBC #166/079-01-2023</p>	<p>Designer Selection</p>	<p>Approved selection of LCMA, LLC dba Lyle-Cook-Martin Architects as designer for the project</p>	<p>OFD prepares Designer Agreement and continues with project</p>
<p>TCAT Ripley SBC #166/082-01-2023</p>	<p>Designer Selection</p>	<p>Approved selection of ANF Architects, Inc. as designer for the project</p>	<p>OFD prepares Designer Agreement and continues with project</p>
<p>TCAT Crump SBC #166/084-01-2023</p>	<p>Designer Selection</p>	<p>Approved selection of Urban Arch Associates, P.C. as designer for the project</p>	<p>OFD prepares Designer Agreement and continues with project</p>
<p>WSCC Transaction No. 23-06-004</p>	<p>Approval of acquisition in fee</p>	<p>Approved acquisition in fee</p>	<p>OFD/GS to coordinate transaction</p>
<p>TCAT Elizabethton Transaction No. 23-06-007</p>	<p>Approval of disposal</p>	<p>Approved disposal</p>	<p>OFD/GS to coordinate transaction</p>
<p>August 21, 2023 Executive Subcommittee Meeting NeSCC SBC #166/038-02-2021</p>	<p>Revision in budge and funding to award</p>	<p>Approved a revision in project budget and funding to award a contract (HVAC, Inc.) (increase of \$384,000.00)</p>	<p>OFD/Campus to coordinate transaction</p>

TCAT Harriman SBC #166/048-01-2022	Award to best evaluated proposer for CM/GC	Approved awarding a contract to the best evaluated proposer for CM/GC (Blaine Construction Corporation)	OFD/Campus to coordinate transaction
JSCC SBC #166/019-01-2023	Designer Selection	Approved selection of Allen & Hoshall, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
JSCC SBC #166/019-02-2023	Designer Selection	Approved selection of HNA Engineering, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project
VSCC SBC #166/025-02-2023	Designer Selection	Approved selection of BHDG Architects, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Livingston SBC #166/062-02-2023	Designer Selection	Approved selection of Urban Arch Associates, P.C. as designer for the project	OFD prepares Designer Agreement and continues with project
TCAT Crump SBC #166/084-03-2023	Designer Selection	Approved selection of HNA Engineering, PLLC as designer for the project	OFD prepares Designer Agreement and continues with project

TCAT Jackson
Transaction No. 23-07-001

Approval of acquisition and disposal in fee with waiver of advertisement and appraisal

Approved acquisition and disposal in fee with waiver of advertisement and appraisal

OFD/GS to coordinate transaction

TCAT Dickson
Transaction No. 23-07-012

Approval of acquisition in fee

Approved acquisition in fee

OFD/GS to coordinate transaction

CONSTRUCTION CONTRACTS AWARDED 06/01/2023 - 08/31/2023
Contracts totaling \$25,550,778.49

<u>Designer</u>	<u>Contractor</u>	<u>Contract Sum</u>	<u>Awarded</u>	<u>Project Number</u>	<u>Institution/ Project Name</u>
I.C. Thomasson Associates, Inc.	Eye in the Sky, LLC	383,065.21	06/02/2023	166/050-01-2021	TCAT Hartsville Safety and Security Updates
Adkisson Associates Architects, Inc.	Eskola, LLC	211,900.00	06/02/2023	166/000-02-2017N5	TCAT Crossville Roof Replacements
Richard C. Rinks and Associates, Inc.	Don Kennedy Roofing Company, Inc.	158,267.00	06/02/2023	166/021-02-2022	MSSC Sundquist Building Roof Replacement
Bauer Askew Architecture, PLLC	Thrash Construction Services, LLC	823,000.00	06/07/2023	166/001-02-2022	TSU Emergency Elevator Upgrades
Barber McMurry Architects, LLC	Wilder Contracting, LLC	382,500.00	06/22/2023	166/013-01-2018S	CISCC Science Building Renovation
Vreeland Engineers Inc.	Wright Contracting, Inc.	749,000.00	06/28/2023	166/032-03-2020	PSSC Alarm System Upgrades
Barber McMurry Architects, LLC	Nashville Stationary Company d/b/a NOI	443,868.90	07/05/2023	166/012-02-2020F	TCAT Chattanooga Advanced Manufacturing Furniture
Goodwyn, Mills and Cawood, LLC	The Parent Company, Inc.	1,206,971.52	07/06/2023	166/009-02-2021CM	MTSU Student Athlete Performance Center
Braganza Associates, P.C.	Allison Contracting Company LLC	311,067.00	07/13/2023	166/000-02-2021W4	TCAT Crump Maintenance Repairs
Barber McMurry Architects, LLC	Johnson & Galyon, Inc.	292,113.86	07/18/2023	166/027-02-2021CM	RSSC Knox County Campus Expansion
I.C. Thomasson Associates, Inc.	Stansell Electric Company, Inc.	6,563,500.00	07/19/2023	166/001-03-2020B1	TSU Project 3, South Loop - B1
Rodney L. Wilson Consulting, PLLC	Bell & Associates Construction, LLC	250,904.00	07/21/2023	166/001-07-2022	TSU Ford Apartment Floor and Ceiling Repairs
Barber McMurry Architects, LLC	Holston Construction Services, LLC	719,899.00	07/25/2023	166/023-02-2016R	WSSC Sevier County Renovations
Facility Systems Consultants, LLC	Engert, LLC	1,675,600.00	07/28/2023	166/023-01-2021	WSSC Humanities MEP Improvements
Braganza Associates, P.C.	Barger Construction Company	380,507.00	08/01/2023	166/084-01-2021	TCAT Crump Industrial Maintenance Renovation
GHP, Inc.	Dowdle Construction Group, LLC	3,972,407.00	08/11/2023	166/034-03-2021	NaSCC Healthcare Classrooms and Lab Renovations
Hurst-Rosche, Inc.	Rock City Construction Co., LLC	2,817,000.00	08/18/2023	166/015-03-2021	CoSCC Pryor and Webster Buildings HVAC Updates
GHP, Inc.	WellSpring Builders, Inc.	2,487,000.00	08/24/2023	166/025-02-2022	VSSC Renovation
Hurst-Rosche, Inc.	Genesis Roofing Company, Inc.	1,112,000.00	08/24/2023	166/015-02-2022	CoSCC Several Buildings Roof Replacements
Win Engineering	Beacon Technologies, Inc.	397,981.50	08/28/2023	166/064-02-2022	TCAT Nashville Fire Alarm System Upgrade
Win Engineering	Beacon Technologies, Inc.	212,236.50	08/29/2023	166/074-01-2022	TCAT Murfreesboro Fire Alarm System Upgrade



 BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Interim Action Contracts Report

DATE: September 22, 2023

PRESENTER: N/A (Interim Action Report)

PRESENTATION REQUIREMENTS: None

ACTION REQUIRED: Informational Purposes

STAFF RECOMMENDATION: Not Applicable

The Interim Action Contracts Report provides a listing of the contracts approved beginning May 19, 2023, and ending August 18, 2023. In addition to the contract listing, a summary of the approved contracts for this reporting period is also provided.

During the reporting period, a total of 438 contracts were approved at the System Office. An overview is provided below:

Contract Amendments	Clinical Affiliations	Dual Services	Professional Services	Service Agreements	Other
50	45	5	21	12	305

**Tennessee Board of Regents
Contracts Approved May 19, 2023, thru August 18, 2023**

Contract Number	Contract Type	Contractor	Department/Institution	Commodity	Yearly Amount	System Wide	Start Date	End Date	Competitive
106619	Amendment to Existing Contract	Ithaka JSTOR	Student Success	Library Subscription	\$30,000.00		11/1/2019	12/31/2023	
106963	Amendment to Existing Contract	ATI Assessment Technology Institute	TBR	Nursing Solutions for Students	\$50,000.00	x	10/16/2018	10/15/2023	
107654	Amendment to Existing Contract	Watermark Insights, LLC	TNE Campus	Computer Software	\$12,500.00	x	6/28/2019	6/27/2024	x
107757	Amendment to Existing Contract	Konica Minolta	TBR	Multi-Function Devices and Managed Print Services	\$3,000,000.00	x	9/1/2019	8/31/2024	x
108566	Amendment to Existing Contract	Alertus Technologies, LLC	IT	Software License	\$35,190.00	x	7/1/2020	6/30/2024	
108702	Amendment to Existing Contract	EverFi, Inc-Scenario Learning dba Vector Solutions	Student Success	Computer Software	\$98,000.00	x	6/30/2020	6/29/2024	x
108763	Amendment to Existing Contract	Catharis Productions, LLC	Student Success	Computer Software	\$28,000.00	x	8/1/2020	7/31/2024	x
108911	Amendment to Existing Contract	Maryville College	PSCC	Facility Use	\$2,400.00		9/4/2020	9/3/2025	
108956	Amendment to Existing Contract	Safeware, Inc.	TBR	Purchase Agreement	\$150,000.00	x	7/1/2020	9/30/2024	x
108978	Amendment to Existing Contract	Multi-Media Masters, Inc.	WSSC	Interactive Equipment and Services	\$500,000.00	x	10/1/2020	9/30/2024	x
109012	Amendment to Existing Contract	U.S. Bank	TBR	Purchase Agreement	\$125,000.00	x	10/1/2020	9/30/2024	x
109017	Amendment to Existing Contract	Home Depot U.S.A., Inc.	TBR	Purchase Agreement - MRO supplies	\$100,000.00	x	7/1/2020	6/30/2024	x
109087	Amendment to Existing Contract	Green Street Properties	Facilities	Lease Agreement	\$95,244.00	x	10/10/2020	6/30/2024	
109103	Amendment to Existing Contract	Simple Systems Group, LLC	TNE Campus	Computer Software License	\$7,303.00		12/1/2020	7/1/2024	
109865	Amendment to Existing Contract	VisionPoint Marketing, LLC	External Affairs	Marketing, advertising & communication services	\$2,000,000.00	x	8/15/2021	8/14/2024	x
109941	Amendment to Existing Contract	Hawks Lawn Care	TCAT Morristown	Landscaping Services	\$30,675.00		11/5/2021	11/4/2024	x
109969	Amendment to Existing Contract	Cintas Corporation	TBR	Facilities Management Products	\$100,000.00	x	3/1/2021	10/31/2023	x
110047	Amendment to Existing Contract	Southern Connections Catering, Inc.	TCAT Shelbyville	Cafeteria Services	\$4,800.00		11/1/2021	8/31/2024	x
110288	Amendment to Existing Contract	East Tennessee State University	GSCC	Cooperative Educational Offerings	\$0.00		2/22/2022	2/21/2024	
110294	Amendment to Existing Contract	Campbell County HMA LLC dba LaBalette Medical Ctr	TCAT Jacksboro	Clinical Experience	\$0.00		4/1/2022	3/31/2024	
110314	Amendment to Existing Contract	Technologies, Inc.	Student Success	Computer Software License	\$125,000.00		3/1/2022	2/28/2027	x
110432	Amendment to Existing Contract	Tennessee Board of Regents	NSSC	Grant Subcontract	\$50,000.00		5/1/2022	6/30/2024	
110627	Amendment to Existing Contract	Volunteer State Community College	TNE Campus	Grant Subcontract	\$56,000.00		5/2/2022	6/30/2024	
110680	Amendment to Existing Contract	Concord Christian School	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
110684	Amendment to Existing Contract	Southern Connections Catering, Inc.	TCAT Shelbyville	Bookstore Services	\$0.00		7/1/2022	6/30/2024	x
110688	Amendment to Existing Contract	EBSCO Publishing - CINAHL	TBR	Electronic Database Library	\$203,022.56	x	8/1/2022	7/31/2024	
110761	Amendment to Existing Contract	Christian Academy of Knoxville Homeschool	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
110866	Amendment to Existing Contract	Knoxville Catholic High School	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
110878	Amendment to Existing Contract	TriStar Health System, Inc.	TBR	Clinical Experience	\$0.00		10/22/2022	10/21/2027	
110901	Amendment to Existing Contract	Blount County Schools	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
110902	Amendment to Existing Contract	Maryville City Schools	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
110920	Amendment to Existing Contract	Belmont University	VSCC	Cooperative Educational Offerings	\$0.00		7/27/2022	6/30/2025	
110927	Amendment to Existing Contract	CollegeNET, Inc.	PSCC	Subscription Services	\$50,988.00		7/1/2022	6/30/2024	x
110975	Amendment to Existing Contract	Apostolic Christian Academy of Maryville	PSCC	Dual Enrollment Agreement	\$0.00		8/1/2022	7/31/2024	
111044	Amendment to Existing Contract	Bryan College	GSCC	Facility Use	\$0.00		8/1/2022	7/31/2024	
111060	Amendment to Existing Contract	Tennessee Board of Regents - Angela Gregory Flynn	VSCC	Personnel	\$28,000.00		7/1/2022	12/31/2023	
111077	Amendment to Existing Contract	Southeast Tennessee Community College	TNE Campus	Grant Subcontract	\$10,000.00		4/1/2022	6/30/2024	
111079	Amendment to Existing Contract	Southwest Tennessee Community College	TNE Campus	Grant Subcontract	\$10,000.00		4/1/2022	6/30/2024	
111109	Amendment to Existing Contract	BDI Datalynk, LLC	JSCC	Curriculum and Instruction Services	\$60,750.00		11/1/2023	12/31/2024	
111114	Amendment to Existing Contract	Roane State Community College	Academics	Grant	\$334,000.00		7/1/2022	6/30/2025	
111177	Amendment to Existing Contract	Nathan Lee Vaughn	JSCC	Custodial Services	\$20,100.00		10/1/2022	9/30/2024	x
111193	Amendment to Existing Contract	Emma	External Affairs	Computer Software	\$4,956.00		10/1/2022	7/31/2024	x
111223	Amendment to Existing Contract	Associated General Contractors of America	TCAT Dickson	Training	\$1,000.00		8/1/2022	5/15/2027	
111482	Amendment to Existing Contract	Limestone County Schools	MSSC	Dual Enrollment Agreement	\$0.00		8/1/2022	5/15/2027	
111590	Amendment to Existing Contract	Math Star, Inc.	TCAT Jackson	Tutoring Services	\$35,000.00		10/1/2022	9/30/2024	x
111617	Amendment to Existing Contract	RANDA Solutions	Academics	Transport to CLR Conversion Project	\$75,000.00		1/2/2023	10/1/2023	
111737	Amendment to Existing Contract	Respondus, Inc.	Academics	Computer Software License	\$10,000.00		4/1/2023	7/31/2024	
111829	Clinical Affiliation	TrustPoint Hospital, LLC dba TrustPoint Hospital	TCAT McMinnville	Clinical Experience	\$0.00		5/19/2023	5/18/2026	
111844	Amendment to Existing Contract	Turbo Images Corp	TCAT Oneida	Truck Driving Equipment Graphics	\$16,150.00		4/27/2023	12/31/2023	
111877	Clinical Affiliation	LP Monterey, LLC dba Standing Stone Care & Rehabilitation	TCAT Livingston	Clinical Experience	\$0.00		6/2/2023	6/1/2026	
111886	Clinical Affiliation	Dr. Dave's Healthy Smiles	TCAT Dickson	Clinical Experience	\$0.00		5/15/2023	5/14/2028	
111894	Clinical Affiliation	University Health System, Inc.	TCAT Knoxville	Clinical Experience	\$0.00		4/1/2023	3/31/2027	
111897	Dual Enrollment Agreement	Haywood County School System	DSSC	Dual Enrollment Agreement	\$0.00		7/1/2023	6/30/2024	
111899	Clinical Affiliation	Vanderbilt University Medical Center	TCAT McMinnville	Clinical Experience	\$0.00		6/2/2022	6/1/2025	
111900	Dual Enrollment Agreement	Dyer County High School	DSSC	Dual Enrollment Agreement	\$0.00		7/1/2023	6/30/2024	
111909	Special Industry Agreement	Nystar US, Inc.	TCAT Dickson	Training	(\$68,400.00)		7/1/2023	6/30/2026	
111912	Clinical Affiliation	Interfaith Health Center, Inc.	TCAT Knoxville	Clinical Experience	\$0.00		5/25/2023	5/24/2028	
111913	Dual Credit Agreement	Sullivan County Schools	WSSC	Cooperative Educational Offerings	\$0.00		7/1/2023	6/30/2024	
111914	Clinical Affiliation	Murfreesboro Medical Clinic and Surgicenter	TCAT Murfreesboro	Clinical Experience	\$0.00		5/9/2023	5/8/2028	
111915	Clinical Affiliation	National Healthcare Corporation Somerville	TCAT Jackson	Clinical Experience	\$0.00		5/10/2023	4/30/2024	

111916	Clinical Affiliation	Henry County Medical Center	TCAT Jackson	Clinical Experience	\$0.00	5/22/2023	5/21/2028
111918	Lease Agreement	Unity Medical Center, Inc.	Facilities	Lease of Space	\$3,090.00	1/1/2024	12/31/2028
111919	Use of Facilities	SMG - Knoxville Civic Auditorium and Coliseum	TCAT Knoxville	Facility Use	\$7,384.00	8/22/2023	8/22/2023
111920	Special Industry Agreement	Rutherford County Correctional Work Center	TCAT Murfreesboro	Training	(\$3,000.00)	5/15/2023	4/30/2024
111927	License Agreement	Worldwide Interactive Network, Inc.	Academics	Computer Software License	\$305,000.00	5/23/2023	5/22/2024
111928	Professional Service	The Milner Consulting Group	Academics	Consulting	\$1,250.00	9/15/2023	9/15/2023
111929	Professional Service	ABM Industries, LLC	TCAT Knoxville	Custodial Services	\$70,725.00	5/1/2023	4/30/2024
111930	Clinical Affiliation	Chester County Schools	TCAT Jackson	Clinical Experience	\$0.00	9/1/2023	5/31/2024
111932	Dual Enrollment Agreement	McKenzie Special School District	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111933	Dual Enrollment Agreement	Huntingdon Special School District	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111934	Dual Enrollment Agreement	Hollow Rock-Bruceston Special School District	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111935	Dual Enrollment Agreement	Weakley County Schools	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111936	Dual Enrollment Agreement	Henry County Board of Education	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/16/2023	7/15/2024
111937	Dual Enrollment Agreement	Benton County Career and Technical	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111938	Dual Enrollment Agreement	Carroll County Technical Center	TCAT Henry/Carroll	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111939	Dual Enrollment Agreement	Smith County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111940	Clinical Affiliation	Upper Cumberland Family Physicians, PLLC	TCAT Livingston	Clinical Experience	\$0.00	7/1/2023	6/30/2028
111942	Dual Credit Agreement	Greene County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111943	Dual Credit Agreement	Elizabethon City Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111944	Dual Credit Agreement	Carter County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111945	Clinical Affiliation	Stoneridge Health Care, LLC	TCAT Elizabethton	Clinical Experience	\$0.00	5/24/2023	5/23/2028
111946	Dual Service	Chatanooga State Community College - Martina Harr	TNCCampus	Personnel	\$11,000.00	5/1/2023	4/30/2026
111947	Professional Service	Sports Plus Rehab Centers	JSCC	Athletics Training Services	\$25,000.00	7/1/2023	6/30/2024
111948	Dual Credit Agreement	Washington County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111949	Dual Credit Agreement	Bristol City Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111950	Dual Credit Agreement	Unicoi County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111951	Dual Credit Agreement	Hawkins County School District	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111952	Dual Credit Agreement	Greeneville City Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111953	Dual Credit Agreement	Sullivan County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111954	Dual Credit Agreement	Greene Technology Center	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111955	Dual Credit Agreement	Hancock County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111956	Dual Credit Agreement	Johnson City Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024
111958	Academic Articulation Agreement	TCAT Northwest	DSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2026
111959	Grant Agreement	Austin Peay State University	TCAT Dickson	Grant Subcontract	\$200,000.00	5/1/2023	5/30/2024
111960	Dual Enrollment Agreement	Jackson Madison County School System	TCAT Jackson	Dual Enrollment Agreement	\$170,000.00	7/1/2023	6/30/2024
111961	Special Industry Agreement	Hendrickson Trailer Commercial Vehicle Systems	TCAT Dickson	Training	(\$22,800.00)	7/31/2023	8/1/2024
111963	Dual Enrollment Agreement	Hardeman County Schools	TCAT Jackson	Dual Enrollment Agreement	\$425,000.00	7/1/2023	6/30/2024
111964	Dual Enrollment Agreement	Gibson County Special Schools	TCAT Jackson	Dual Enrollment Agreement	\$85,000.00	7/1/2023	6/30/2024
111965	Dual Enrollment Agreement	Milan Special School District	TCAT Jackson	Dual Enrollment Agreement	\$170,000.00	7/1/2023	6/30/2024
111966	Dual Enrollment Agreement	Fayette County Public Schools	TCAT Jackson	Dual Enrollment Agreement	\$225,000.00	7/1/2023	6/30/2024
111967	Dual Enrollment Agreement	Haywood County Schools	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111968	Dual Enrollment Agreement	Humboldt City Schools	TCAT Jackson	Dual Enrollment Agreement	\$80,000.00	7/1/2023	6/30/2024
111969	Dual Enrollment Agreement	Henderson County School System	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111970	Dual Enrollment Agreement	Campbell County Board of Education	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111971	Professional Service	Townsend Systems, LLC	TCAT Jackson	Security System Monitoring (Main Campus Bldg)	\$450.00	6/7/2023	6/6/2024
111972	Professional Service	Townsend Systems, LLC	TCAT Jackson	Security System Monitoring (Main Campus Remote Bldg)	\$450.00	6/14/2023	6/13/2024
111973	Dual Service	Chatanooga State Community College - Adrian Ricketts	Student Success	Personnel	\$4,617.36	7/1/2023	12/31/2023
111974	Professional Service	Townsend Systems, LLC	TCAT Jackson	Fire Alarm System Monitoring (Humboldt Campus)	\$480.00	6/7/2023	6/6/2024
111975	Professional Service	Townsend Systems, LLC	TCAT Jackson	Fire Alarm System Monitoring (Brownsville Campus)	\$480.00	6/12/2023	6/12/2024
111976	Professional Service	Townsend Systems, LLC	TCAT Jackson	Security System Monitoring (Humboldt Warehouse)	\$450.00	6/7/2023	6/6/2024
111977	Professional Service	Townsend Systems, LLC	TCAT Jackson	Security System Monitoring (Brownsville Campus)	\$450.00	6/15/2023	6/14/2024
111978	Professional Service	Townsend Systems, LLC	TCAT Jackson	Security System Monitoring (Lexington Campus)	\$450.00	6/7/2023	6/6/2024
111979	Professional Service	Townsend Systems, LLC	TCAT Jackson	Fire Alarm System Monitoring (Lexington Campus)	\$480.00	6/7/2023	6/6/2024
111980	Dual Enrollment Agreement	Warren County High School	TCAT McMinnville	Security System Monitoring (Humboldt Campus)	\$450.00	6/7/2023	6/6/2024
111982	Dual Enrollment Agreement	Trenton Special School District	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111984	Dual Enrollment Agreement	Bradford Special School District	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111985	Dual Enrollment Agreement	Jon Hesson	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111987	Professional Service	Clarksburg High School South Carroll SSD	TCAT Hartsville	Landscaping Services	\$19,600.00	3/15/2023	3/14/2024
111988	Dual Credit Agreement	Claborn County Board of Education	JSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2028
111989	Dual Enrollment Agreement	Anderson County Board of Education	TCAT Jacksonboro	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111990	Dual Enrollment Agreement	West Carroll Special School District	TCAT Jacksonboro	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
111991	Dual Credit Agreement	Henderson County Schools	JSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
111992	Dual Credit Agreement	Jackson Madison County School System	JSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
111993	Dual Credit Agreement	Trane Technologies	TCAT Dickson	Cooperative Educational Offerings	(\$820,800.00)	7/1/2023	6/30/2024
112002	Service Agreement	Emareena Daniellees	Academics	Training Speaker	\$7,874.50	9/13/2023	9/13/2023

112007	Dual Enrollment Agreement	HomeLife Academy	NESSC	Dual Enrollment Agreement	\$56,460.00	8/1/2023	7/31/2025
112008	Grant Agreement	United States Department of Agriculture	TCAT Northwest	Grant	(\$125,000.00)	7/1/2023	7/1/2024
112009	Grant Agreement	University of Virginia	Student Success	Grant Subcontract	\$765,000.00	6/1/2023	4/30/2026
112010	Subscription Agreement	Pearson Education, Inc.	Academics	Online Courses	\$476,300.00	7/1/2023	6/30/2024
112011	Dual Enrollment Agreement	Grundy County High School	TCAT McMinnville	Dual Enrollment Agreement	\$80,000.00	7/1/2023	6/30/2024
112012	Dual Enrollment Agreement	Dekalb County High School	TCAT McMinnville	Dual Enrollment Agreement	\$15,000.00	7/1/2023	6/30/2024
112013	Dual Enrollment Agreement	Coffee County Central High School	TCAT McMinnville	Dual Enrollment Agreement	\$10,000.00	7/1/2023	6/30/2024
112014	Dual Enrollment Agreement	Hollow Rock Bruceton Special School District	TCAT McKenzie	Dual Enrollment Agreement	\$0.00	8/1/2023	5/30/2024
112015	Dual Enrollment Agreement	Canon County High School	TCAT McMinnville	Dual Enrollment Agreement	\$15,000.00	7/1/2023	6/30/2024
112016	Special Industry Agreement	East Tennessee Machining	TCAT Jacksboro	Training	(\$385.00)	6/13/2023	8/24/2023
112019	Professional Service	Catholic Charities, Diocese of Nashville	TCAT Nashville	Training	\$0.00	6/19/2023	6/30/2024
112021	Memorandum of Understanding	The City of Jackson, Tennessee	JSC	Memo of Understanding	\$0.00	6/27/2023	6/26/2028
112022	Professional Service	Groves & Company LLC	PURCH	Implementation Services for Contracts Module	\$69,000.00	6/12/2023	11/30/2023
112024	Grant Agreement	Nashville State Community College	Academics	Grant	\$480,000.00	7/1/2023	6/30/2025
112025	Grant Agreement	Northeast State Community College	Academics	Grant	\$187,500.00	7/1/2023	6/30/2025
112026	License Agreement	ExamSoft Worldwide LLC	TBR	Computer Software License	\$200,000.00	6/1/2023	5/31/2028
112027	Clinical Affiliation	Life Care Center of Greenville	TCAT Morristown	Clinical Experience	\$0.00	6/9/2023	6/8/2028
112028	Training	Tennessee Electric Cooperative Association	TCAT Murfreesboro	Training	\$0.00	7/1/2023	6/30/2024
112029	Clinical Affiliation	St. Thomas Health dba Ascension Saint Thomas	TCAT Livingston	Clinical Experience	\$0.00	9/1/2023	8/31/2026
112030	Grant Agreement	Dyersburg State Community College	Academics	Grant	\$480,000.00	7/1/2023	6/30/2025
112031	Service Agreement	C & W Lawncare	TCAT Shelbyville	Landscaping Services	\$20,000.00	7/1/2023	6/30/2028
112032	Service Agreement	Orkin Pest Control	TCAT Athens	Pest Control Services	\$2,736.00	7/1/2023	6/30/2024
112033	Special Industry Agreement	Warren County Jail	TCAT McMinnville	Training	(\$3,190.00)	6/12/2023	6/30/2024
112034	Dual Enrollment Agreement	Hollow Rock Bruceton Special School District	TCAT Jackson	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112035	Academic Articulation Agreement	Northeast State Community College	TCAT Elizabethton	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
112036	Dual Enrollment Agreement	Crockett County High School	DSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112037	Dual Enrollment Agreement	Dyersburg High School	DSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112038	Dual Enrollment Agreement	Lake County High School	DSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112039	Dual Credit Agreement	Henry County High School	DSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112040	Dual Enrollment Agreement	Tipton-Rosemark Academy	DSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112042	Dual Enrollment Agreement	Alcoa City Schools	TCAT Knoxville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112043	Dual Enrollment Agreement	Blount County Schools	TCAT Knoxville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112044	Dual Enrollment Agreement	Oak Ridge City Schools	TCAT Knoxville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112045	Dual Enrollment Agreement	Maryville City Schools	TCAT Knoxville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112046	Dual Enrollment Agreement	Sumner County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112047	Dual Enrollment Agreement	Trousdale County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112048	Dual Enrollment Agreement	Richard Hardy Memorial School	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112049	Dual Enrollment Agreement	Marion County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112050	Dual Enrollment Agreement	Bradley County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112051	Dual Enrollment Agreement	Rhea County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112052	Dual Enrollment Agreement	Sequatchie County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112053	Dual Enrollment Agreement	McMinn County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112054	Dual Enrollment Agreement	Hamilton County Schools	TCAT Chattanooga	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112056	Dual Enrollment Agreement	Hickman County Board of Education	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112057	Dual Enrollment Agreement	Houston County School District	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	6/30/2024
112060	Dual Enrollment Agreement	Clarksville-Montgomery County School System	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112061	Dual Enrollment Agreement	Humphreys County School System	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112062	Dual Enrollment Agreement	Cheatham County School District	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	6/30/2024
112063	Dual Enrollment Agreement	Clarksville Christian School	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	6/30/2024
112064	Dual Enrollment Agreement	HomeLife Academy	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112065	Dual Enrollment Agreement	Jackson County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112066	Dual Enrollment Agreement	Macon County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112067	Dual Enrollment Agreement	Wilson County Board of Education	TCAT Hartsville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112069	Lease Agreement	Seller's Enterprises, LLC	TCAT Harriman	Lease Agreement	\$60,576.00	8/1/2023	6/30/2024
112070	Clinical Affiliation	Wyndridge Care and Rehabilitation Center	TCAT Crossville	Clinical Experience	\$0.00	6/13/2023	6/12/2028
112073	Clinical Affiliation	State of Franklin Healthcare Associates	TCAT Elizabethton	Clinical Experience	\$0.00	6/13/2023	6/12/2028
112074	Dual Credit Agreement	Johnson County Schools	NESSC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2028
112075	Academic Articulation Agreement	Metropolitan Government of Nashville & Davidson Co	NESSC	Cooperative Educational Offerings	\$0.00	6/29/2023	7/1/2028
112076	Special Industry Agreement	Tennessee College Access and Success Network	TCAT Nashville	Training	\$0.00	7/10/2023	8/31/2023
112077	Academic Agreement	Walden University	TCAT Nashville	Training	\$0.00	8/1/2023	6/30/2024
112078	Dual Enrollment Agreement	Cocke County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112079	Memorandum of Understanding	Tennessee Higher Education Initiative	NESSC	Memo of Understanding	\$0.00	6/1/2023	5/31/2025
112080	Dual Enrollment Agreement	Sumner County Schools	TCAT Nashville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112081	Dual Credit Agreement	Hamilton County Schools	CSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
112082	Clinical Affiliation	Natural Smiles, PLLC	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027
112083	Clinical Affiliation	Jesse Ellsworth, DMD, PLLC	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027

112084	Clinical Affiliation	Elite Dental General Partnership	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027	x
112085	Clinical Affiliation	Hunt Family Dental, PLLC	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027	
112086	Dual Enrollment Agreement	Claiborne County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112087	Dual Enrollment Agreement	Grainger County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112088	Dual Enrollment Agreement	Greene County Greenville City School Systems	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112089	Dual Enrollment Agreement	Jefferson County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112090	Dual Enrollment Agreement	Hawkins County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112091	Dual Enrollment Agreement	Hancock County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112092	Dual Enrollment Agreement	Hamblen County School System	TCAT Morristown	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112093	Service Agreement	Houghton Facility Services	TCAT McMinnville	Janitorial Services	\$34,272.00	7/1/2023	6/30/2024	
112094	Clinical Affiliation	Marville Dentistry, PLLC	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027	
112098	Dual Enrollment Agreement	Sumner County Middle Technical College at Portland	TCAT Nashville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/20/2024	
112099	Dual Enrollment Agreement	Perry County Board of Education	TCAT Hohenwald	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024	
112100	Dual Enrollment Agreement	Union County Public Schools	TCAT Knoxville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112101	Professional Service	Amteck	JSCC	AP Relocation Services	\$2,200.00	7/1/2023	6/30/2024	
112102	Dual Enrollment Agreement	Dickson County School District	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112103	Dual Enrollment Agreement	Williamson County Schools	TCAT Dickson	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112105	Clinical Affiliation	Owens Orthodontic Specialists, P.C.	TCAT Knoxville	Clinical Experience	\$0.00	6/1/2023	5/31/2027	
112106	Professional Service	Strata Information Group, Inc.	COSCC	Consulting	\$114,600.00	6/23/2023	6/22/2024	x
112107	Use of Facilities	TCAT Athens	COSCC	Facility Use	\$24,999.96	7/1/2023	6/30/2024	
112108	Purchase Agreement	Howard Technology Solutions	TCAT Murfreesboro	AV Products and Services	\$0.00	4/6/2023	4/5/2024	
112109	Clinical Affiliation	Diamond Grove Center	TCAT Elizabethton	Clinical Experience	\$0.00	6/22/2023	6/23/2026	
112110	Interagency Agreement	Tennessee Department of Education	Academics	Grant	(\$710,523.00)	7/1/2023	6/30/2024	
112113	Professional Service	Maresa Whaley	OE	Event Planning	\$3,000.00	7/10/2023	11/30/2023	
112114	Dual Enrollment Agreement	Elizabethton City Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112115	Dual Enrollment Agreement	Carter County Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112116	Dual Enrollment Agreement	Bristol Tennessee City Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112117	Dual Enrollment Agreement	Johnson County Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112118	Dual Enrollment Agreement	Johnson City Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112121	Dual Credit Agreement	Hardeman County Schools Bolivar and Middleton	JSCC	Cooperative Educational Offerings	\$5,750.00	7/1/2023	6/30/2024	
112122	Dual Credit Agreement	Hardin County Schools	JSCC	Cooperative Educational Offerings	\$5,750.00	7/1/2023	6/30/2024	
112123	Dual Enrollment Agreement	Hamilton County Schools STEM School	COSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112124	Clinical Affiliation	John Michael Coulter, DDS	TCAT Knoxville	Clinical Experience	\$0.00	7/1/2023	6/30/2027	
112125	Dual Enrollment Agreement	Washington County Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112126	Dual Enrollment Agreement	Unicoi County Schools	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112128	Use of Facilities	Animal Care Trust dba McKamey Animal Center	Facilities	Facility Use	\$4,500.00	6/30/2024	6/30/2024	
112129	Professional Service	Upper-Cumberland Human Resources Association	Academics	Training	\$5,300.00	7/1/2023	7/30/2024	
112131	Professional Service	Vanderbilt University Medical Center	NESCC	Training	\$330,000.00	8/10/2023	8/9/2024	
112132	Clinical Affiliation	Walgreens Co.	TBR	Clinical Experience	\$0.00	7/1/2023	6/30/2026	x
112133	Dual Enrollment Agreement	Richard Hardy Memorial School	COSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112134	Dual Credit Agreement	Kingsport City Schools	NESCC	Cooperative Educational Offerings	\$0.00	8/1/2023	7/31/2024	
112135	Dual Enrollment Agreement	Henry County Schools	NESCC	Dual Enrollment Agreement	\$0.00	6/16/2023	7/15/2024	
112136	Lease Agreement	Henry County Government	Facilities	Lease Agreement	\$350.00	6/16/2023	7/15/2024	
112137	Clinical Affiliation	Holston Medical Group	TCAT Elizabethton	Clinical Experience	\$0.00	7/1/2023	6/30/2028	
112139	Dual Service	TCAT Oneida/Huntsville - Sharon Sue Sims	TCAT Jacksboro	Cooperative Educational Offerings	\$2,422.13	7/7/2023	9/30/2023	
112143	Dual Enrollment Agreement	Weakley County Schools	TCAT McKenzie	Dual Enrollment Agreement	\$0.00	8/1/2023	5/30/2024	
112144	Dual Enrollment Agreement	Huntingdon Special School District	TCAT McKenzie	Dual Enrollment Agreement	\$0.00	8/1/2023	5/30/2024	
112145	Dual Enrollment Agreement	South Carroll Special School District	TCAT McKenzie	Dual Enrollment Agreement	\$0.00	8/1/2023	5/30/2024	
112146	Dual Enrollment Agreement	McKenzie Special School District	TCAT McKenzie	Dual Enrollment Agreement	\$0.00	8/1/2023	5/30/2024	
112147	Lease Agreement	Upper Cumberland Resource Agency	Facilities	Lease of Space	\$2,400.00	7/1/2023	6/30/2024	
112148	Lease Agreement	The Industrial Board of the City of Kingsport, TN	Facilities	Lease Agreement	\$70,000.00	8/1/2023	7/31/2028	
112149	Memorandum of Understanding	Tennessee Department of Children's Services	Academics	Educational Services	\$0.00	7/1/2023	6/30/2026	
112150	Dual Enrollment Agreement	Collierville High School	TCAT Memphis	Dual Enrollment Agreement	\$0.00	8/1/2023	6/30/2024	
112151	Dual Enrollment Agreement	Wayne County Board of Education	TCAT Hohenwald	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024	
112152	Clinical Affiliation	Cherokee Health Systems	TCAT Knoxville	Clinical Experience	\$0.00	7/3/2023	6/30/2028	
112156	Clinical Affiliation	Myrtle Recovery Centers Inc./BSFMC	TCAT Oneida	Clinical Experience	\$0.00	8/1/2023	7/31/2026	
112157	Clinical Affiliation	Danny's Drugs, Inc.	TCAT Oneida	Clinical Experience	\$0.00	8/1/2023	7/31/2024	
112158	Clinical Affiliation	Knoxville Center for Behavioral Medicine, LLC	TCAT Knoxville	Clinical Experience	\$0.00	7/1/2023	6/30/2028	
112160	Service Agreement	Terminalfour, Inc.	JSCC	web Content Management Systems	\$135,000.00	7/7/2023	7/6/2024	
112161	Dual Enrollment Agreement	Lighthouse Christian School	NESCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024	
112162	Cooperative Agreement	Ferguson Enterprises, LLC	TCAT Murfreesboro	Educational Services	\$0.00	7/12/2023	7/13/2024	
112163	Dual Enrollment Agreement	Bradley County Schools	TCAT Athens	Dual Enrollment Agreement	\$0.00	9/5/2023	4/26/2024	
112164	Dual Enrollment Agreement	Bartlett High School	TCAT Memphis	Dual Enrollment Agreement	\$0.00	8/1/2023	6/30/2024	
112165	Use of Facilities	Tennessee Department of Education	JSCC	Facility Use	\$0.00	8/30/2023	8/31/2023	
112166	Dual Enrollment Agreement	Morgan County Schools	TCAT Harriman	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024	
112167	Dual Enrollment Agreement	Meigs County Schools	TCAT Athens	Dual Enrollment Agreement	\$0.00	9/5/2023	4/26/2024	

112169	Dual Enrollment Agreement	Polk County Schools	TCAT Athens	Dual Enrollment Agreement	9/5/2023	4/26/2024	\$0.00
112170	Dual Enrollment Agreement	McMinn County Schools	TCAT Athens	Dual Enrollment Agreement	9/5/2023	4/26/2024	\$0.00
112171	Dual Enrollment Agreement	Cleveland City Schools	TCAT Athens	Equipment Maintenance	9/5/2023	7/31/2024	\$0.00
112172	Dual Enrollment Agreement	Oneida Special School District	TCAT Oneida	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112173	Dual Enrollment Agreement	Fentress County Schools	TCAT Oneida	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112174	Dual Enrollment Agreement	Morgan County Schools	TCAT Oneida	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112175	Dual Enrollment Agreement	Scott County Schools	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112176	Dual Enrollment Agreement	Arlington High School	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112177	Dual Enrollment Agreement	Millington High School	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112178	Dual Enrollment Agreement	Martin Luther King Jr College Preparatory High School	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112179	Dual Enrollment Agreement	Memphis Rise Academy	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112180	Dual Enrollment Agreement	Memphis Academy of Science and Engineering	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112182	Dual Credit Agreement	Hardeman County School Systems	TCAT Memphis	Cooperative Educational Offerings	8/1/2023	6/30/2024	\$0.00
112183	Dual Enrollment Agreement	The Excel Center	TCAT Memphis	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112185	Dual Enrollment Agreement	Sullivan County Schools	NESSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112186	Dual Enrollment Agreement	Hickman County Schools	TCAT Hohenwald	Dual Enrollment Agreement	8/1/2023	5/31/2024	\$0.00
112187	Dual Enrollment Agreement	Cocke County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112188	Dual Enrollment Agreement	Chuckey-Doak High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112189	Dual Enrollment Agreement	Cumberland Gap High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112190	Dual Enrollment Agreement	Claborn County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112191	Dual Enrollment Agreement	Towering Oaks Christian School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112192	Dual Enrollment Agreement	Cosby High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112193	Dual Enrollment Agreement	Lakeway Christian Academy	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112194	Dual Enrollment Agreement	North Greene High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112195	Dual Enrollment Agreement	South Greene High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112196	Dual Enrollment Agreement	Greeneville High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112197	Dual Enrollment Agreement	Washington High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112199	Dual Enrollment Agreement	Benton County Board of Education	TCAT McKenzie	Dual Enrollment Agreement	8/1/2023	5/30/2024	\$0.00
112200	Dual Enrollment Agreement	Carroll County Board of Education	TCAT McKenzie	Dual Enrollment Agreement	8/1/2023	5/30/2024	\$0.00
112202	Dual Service	Tennessee Board of Regents - Kim McCormick	JSCC	Cooperative Educational Offerings	7/1/2023	12/31/2024	\$45,237.00
112203	Use of Facilities	Viskase	TCAT Athens	Facility Use	8/1/2023	12/22/2026	\$79,000.00
112207	Dual Enrollment Agreement	Rhea County Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112208	Dual Enrollment Agreement	Oak Ridge Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112209	Dual Enrollment Agreement	Anderson County Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112210	Dual Enrollment Agreement	Loudon County Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112211	Dual Credit Agreement	Knoxville Catholic High School	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112212	Dual Enrollment Agreement	Lenoir City Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112213	Dual Enrollment Agreement	Roane County Schools	TCAT Harriman	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112215	Dual Enrollment Agreement	Union County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112216	Dual Enrollment Agreement	Jefferson County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112217	Dual Enrollment Agreement	Greene Tech Center	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112218	Dual Enrollment Agreement	Volunteer High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112219	Dual Enrollment Agreement	West Greene High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112221	Dual Enrollment Agreement	Morristown West High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112222	Dual Enrollment Agreement	Clinch High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112223	Dual Enrollment Agreement	Hancock County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112224	Dual Enrollment Agreement	Hawkins County Schools Virtual Academy	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112225	Dual Enrollment Agreement	Cherokee High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112226	Dual Enrollment Agreement	Northview Academy	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112227	Dual Enrollment Agreement	Pigeon Forge High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112228	Dual Enrollment Agreement	Sevier County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112229	Dual Enrollment Agreement	Seymour High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112230	Dual Enrollment Agreement	Christian Academy of Knoxville	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112232	Dual Enrollment Agreement	Granger County High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112233	Dual Enrollment Agreement	Gatlinburg-Pittman High School	WSSC	Dual Enrollment Agreement	8/1/2023	7/31/2024	\$0.00
112235	Professional Service	West Tennessee Motor Coach LLC	JSCC	Charter Bus Services	7/1/2023	6/30/2024	\$50,000.00
112237	Clinical Affiliation	Cannon County EMS	TCAT Murfreesboro	Clinical Experience	8/1/2023	7/31/2024	\$0.00
112238	Clinical Affiliation	Warren County EMS	TCAT Murfreesboro	Clinical Experience	8/1/2023	7/31/2024	\$0.00
112239	Cooperative Education Offerings	Goal Collective	TCAT Dickson	Membership	7/17/2023	6/30/2024	\$0.00
112240	Dual Enrollment Agreement	Home Life Academy	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112241	Dual Enrollment Agreement	Tipton Christian Academy	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112242	Dual Enrollment Agreement	Lauderdale County School District	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112243	Dual Enrollment Agreement	Gateway Christian Schools	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112246	Dual Enrollment Agreement	Metropolitan Nashville Public Schools	TCAT Nashville	Dual Enrollment Agreement	7/1/2023	6/30/2024	\$0.00
112247	Dual Enrollment Agreement	Tipton County Schools	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00
112249	Dual Enrollment Agreement	Faith Heritage Christian Academy	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	6/30/2024	\$0.00

112250	Dual Enrollment Agreement	Lake County Schools (Lake County High School)	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112251	Dual Enrollment Agreement	Collierville Schools (Collierville High School)	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112252	Dual Enrollment Agreement	Crockett County School District	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112253	Dual Enrollment Agreement	Dyer County Schools (Dyer County High School)	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112254	Dual Enrollment Agreement	Obion County Schools	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112255	Amendment to Existing Contract	Castle Branch, Inc.	TBR	Student Clinical Placement System	7/19/2023	\$300,000.00	7/18/2028
112257	Grant Agreement	Achieving the Dream, Inc.	Academics	Grant	7/1/2023	(\$41,000.00)	8/31/2024
112258	Clinical Affiliation	Newport Pediatrics, PC	TCAT Morristown	Clinical Experience	7/19/2023	\$0.00	7/18/2028
112259	Clinical Affiliation	Wellington Manor Assisted Living	TCAT Morristown	Clinical Experience	7/19/2023	\$0.00	7/18/2028
112260	Amendment to Existing Contract	CareerAmerica, LLC dba Ocelot	TBR	AI Communication Platform Services	7/20/2023	\$225,000.00	7/21/2026
112262	Dual Enrollment Agreement	Union City Schools (Union City High School)	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112264	Clinical Affiliation	Life Care Center of Crossville	TCAT Northwest	Clinical Experience	8/1/2023	\$0.00	7/31/2028
112266	Dual Enrollment Agreement	Dyersburg City Schools	TCAT Northwest	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112268	Academic Articulation Agreement	Union University	VSCC	Cooperative Educational Offerings	7/28/2023	\$0.00	5/31/2026
112270	Service Agreement	Comcast Business Communications LLC	TCAT Dickson	Internet Services	8/27/2023	\$5,027.40	8/26/2025
112271	Dual Enrollment Agreement	Maury County Public Schools District	COSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112272	Subscription	MyCredential, LLC	Academics	Computer Software	7/1/2023	\$20,000.00	6/30/2024
112273	Service Agreement	United Elevator Services	TCAT Knoxville	Elevator Services	8/3/2023	\$3,000.00	8/2/2024
112274	Service Agreement	Clearview Securities, Inc.	TCAT Knoxville	Burglary and Fire Alarm Services	7/24/2023	\$8,231.32	7/23/2024
112275	Special Industry Agreement	Trane Technologies	TCAT Dickson	Training	9/4/2023	(\$61,750.00)	9/3/2024
112277	Clinical Affiliation	Lebanon Center for Rehabilitation and Healing	TCAT Elizabethton	Clinical Experience	7/25/2023	\$0.00	7/24/2028
112280	Dual Enrollment Agreement	Sumner County Schools	VSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112281	Service Agreement	TCM Janitorial Inc.	TCAT McMinnville	Janitorial Services	8/1/2023	\$43,942.13	7/31/2024
112282	Clinical Affiliation	Lucas Hunley, PLLC	TCAT Knoxville	Clinical Experience	8/1/2023	\$0.00	7/31/2027
112283	Clinical Affiliation	Senior Care, LLC dba Morning Pointe Senior Living	TBR	Clinical Experience	8/1/2023	\$0.00	7/31/2028
112284	Dual Enrollment Agreement	Pickett County School System	TCAT Livingston	Dual Enrollment Agreement	8/7/2023	\$0.00	5/22/2024
112285	Dual Enrollment Agreement	Marshall County School System	TCAT Pulaski	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112286	Dual Enrollment Agreement	Lincoln County Schools	TCAT Pulaski	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112288	Special Industry Agreement	First Tennessee Development District	TCAT Elizabethton	Training	8/14/2023	(\$22,500.00)	6/10/2024
112289	Dual Enrollment Agreement	Scott County Board of Education	TCAT Jacksboro	Dual Enrollment Agreement	8/1/2023	\$0.00	6/30/2024
112290	Dual Enrollment Agreement	Putnam County School Systems	TCAT Livingston	Dual Enrollment Agreement	8/1/2023	\$0.00	5/24/2024
112291	Dual Enrollment Agreement	Jackson County School System	TCAT Livingston	Dual Enrollment Agreement	8/2/2023	\$0.00	5/17/2024
112292	Dual Enrollment Agreement	White County School System	TCAT Livingston	Dual Enrollment Agreement	8/4/2023	\$0.00	5/16/2024
112293	Dual Enrollment Agreement	Overton County School System	TCAT Livingston	Dual Enrollment Agreement	8/4/2023	\$0.00	5/21/2024
112294	Dual Enrollment Agreement	Clay County School System	TCAT Livingston	Dual Enrollment Agreement	8/3/2023	\$0.00	5/17/2024
112295	Dual Enrollment Agreement	Anderson County Schools	TCAT Knoxville	Dual Enrollment Agreement	7/26/2023	\$0.00	6/30/2024
112296	Dual Enrollment Agreement	Wilson County Schools	VSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112298	Clinical Affiliation	Dekalb County EMS	TCAT Murfreesboro	Clinical Experience	8/1/2023	\$0.00	7/31/2024
112299	Dual Enrollment Agreement	Maury County Board of Education	TCAT Hohenwald	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112302	Dual Enrollment Agreement	HomeLife Academy	WSSC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112303	Service Agreement	American Academy Holdings AAPC	JSCC	Educational Services	7/1/2023	\$3,700.00	6/30/2024
112304	Dual Credit Agreement	Dickson County School District	NSCC	Cooperative Educational Offerings	7/1/2023	\$0.00	6/30/2024
112305	Dual Credit Agreement	Sumner County School District	NSCC	Cooperative Educational Offerings	7/1/2023	\$0.00	6/30/2024
112306	Dual Credit Agreement	Rutherford County School District	NSCC	Cooperative Educational Offerings	7/1/2023	\$0.00	6/30/2024
112307	Dual Credit Agreement	Cheatham County School District	NSCC	Cooperative Educational Offerings	7/1/2023	\$0.00	6/30/2024
112309	Dual Enrollment Agreement	Berean Christian High School	WSSC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112310	Service Agreement	BrightRidge Broadband	TCAT Elizabethton	Internet Services	8/1/2023	\$2,573.76	7/31/2024
112311	Dual Enrollment Agreement	Giles County School System	TCAT Pulaski	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112312	Dual Enrollment Agreement	Maury County Public Schools	TCAT Pulaski	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112313	Clinical Affiliation	NHC Healthcare Holston Hills LLC	TCAT Knoxville	Clinical Experience	9/1/2023	\$0.00	8/31/2028
112315	Lease Agreement	Athen's Industrial Complex, LLC	Facilities	Lease of Space	7/1/2023	\$20,478.00	6/30/2024
112316	Dual Enrollment Agreement	Perry County School System	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112317	Dual Enrollment Agreement	Jackson Madison County School System	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112318	Dual Enrollment Agreement	Scotts Hill High School	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112319	Dual Enrollment Agreement	McNairy County School System	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112320	Dual Enrollment Agreement	Lexington High School	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112321	Dual Enrollment Agreement	Hardin County School System	TCAT Crump	Dual Enrollment Agreement	8/1/2023	\$0.00	5/31/2024
112323	Dual Enrollment Agreement	Obion County Central High School	DSCC	Dual Enrollment Agreement	8/3/2023	\$0.00	6/30/2024
112324	Dual Enrollment Agreement	South Fulton High School	DSCC	Dual Enrollment Agreement	7/31/2023	\$0.00	6/30/2024
112325	Clinical Affiliation	Hillcrest Healthcare Communities, Inc.	TCAT Knoxville	Clinical Experience	9/1/2023	\$0.00	8/31/2028
112326	Dual Enrollment Agreement	Marshall County School System	COSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112327	Dual Enrollment Agreement	Franklin County Schools	TCAT Shelbyville	Dual Enrollment Agreement	7/1/2023	\$0.00	6/30/2024
112328	Dual Enrollment Agreement	Fayetteville City Schools	TCAT Shelbyville	Dual Enrollment Agreement	7/1/2023	\$0.00	6/30/2024
112329	Dual Enrollment Agreement	Coffee County Schools	TCAT Shelbyville	Dual Enrollment Agreement	7/1/2023	\$0.00	6/30/2024
112331	Dual Enrollment Agreement	Cleveland City Schools	CLSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024
112334	Dual Enrollment Agreement	Bradley County Schools	CLSCC	Dual Enrollment Agreement	8/1/2023	\$0.00	7/31/2024

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112336	Dual Enrollment Agreement	Polk County Schools	CLSCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112337	Dual Enrollment Agreement	Meigs County Schools	CLSCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112342	Dual Credit Agreement	Knox County Schools	PSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
112345	Grant Agreement	Department of Labor and Workforce Development	TCAT Jacksboro	Grant	(\$70,000.00)	7/1/2023	6/30/2024
112346	Grant Agreement	Department of Labor and Workforce Development	TCAT Jacksboro	Grant	(\$752,250.00)	7/1/2023	6/30/2024
112347	Memorandum of Understanding	Savannah Police Department	JSCC	Memo of Understanding	\$0.00	8/16/2023	8/15/2024
112349	Dual Credit Agreement	Maryville City Schools	PSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
112350	Dual Enrollment Agreement	Tulahoma City Schools	TCAT Shelbyville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112351	Dual Enrollment Agreement	Riverside Christian Academy	TCAT Shelbyville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/24/2024
112352	Dual Enrollment Agreement	Marshall County Schools	TCAT Shelbyville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112353	Dual Enrollment Agreement	Moore County Schools	TCAT Shelbyville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112354	Dual Enrollment Agreement	Chestnut Ridge Academy	TCAT Shelbyville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/24/2024
112355	Memorandum of Understanding	Lexington Police Department	JSCC	Memo of Understanding	\$0.00	8/16/2023	8/15/2024
112356	Memorandum of Understanding	Madison County Sheriff's Office	JSCC	Memo of Understanding	\$0.00	8/14/2023	8/13/2024
112357	Grant Agreement	Department of Labor and Workforce Development	TCAT Jacksboro	Grant	(\$157,750.00)	6/1/2023	9/30/2023
112360	Cooperative Education Offerings	Steven Lee Bouldin	TCAT Murfreesboro	Review of education course content	\$2,000.00	8/1/2023	7/31/2024
112361	Clinical Affiliation	Covenant Pediatrics	TCAT Athens	Clinical Experience	\$0.00	8/1/2023	7/31/2028
112362	Dual Credit Agreement	Blount County Schools	PSCC	Cooperative Educational Offerings	\$0.00	7/1/2023	6/30/2024
112363	Memorandum of Understanding	Hardin County Sheriff's Office	JSCC	Memo of Understanding	\$0.00	8/8/2023	8/7/2024
112364	Dual Enrollment Agreement	Robertson County Schools	TCAT Nashville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112365	Dual Enrollment Agreement	Cheatham County Schools	TCAT Nashville	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112366	Academic Articulation Agreement	Austin Peay State University	CLSCC	Cooperative Educational Offerings	\$0.00	8/4/2023	8/3/2026
112369	Memorandum of Understanding	Evaluation and Assessment Solutions for Education,	Academics	Research Agreement	\$0.00	8/14/2023	1/31/2025
112370	Memorandum of Understanding	Evaluation and Assessment Solutions for Education,	Academics	Educational Data Sharing	\$0.00	8/14/2023	1/31/2025
112371	Dual Enrollment Agreement	Lewis County Schools	TCAT Hohenwald	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024
112376	Special Industry Agreement	Jackson Energy Authority	TCAT Jackson	Training	(\$45,000.00)	7/21/2023	6/30/2024
112378	Dual Enrollment Agreement	Wayne County School System	COSCC	Dual Enrollment Agreement	\$0.00	8/1/2023	7/31/2024
112380	Dual Enrollment Agreement	Chester County School System	TCAT Crump	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024
112381	Hotel/Lodging Agreement	Montgomery Bell State Park	External Affairs	Lodging and Meeting Space	\$13,238.70	11/1/2023	6/30/2024
112383	Dual Enrollment Agreement	Lawrence County School System	TCAT Pulaski	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024
112385	Clinical Affiliation	Life Bridges, Inc.	TCAT Athens	Clinical Experience	\$0.00	9/1/2023	8/31/2028
112388	Clinical Affiliation	Rural Health Services Consortium Inc.	TCAT Elizabethton	Clinical Experience	\$0.00	7/13/2023	7/12/2028
112389	Special Industry Agreement	JJ Company, LLC	TCAT Northwest	Training	(\$250.00)	7/20/2023	6/30/2024
112393	Dual Enrollment Agreement	Wayne County School System	TCAT Crump	Dual Enrollment Agreement	\$0.00	8/1/2023	5/31/2024
112395	Use of Facilities	Volunteer State Community College	Academics	Facility Use	\$0.00	9/26/2023	6/30/2024
112398	Use of Facilities	Tennessee Higher Education Commission	VSCC	Facility Use	\$0.00	9/1/2023	10/28/2023
112399	Use of Facilities	Tennessee Higher Education Commission	VSCC	Facility Use	\$0.00	9/1/2023	11/3/2023
112401	Academic Articulation Agreement	TCAT Northwest	DSCC	Cooperative Educational Offerings	\$0.00	8/14/2023	6/30/2026
112402	Grant Agreement	Department of Labor and Workforce Development	TCAT Athens	Grant	(\$160,000.00)	7/1/2023	6/30/2024
112403	Grant Agreement	Department of Labor and Workforce Development	TCAT Athens	Grant	(\$1,213,000.00)	7/1/2023	6/30/2024
112405	Grant Agreement	Department of Labor and Workforce Development	TCAT Athens	Grant	(\$105,000.00)	7/1/2023	6/30/2024
112406	Dual Service	TCAT Crossville - Dana Ragle	ETSU	Personnel	\$7,000.00	8/28/2023	12/8/2023
112408	Clinical Affiliation	Wayne General Hospital	TCAT Elizabethton	Clinical Experience	\$0.00	9/5/2023	9/4/2028
112410	Service Agreement	Ferrilli	CLSCC	IT Support Services	\$150,000.00	8/16/2023	8/15/2024
112414	Dual Enrollment Agreement	Robertson County Schools	NSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112415	Dual Enrollment Agreement	Rutherford County Schools	NSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112416	Dual Enrollment Agreement	Humphreys County Schools	NSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024
112417	Dual Enrollment Agreement	Dickson County Schools Systems	NSCC	Dual Enrollment Agreement	\$0.00	7/1/2023	6/30/2024

Summary by Type of Contract
Contracts Approved from May 19, 2023 - August 18, 2023

Dept./Institution	Amendment to Existing Contract	Clinical Affiliation	Dual Services	Professional Services	Service Agreement	Other	Contract Total
TBR Offices							
Academics	3			2	1	12	18
eCampus	5		1	-	-		6
TBR Combined	18	2	1	2		9	32
Subtotal	26	2	2	4	1	21	56
Institutions							
APSU	-	-	-	-	-	-	-
ETSU	-	-	1	-	-	-	1
MTSU	-	-	-	-	-	-	-
TSU	-	-	-	-	-	-	-
TTU	-	-	-	-	-	-	-
UOM	-	-	-	-	-	-	-
CSCC	2					4	6
CISCC					1	5	6
CoSCC				1		3	4
DSCC						11	11
JSCC	2		1	3	2	12	20
MSCC	1						1
NSCC	1			1		9	11
NeSCC						26	26
PSCC	8					3	11
RSCC							
STCC							
VSCC	2					5	7
WSCC	1					31	32
TCAT Combined	7	43	1	12	8	175	246
Subtotal	24	43	3	17	11	284	382
Grand Total	50	45	5	21	12	305	438



MEMORANDUM

TO: Members of the Tennessee Board of Regents

FROM: Jothany Reed, Vice Chancellor of Academic Affairs

DATE: July 14, 2023

RE: Tennessee Colleges of Applied Technology- 14-Day Process

Dr. Jothany
Reed

Digitally signed by
Dr. Jothany Reed
Date: 2023.07.14
12:07:59 -05'00'

In order to respond rapidly to the training needs, a resolution delegating authority to the Chancellor approving Tennessee College of Applied Technology programs was proposed and approved during the March 2009 Board Meeting. This resolution allows for new program proposals and modifications to be forwarded to the Board for review for 14 days. Once reviewed, the Board will delegate authority to the Chancellor to approve the proposals submitted unless objections are voiced by the Board. Letters will be sent to the appropriate institution to authorize the implementation of the proposed action. The approved programs will be reported to the Board in the quarterly interim action reports.

Attached you will find program proposals submitted by the Tennessee Colleges of Applied Technology in response to workforce needs. The TBR staff members and I have reviewed these proposals and recommend approval. In accordance with TBR *Policy: 2:01:02:00, Vocational Program Review and Approval*, this information is provided for your consideration.

If you have questions or concerns that would require this proposal to go before the full Board at the next quarterly meeting, please contact Dr. Tachaka Hollins by email at tachaka.hollins@tbr.edu. The proposed academic actions will be approved through delegated authority by the Chancellor unless a concern is identified within this 14-day period. Thank you for your continued support and commitment to the Tennessee Colleges of Applied Technology.

C: Dr. Flora Tydings, Chancellor, TBR

Attachment: Summary of Proposed Actions

Program Proposals requiring Board approval from TCAT Committee:

Three (3) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. Please see the corresponding implementation proposals for each program following the list below. The proposals are:

1. Implementation of a Medium Heavy Equipment program by TCAT Athens PIE Center (2N).
2. Replicate the existing Practical Nursing program at the TCAT Jackson- Whiteville Branch Campus (2S).
3. Implementation of the Residential/Commercial/Industrial Electricity program at TCAT Nashville- Portland Campus (2C).

Academic Actions for July 2023 Requiring Only Notification to Vice Chancellor

Seven (7) academic actions were submitted by a TCAT institution to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support the need was provided. The proposals are as follows:

TCAT Crossville	TCAT Crossville proposes to modify the Administrative Office Technology program curriculum to align with the statewide approved curriculum altered in the March 2023 curriculum committee meeting.	None	Fall 2023
TCAT Hartsville	TCAT Hartsville proposes to modify the Automotive Technology program to align with the statewide approved curriculum for TCAT institutions. Thereby reducing the total clock hours from 2160 to 1728.	None	Fall 2023
TCAT Hohenwald	TCAT Hohenwald proposes to increase the Truck Driving program length from 222 to 306 clock hours to add the Bus and Hazmat endorsements to the curriculum	Any new costs will be expended from the school budget.	Fall 2023
TCAT Oneida	TCAT Oneida proposes to inactivate the Cosmetology Instructor Training program due to lack of student interest.	None	Summer 2023
TCAT Oneida	TCAT Oneida proposes to inactivate the Criminal Justice: Correctional Officer program due to inability to hire an instructor and lack of student interest.	None	Summer 2023
TCAT Oneida	TCAT Oneida proposes to inactivate the Manufacturing Technology program at the York Institute (AB) due to inability to hire an instructor and lack of student interest.	None	Summer 2023

TCAT Oneida	TCAT Oneida proposes to inactivate the terminate the Collision Repair Technology program due to low enrollment.	None	Fall 2023
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Proposed Action Correction:

1. Original Approval June 2023: Replicate the existing Practical Nursing program at the TCAT Hohenwald- Wayne Medical Instructional Service Center (2F).

Correction: Replicate the existing Practical Nursing program at the TCAT Hohenwald-Maury Regional Medical Instructional Service Center (pending THEC site approval).

PROGRAM IMPLEMENTATION PROPOSAL – 1

INSTITUTION: Tennessee College of Applied Technology
Athens

PROPOSED PROGRAM TITLE: Medium Heavy Equipment

PROPOSAL: Tennessee College of Applied Technology Athens proposes to implement the Medium Heavy Equipment program at the PIE Center (2N) campus. The program is 2160 clock hours and awards a Heavy Equipment Technician Diploma.

PROGRAM ACCREDITOR: National Automotive Technicians Education Foundation (NATEF)/ASE Education Foundation

EFFECTIVE DATE: Fall 2023

OBJECTIVE: The Medium Heavy Equipment program provides practical experience in the repair and maintenance of engines, fuel systems, electrical systems, clutch and transmissions, hydraulics, drivelines and axles, frame and suspension systems, steering systems, brake systems, air systems, foundation brakes, drive train component systems and heating, ventilation, and air conditioning systems. Students receive instruction in diagnosing trouble, system analysis, disassembly, replacing defective parts, reassembling, etc. The program's mission is to provide technical instruction and skill development to enable students to enter employment in truck and other related fields as technicians. By working on actual heavy equipment, students are well prepared to enter the workforce after graduation.

NEED: The Medium Heavy Equipment program responds to the workforce need in the TCAT Athens service area for medium heavy truck and equipment technicians.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	15
	2	20	17
	3	20	18

PROJECTED COSTS:	YEAR	COST
	1	\$500,000
	2	\$300,000
	3	\$200,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$80,000
	2	0	\$80,000
	3	0	\$80,000

FISCAL RESOURCES: Equipment and consumables will be included in the regular annual budget.

FACILITIES: The program will be offered in an existing space on the TCAT Athens PIE Center.

ACTION REQUIRED: Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 2

INSTITUTION: Tennessee College of Applied Technology
Jackson

PROPOSED PROGRAM TITLE: Practical Nursing

PROPOSAL: Tennessee College of Applied Technology Jackson proposes to replicate the Practical Nursing program, currently offered at the main campus, at the Whiteville Branch Campus (2S). The program is 1296 clock hours and awards a Practical Nursing diploma.

PROGRAM ACCREDITOR: Tennessee Board of Nursing

EFFECTIVE DATE: Fall 2023

OBJECTIVE: To prepare students to sit for the state board of nursing licensure exam and perform basic practical skills in the areas of practical nursing.

NEED: Local healthcare industry employers fully support the program and have agreed to serve in the critical occupational advisor role. They also express high demand for licensed practical nurses.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	24	20
2	24	20
3	24	20

PROJECTED COSTS: No new projected costs.

NEW FACULTY NEEDED: No new faculty needed.

FISCAL RESOURCES: Allocations for the cost of equipment, and instruction will be drawn from the regular operating budget of the college.

FACILITIES: Current facilities provide adequate space. Consumables will be included in the regular annual budget.

ACTION REQUIRED: Staff recommends approval

PROGRAM IMPLEMENTATION PROPOSAL – 3

INSTITUTION: Tennessee College of Applied Technology
Nashville

PROPOSED PROGRAM TITLE: Residential/Commercial/Industrial Electricity

PROPOSAL: The Tennessee College of Applied Technology Nashville proposes to start a Residential/Commercial/Industrial Electricity program at the Portland Campus (2C). The program is 1728 clock hours and awards a diploma in Residential/Commercial/Industrial Electricity.

PROGRAM ACCREDITOR:

EFFECTIVE DATE: Fall 2023

OBJECTIVE: Students will be trained in electrical theory. This lays a solid foundation for a long and successful career as an electrician. They are then instructed in the use and understanding of the National Electric Code book for proper residential, and commercial and industrial installations. The proper use of tools and reading of electrical prints is an important part of their training. Upon completion students are ready to start, at entry level, a long successful career as a construction or commercial electrician.

NEED: According to the Jobs4TN website, the outlook is bright nationally and statewide for electricians. Currently there are 4 job postings for every 1 qualified candidate. The median wage is \$48,495 with experienced electricians receiving \$60,616 annually.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	0
	2	25	15
	3	25	20

PROJECTED COSTS:	YEAR	COST
	1	\$15,000
	2	\$10,000
	3	\$5,000

NEW FACULTY NEEDED:	YEAR	NUMBER	COST
	1	1	\$77,000
	2	0	\$77,000
	3	0	\$77,000

FISCAL RESOURCES: The college will utilize tuition revenue to cover the costs of the program.

FACILITIES: Current facilities provide adequate space for the additional section.

ACTION REQUIRED: Staff recommends approval.



BOARD TRANSMITTAL

MEETING: August 2023 14-Day Interim Action

SUBJECT: Proposed Program Terminations,
Modifications, and New Technical
Program Implementations

DATE: August 17, 2023

PRESENTER: Vice Chancellor Jothany Reed

Dr. Jothany
Reed Digitally signed by Dr.
Jothany Reed
Date: 2023.08.17
14:27:57 -05'00'

STAFF'S RECOMMENDATION: Recommend Approval

In order to respond rapidly to the training needs, a resolution delegating authority to the Chancellor approving Tennessee College of Applied Technology programs was proposed and approved during the March 2009 Board Meeting. This resolution allows for new program proposals and modifications to be forwarded to the Board for review for 14 days. Once reviewed, the Board will delegate authority to the Chancellor to approve the proposals submitted unless objections are voiced by the Board. Letters will be sent to the appropriate institution to authorize the implementation of the proposed action. The approved programs will be reported to the Board in the quarterly interim action reports.

Attached you will find a program proposal submitted by the Tennessee Colleges of Applied Technology in response to workforce needs. The TBR staff members and I have reviewed these proposals and recommend approval. In accordance with TBR *Policy: 2:01:02:00, Vocational Program Review and Approval*, this information is provided for your consideration.

If you have questions or concerns that would require this proposal to go before the full Board at the next quarterly meeting, please contact Dr. Tachaka Hollins by email at tachaka.hollins@tbr.edu. The proposed academic actions will be approved through delegated authority by the Chancellor unless a concern is identified within this 14-day period.

Thank you for your continued support and commitment to the Tennessee Colleges of Applied Technology.

Program Proposals requiring Board approval from TCAT Committee:

Two (2) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. Please see corresponding implementation proposals for each program following the list below. The proposals are:

1. Replicate the existing Cosmetology program at the TCAT Elizabethton- Unicoi County Instructional Service Center (pending THEC site code approval).
2. Replicate the existing Welding Technology program at the TCAT Elizabethton- Unicoi County Instructional Service Center (pending THEC site code approval).

PROGRAM IMPLEMENTATION PROPOSAL – 1

INSTITUTION: Tennessee College of Applied Technology
Elizabethton

PROPOSED PROGRAM TITLE: Cosmetology

PROPOSAL: Tennessee College of Applied Technology
Elizabethton proposes to replicate the existing
Cosmetology program at the Unicoi County
Instructional Service Center (pending THEC site
code approval) campus. The program is 1500 clock
hours and awards a Cosmetologist Diploma.

PROGRAM ACCREDITOR: Tennessee Board of Cosmetology and Barber
Examiners

EFFECTIVE DATE: Spring 2024

OBJECTIVE: The Cosmetology program is designed to help the
student master all the skills necessary for passing
the State Board Examination, selecting the phase or
phases of Cosmetology in which to specialize, and
entering employment. The program also provides
for the upgrading and updating of employed
workers. Classroom instruction and practical
learning experiences are interwoven into a variety
of beauty treatments, including the care and
beautification of the hair, complexion, and hands.
The course of study includes hands-on and
classroom instruction in giving shampoos, rinses,
scalp treatments, hair styling, setting, cutting,
tinting, decolorizing, chemical texturing services,
special effects haircoloring, facials, manicures, hand
and arm massages, bacteriology, anatomy, hygiene,
sanitation, and salon management. Safety and
customer relations are also emphasized throughout
the program.

NEED: The Unicoi County School System in conjunction
with the Ayers Foundation approached TCAT
Elizabethton administration about the high numbers
of Unicoi County students that are on the waitlist in
the welding and cosmetology programs. The school

system will be offering the CTE building at the high school to TCAT to offer evening classes specifically geared towards recent Unicoi County graduates and current Unicoi County students in dual enrollment and middle college programs. All community partners, including local industry, secondary schools, and local governments support the effort by TCAT Elizabethton which is evidenced by the letters of support attached to this proposal. According to Jobs4TN, there are several job openings in this field in the state and our service area.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	15	0
2	20	12
3	20	14

PROJECTED COSTS:

YEAR	COST
1	\$69,000
2	\$69,000
3	\$69,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$33,000
2	0	\$33,000
3	0	\$33,000

FISCAL RESOURCES:

The money generated by tuition and fees and increased state appropriations will be used to pay for the salaries and operating expenses once the program is started.

FACILITIES:

TCAT Elizabethton will be in partnership with Unicoi County Schools and the Ayers Foundation to help fund the expansion. The school system will not be charging a rent or lease fee to the school and will be assisting the school as needed in improving the facilities to meet our standards.

ACTION REQUIRED:

Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 2

INSTITUTION: Tennessee College of Applied Technology
Elizabethton

PROPOSED PROGRAM TITLE: Welding Technology

PROPOSAL: Tennessee College of Applied Technology Jackson proposes to replicate the existing Welding Technology program at the Unicoi County Instructional Service Center (pending THEC site code approval) campus. The program is 1296 clock hours and awards a Combination Welder Diploma.

PROGRAM ACCREDITOR: N/A

EFFECTIVE DATE: Spring 2024

OBJECTIVE: Students will learn to perform entry level proficiency in shielded metal arc, gas metal arc, flux core arc and gas tungsten arc welding. Materials to be joined include carbon steel, stainless steel and aluminum. The students will be using sheet, plate and pipe, incorporating both fillet and groove weldments in the 1F-2F and 1G-4G positions for sheet/plate, as well as both 2G & 6G positions for pipe. AWS, ASME and API qualification/certification paths are available for those that chose to pursue those options.

NEED: The Unicoi County School System in conjunction with the Ayers Foundation approached TCAT Elizabethton administration about the high numbers of Unicoi County students that are on the waitlist in the welding and cosmetology programs. The school system will be offering the CTE building at the high school to TCAT to offer evening classes specifically geared towards recent Unicoi County graduates and current Unicoi County students in dual enrollment and middle college programs. All community partners, including local industry, secondary schools, and local governments support the effort by TCAT Elizabethton which is evidenced by the letters of support attached to this proposal. According to Jobs4TN, there are several

job openings in this field in the state and our service area.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	15	12
2	15	12
3	15	13

PROJECTED COSTS:

YEAR	COST
1	\$75,000
2	\$75,000
3	\$75,000

NEW FACULTY NEEDED:

YEAR	NUMBER	COST
1	1	\$33,000
2	0	\$33,000
3	0	\$33,000

FISCAL RESOURCES:

The money generated by tuition and fees and increased state appropriations will be used to pay for the salaries and operating expenses once the program is started.

FACILITIES:

TCAT Elizabethton will be in partnership with Unicoi County Schools and the Ayers Foundation to help fund the expansion. The school system will not be charging a rent or lease fee to the school and will be assisting the school as needed in improving the facilities to meet our standards.

ACTION REQUIRED:

Staff recommends approval

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on Academic Policies and Programs/Student Life

DATE: September 22, 2023

PRESENTER: Regent MaryLou Apple/Regent Emily Reynolds

PRESENTATION REQUIREMENTS: N/A

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the September 22, 2023 meeting of the Committee on Academic Policies and Programs/Student Life.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on External Affairs

DATE: September 22, 2023

PRESENTER: Regent Danni Varlan

PRESENTATION
REQUIREMENTS: N/A

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the September 22, 2023 meeting of the Committee on External Affairs.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on Workforce Development

DATE: September 22, 2023

PRESENTER: Regent Mark George

PRESENTATION
REQUIREMENTS: N/A

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the September 22, 2023 meeting of the Committee on Workforce Development.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on Audit

DATE: September 22, 2023

PRESENTER: Regent Miles Burdine

PRESENTATION
REQUIREMENTS: N/A

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the August 29, 2023 meeting of the Committee on Audit.

REPORT OF THE COMMITTEE ON AUDIT

August 29, 2023

The Committee on Audit met in regular session on August 29, 2023, at 10:00 a.m. via Microsoft Teams. The roll was called by Secretary Mariah Perry. The roll call confirmed that a quorum was present; all Committee members in attendance and the Board's Vice Chair confirmed that they could simultaneously hear and speak to other participants; and that no other people were present in the room with each Regent. In attendance were system office and institutional staff; the Board's Vice Chair, Regent Emily Reynolds; and other Board members, including the following Audit Committee members:

Regent Miles Burdine, Audit Committee Chair
Regent MaryLou Apple
Regent Todd Kaestner
Regent Tom White

The necessity of the electronic meeting was confirmed by unanimous consent due to it being the most economically efficient way to have matters considered that require timely action.

Regent Burdine opened the meeting by thanking everyone and welcoming the audit committee and new Board members. Mike Batson echoed the thanks, welcomed new Board members, and mentioned the passing of Dyersburg State's Director of Internal Audit. Mr. Batson expressed the group's sympathy for the auditor's family. Mr. Batson then began the informational reporting section.

Item I, Informational Reporting, included three topics for discussion. Item I.a., Highlights of Audit Findings and Recommendations, consisted of Mike Batson discussing the following topic: External Miscellaneous Reviews, Federal Audits, Internal Audit Reports, and Recommendation Logs included in the materials. Mr. Batson covered reviews from the following: Tennessee Department of Occupational Safety and Health review for Chattanooga State; Standards of Excellence Peer review for Cleveland State; Columbia State's TSAC Financial Assistance Program Compliance review; U.S. Department of Veterans Affairs Compliance surveys for TCAT Crump, TCAT Jacksboro, Southwest Tennessee, TCAT Covington, TCAT Dickson, TCAT Jackson, and TCAT Nashville; HEERF Public Reporting reviews for

several campuses; an investigation report for TCAT Chattanooga; and State Audit follow-up reports for Northeast State and Roane State. Mr. Batson also mentioned that the office is developing new data reports related to the timeliness of implementing corrective actions by each college. This item was for informational purposes and required no action.

Item I.b., Audit Reports and Reviews, consisted of informing the committee that a summary of the Miscellaneous External Reviews, Federal Audit Reports, and the Internal Audit Reports for the fourth quarter of fiscal year 2023 are included in the meeting materials. A listing of the Internal Audit Reports is included as Attachment A to these minutes. This item was for informational purposes and required no action.

Item I.c., System-wide Internal Audit Updates, consisted of discussing the following topics: Dyersburg State Community College's Director of Internal Audit vacancy; an update on Jackson State Community College's Director of Internal Audit vacancy; an update on Motlow State Community College's vacant Director position; letting the committee know that Management's Risk Assessments and information security assessments will

be discussed in Executive Session; and a recap of the internal audit training held in July 2023 at the TBR System Office. This item was for informational purposes and required no action.

Item II., Review of Internal Audit Year-End Status Reports for Fiscal Year 2023, was presented by Mike Batson. This item was for informational purposes and required no action.

Item III., Review of Internal Audit Plans for Fiscal Year 2024, was presented by Mike Batson.

A motion was made by Regent Apple and seconded by Regent White to approve the audit plans. A roll call vote was conducted, and the committee voted to approve the audit plans as presented. The plans are included as Attachment B to these minutes.

Item IV., Results of External Quality Assurance Review (QAR), consisted of Mike Batson presenting the independent, external QAR report received by the Office of System-wide Internal Audit (SWIA) in August 2023. The report states that TBR SWIA was assessed as Generally Conforming to IIA Standards, the highest rating available. Mr. Batson

presented the two operating improvement recommendations included in the report, the four enhancement suggestions within the report, and TBR SWIA's corrective action plan for these recommendations. This item was for informational purposes and required no action.

Item V., Review of Revisions to Internal Audit Policy 4.01.05.00, *Internal Audit*, consisted of a review of the proposed changes suggested by the Office of System-wide Internal Audit and the campus auditors. These changes are necessary to modify certification requirements for the college internal auditors, clarify continuing education requirements, align the compensation section with the Audit Committee Charter, and make other minor corrections. The proposed revisions are presented as Attachment C to these minutes.

A motion was made by Regent White and seconded by Regent Kaestner to approve the revisions. The Committee voted to approve the revisions as presented.

Item VI., Review of Charters, Responsibilities, and the IIA Standards, was presented by Mike Batson. Mr. Batson outlined and highlighted several

responsibilities, roles, and authority of the audit committee. Mr. Batson proposed the following revision to the Audit Committee Charter: under the Internal Audit Activities section on page 3 of the charter, it is suggested that an addition of best practices be added to recognize the requirement for confidentiality with the audit function; and under the Internal Audit Administration section on page 3 of the charter, an addition is suggested to ensure access to audit files in the event of vacant positions or extended absences. All other revisions are minor revisions. These revisions will be sent to the Comptroller's Office for approval.

A revision to the Internal Audit Charter template was proposed to recognize the requirement for confidentiality with the audit function, clarify the authority and scope for system-wide internal audit, ensure access by System-wide Internal Audit to campus audit files in the event of vacancy, and to make minor corrections.

A motion was made by Regent Kaestner and seconded by Regent Apple to approve the revisions. The Committee voted to approve the revision. The proposed revision to the Audit Committee Charter is included as Attachment

D to these minutes. The proposed revision to the Internal Audit Charter Template is included as Attachment E to these minutes.

Item VII., Consideration of Conflict-of-Interest Management Plan, was presented by Chairman Burdine. This Conflict-of-Interest Management Plan addresses a conflict of interest identified by Regent Layah Garton who was appointed on August 4, 2023, to be the Student Regent through June 30, 2024.

A motion was made by Regent White and seconded by Regent Kaestner to approve the plan to manage the conflict. The Committee voted to approve the plan by roll call vote. The proposed plan is included as Attachment F to these minutes.

There being no further business to come before the Committee on Audit, the meeting was adjourned.

Respectfully submitted,

Committee on Audit

Miles Burdine, Committee Chair

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on Finance and Business
Operations

DATE: September 22 2023

PRESENTER: Regent Tom White

PRESENTATION
REQUIREMENTS: N/A

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the September 22, 2023 meeting of the Committee on Finance and Business Operations.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Report of the Committee on Personnel and Compensation

DATE: September 22, 2023

PRESENTER: Regent Nisha Powers

PRESENTATION
REQUIREMENTS: N/A

ACTION REQUIRED: Roll Call Vote

STAFF
RECOMMENDATION: Recommend Approval

The Board will consider approval of the minutes from the September 22, 2023 meeting of the Committee on Personnel and Compensation.

BOARD TRANSMITTAL

MEETING:	Quarterly Board Meeting
SUBJECT:	Report of the Regents Award for Excellence in Philanthropy
DATE:	September 22, 2023
PRESENTER:	Regent Danni Varlan
PRESENTATION REQUIREMENTS:	5 Minutes
ACTION REQUIRED:	Informational Purposes
STAFF RECOMMENDATION:	Not Applicable

Recipients of the Regents award for Excellence in Philanthropy are selected based on the generous giving of their time, resources, influence on volunteers to become involved in fundraising, active promotion of higher education, leadership in philanthropy, exceptional civic responsibility, and integrity. The Board will receive a report on the following awards presented on August 1, 2023 and August 18, 2023:

Covenant Health

Representatives from Covenant Health accepted the 2023 Regents Award for Excellence in Philanthropy as nominated by Roane State Community College. The award was presented by Regent Danni Varlan during the groundbreaking ceremony for the Knox Regional Health Science Education Center on August 1, 2023.

Brian and Janie Collins

Mr. Brian and Janie Collins accepted the 2023 Regents Award for Excellence in Philanthropy as nominated by TCAT Northwest. The award was presented by Vice Chair Emily Reynolds at the TCAT Newbern campus on August 18, 2023.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Freedom of Speech and Expression, TBR Policy 1.03.02.60
(Revisions)

DATE: September 22, 2023

PRESENTER: General Counsel Brian Lapps

PRESENTATION
REQUIREMENTS: 3 minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

The proposed revisions are designed to implement the Tennessee Higher Education Freedom of Expression and Transparency Act, T.C.A. § 49-7-1907, which was passed in 2023. The Act and proposed policy revisions restate certain existing First Amendment principles that prohibit colleges from engaging in viewpoint discrimination regarding use of institutional property by students, student groups, and their invited guest speakers.

The revisions also include some minor changes to reflect that the Freedom of Speech and Expression policy has been in effect at TBR colleges since 2017.

The proposed revisions have been reviewed by the Business Affairs Subcouncil and Presidents Council. They are attached in tracked changes and clean copy form.

Freedom of Speech and Expression:

1.03.02.60

Policy Area

Governance, Organization, and General Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

This policy reflects the commitment of the Board of Regents and the institutions it governs to freedom of speech and expression for all students and all faculty.

Definitions

- **Constitutional time, place, and manner restrictions** means restrictions on the time, place, and manner of free speech that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution that are reasonable, content- and viewpoint-neutral, narrowly tailored to satisfy a significant institutional interest, and leave open ample alternative channels for the communication of the information or message to its intended audience
- **Faculty** or **faculty member** means any person, whether or not the person is compensated by ~~the a public~~ institution ~~of higher education~~, and regardless of political affiliation, who is tasked with providing scholarship, academic research, or teaching. For purposes of this part, the term "faculty" shall include tenured and non-tenured professors, adjunct professors, visiting professors, lecturers, graduate student instructors, and those in comparable positions, however titled. For purposes of this part, the term "faculty" shall not include persons whose primary responsibilities are administrative or managerial.
- **Free speech** means speech, expression, or assemblies protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution, verbal or written, including, but not limited to, all forms of peaceful assembly, protests, demonstrations, rallies, vigils, marches, public speaking, distribution of printed materials, carrying signs, displays, or

circulating petitions. "Free speech" does not include the promotion, sale, or distribution of any product or service.

- **Institution** means an institution governed by the Tennessee Board of Regents.
- **Student** means:
 - I. An individual currently enrolled in a course of study at the institution; and
 - II. An organization that is comprised entirely of individuals currently enrolled in a course of study at the institution.

Policy

I. **General Principles**

- A. Students have a fundamental constitutional right to free speech.
- B. An institution shall be committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to constitutional time, place, and manner restrictions.
- C. An institution shall be committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of the institution's community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.
- D. It is for an institution's individual students and faculty to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose.
- E. It is not the proper role of an institution to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.
- F. Although an institution should greatly value civility and mutual respect, concerns about civility and mutual respect shall never be used by an institution as a justification for closing off the discussion of ideas, however

offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some students or faculty.

- G. Although all students and all faculty are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the institution's campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, an institution has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom.
- H. Through shared governance with its faculty, an institution may determine for itself on academic grounds who may teach, what may be taught, how it may be taught and graded, and who may be admitted to the institution as a student.
- I. An institution shall be committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who shall always remain free to inquire, to study and to evaluate, and to gain new understanding.
- J. The primary responsibility of faculty is to engage an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.
- K. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject

matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.

- L. An institution shall maintain the generally accessible, open, outdoor areas of its campus as traditional public forums for free speech by students. This does not mean that those areas must be equally available to non-students.
- M. An institution shall not confine students' free speech to certain areas of the campus, sometimes known as "free speech zones," or otherwise create policies implying that students' free speech is restricted to particular areas of campus.
- N. An institution shall not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates.
- O. An institution shall not establish permitting requirements that prohibit spontaneous outdoor assemblies or outdoor distribution of literature, although an institution may maintain a policy that grants members of the college community the right to reserve certain outdoor spaces in advance.

P. An institution shall not:

- 1. charge students security fees based on the content of their speech, the content of the speech of guest speakers invited by students, or the anticipated reaction or opposition of listeners to speech;
- 2. Require a student group to pay fees or security deposits that are not charged to other student groups for use of the institution's property; or
- 4.3. Deny a student group access to the institution's property if the property is routinely used by other student groups.

P.Q. An institution shall allow all students and all faculty to invite guest speakers to campus to engage in free speech regardless of the views of guest speakers.

R. An institution shall not dis-invite a speaker invited by a student, student organization, or faculty member because the speaker's anticipated

speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed by students, faculty, administrators, government officials, or members of the public.

S. For purposes of approving or scheduling usage of the institution's property, an institution shall not show bias or favoritism against:

1. A student group that is peaceful and requests to use the institution's property in a peaceful and lawful manner;
2. A guest speaker's, or a guest speaker's student sponsoring group's, viewpoint, race, creed, color, religion, non-violent political ideology, or non-violent political party affiliation; or
- 1-3. A student group that, or a guest speaker who, intends to maintain a peaceful campus presence and peaceful use of the institution's property on grounds that the institution has received threatened simple breaches of the peace or non-destructive disruptions from groups or individuals who oppose the student group's or guest speaker's presence on campus.

Q.T. Students do not have the right to disrupt previously scheduled or reserved activities occurring in a traditional public forum.

R.U. An institution is not required to fund costs associated with student speech or expression.

II. Publication of Policy

A. This policy shall be:

1. Published annually in the institution's student handbook and faculty handbook, whether paper or electronic;
2. Made available to students and faculty by way of a prominent notice on the institution's internet site other than through the electronic publication of the policy in the student handbook and faculty handbook;
3. Sent annually to students and employees to their institutionally-provided email address; and

4. Addressed by the institution in orientation programs for new students and new faculty.

III. Institution Policies

- A. Institutions may adopt institution policies that include measures that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution such as:
 1. Constitutional time, place, and manner restrictions on assemblies, speech, ~~and~~ expression, and usage of the institution's property;
 2. Reasonable and viewpoint-neutral restrictions in nonpublic forums;
 3. Restricting the use of the institution's property to protect the free speech rights of students and faculty and preserve the use of the property for the advancement of the institution's mission;
 4. Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution; or
 5. Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as classroom rules enacted by faculty.
- B. ~~No later than March 30, 2018, all institutions~~ Institutional policy shall define ~~shall adopt a policy on~~ student-on-student harassment defining the term consistent with and no more expansively than the following definition:
 1. **Student on student harassment** means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit.
- C. Each institution shall consult the TBR Office of General Counsel when making any revision to ~~drafting~~ its policies on this subject and obtain ~~its~~ approval prior to implementing such revisions~~policies~~.

Sources Authority

Statutes: T.C.A. § 49-7-2401 et seq., *The Campus Free Speech Protection Act*; T.C.A. § 49-7-1907, *The Tennessee Higher Education Freedom of Expression and Transparency Act*; T.C.A. § 49-8-203

History

NEW policy approved at Board Meeting; Dec. 14, 2017; Revised , 2023.

Freedom of Speech and Expression:

1.03.02.60

Policy Area

Governance, Organization, and General Policies

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by students, faculty, administrators, government officials, or members of the public.

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 - 2. Made available to students and faculty by way of a prominent notice on the institution's internet site other than through the electronic publication of the policy in the student handbook and faculty handbook;
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 3. Restricting the use of the institution's property to protect the free speech rights of students and faculty and preserve the use of the property for the advancement of the institution's mission;
 4. Prohibiting or limiting speech, expression, or assemblies that are not protected by the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution; or
 5. Content restrictions on speech that are reasonably related to a legitimate pedagogical purpose, such as classroom rules enacted by faculty.
- B. ~~No~~ Institutional policy shall define student-on-student harassment consistent with and no more expansively than the following definition:
1. **Student on student harassment** means unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit.
- C. Each institution shall consult the TBR Office of General Counsel when making any revision to its policies on this subject and obtain approval prior to implementing such revisions.

Sources

Authority

Statutes: T.C.A. § 49-7-2401 et seq., *The Campus Free Speech Protection Act*; T.C.A. § 49-7-1907, *The Tennessee Higher Education Freedom of Expression and Transparency Act*; T.C.A. § 49-8-203

History

NEW policy approved at Board Meeting; Dec. 14, 2017; Revised __, 2023.

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Recommendation of President TCAT Henry/Carroll Search
Criteria

DATE: September 22, 2023

PRESENTER: Chancellor Flora W. Tydings

PRESENTATION
REQUIREMENTS: 5 minutes

ACTION REQUIRED: Voice Vote

STAFF
RECOMMENDATION: Recommend Approval

Due to the retirement of Willie Huffman as president of TCAT Henry/Carroll effective April 2024, search criteria is attached for your approval to recruit for a new president. Upon approval, the position will be posted, and the recruitment process will begin to find the next president of TCAT Henry/Carroll.

President

Tennessee College of Applied Technology – Henry/Carroll

The Tennessee Board of Regents invites applications and nominations for the position of President of the Tennessee College of Applied Technology (TCAT) Henry/Carroll, formerly TCAT Paris and TCAT McKenzie. A name change occurred in May 2023 with the merger of the two colleges. The Tennessee College of Applied Technology – Henry/Carroll is one of the 24 Tennessee’s post-secondary technical colleges and institutions of the College System of Tennessee, governed by the Tennessee Board of Regents, with campuses in Paris and McKenzie, and nursing programs offered in Camden and Dresden. The President is the chief executive officer of the College and reports to the Tennessee Board of Regents through the Chancellor.

The President exercises broad delegated authority with responsibility for all aspects of campus administration. The successful candidate will be a dynamic, innovative, and energetic leader with the experience, vision, skills and integrity required to guide this quality college to higher levels of achievement.

TCAT - Henry/Carroll served over 500 students in the 2021-2022 academic year. TCAT - Henry/Carroll has 12 distinct program offerings over all campuses including: Collision Repair Technology; Cosmetology; Criminal Justice: Correctional Officer; Health Information Management Technology; Industrial Maintenance/Integrated Automation Technology; Information Technology Systems Management; Machine Tool Technology; Motorcycle/ATV Repair; Outdoor Power Equipment; Practical Nursing; Residential Building Maintenance; and Welding Technology.

Henry/Carroll employs 54 full-time employees and has an annual operating budget of approximately \$3.3 million. TCAT - Henry/Carroll is accredited by the Council on Occupational Education. Additional information about the college can be found at <https://tcatHenry/Carroll.edu/>.

Required criteria for selection include the following:

- A master’s degree from an accredited institution.

Preferred criteria for selection include, but are not limited to, the following:

- A distinguished record of teaching experience in public higher education or technical education program planning experience.
- A minimum of five years of successful leadership and management experience at the executive level with significant decision-making responsibility for supervision/management, budgets, personnel, and/or programs in a post-secondary and/or technical educational environment.
- A distinguished record of extensive senior level administrative experience in a complex business, industry, or government enterprise.
- Experience in the planning, facilitating, opening and operating new higher education sites.

Expected criteria for selection to include:

- A demonstrated commitment to serving students, faculty and staff of a post-secondary technical college;
- A demonstration of experience with engaging various constituencies and building partnerships;
- Capable of establishing strong community college and K-12 partnerships and relationships;
- A commitment to attracting traditional and non-traditional students into workforce programs (certificates /diplomas) and promoting approaches to enhance their opportunity for success;
- An understanding of and commitment to enhancing student success through focused efforts on retention, persistence and completion;

- A demonstrated commitment to diversity and inclusion as core values that enhance the educational process;
- A demonstrated commitment to affirmative action and equal opportunity;
- A demonstrated strength in human relations and communication, planning, financial management, budgeting and organizational skills to lead and inspire internal and external constituencies of the college;
- A demonstrated background and understanding of and commitment to private fundraising;
- Demonstrated ability to lead an institution that is comprised of multiple campuses that meet specific needs in the communities served;
- A demonstrated understanding of institutional accreditation processes;
- An understanding of regional workforce education and training needs and how to strategically position TCAT-Henry/Carroll in a highly competitive post-secondary education marketplace; and
- An understanding of and commitment to the role of TCAT-Henry/Carroll as part of a higher education system.

The Tennessee Board of Regents is committed to building and sustaining an inclusive and diverse educational environment and encourages applications from interested candidates who can contribute to promote, and enhance this effort.

The College System of Tennessee is an Equal Opportunity/Affirmative Action employer. Under state law, applicants may request that their application and related materials be confidential and not open for public inspection until such time the candidate is selected as a finalist for the position. The Tennessee Open Meetings Act requires meetings of the Board of Regents to be open to the public.

Please submit application materials by November 15, 2023 and limit application materials to 20 pages. It is anticipated that the President will be selected prior to April 1, 2024.

Resume/vita and cover letter should be submitted through the TBR Applicant Tracking System at <https://www.tbr.edu/hr/executivesearches>. The cover letter should include at a minimum the following:

- Largest budget you have managed;
- Largest number of full-time and part-time direct report employees;
- Largest donation that you personally cultivated, solicited, and made “the ask”; and
- Description of three major accomplishments of which you are most proud.

BOARD TRANSMITTAL

MEETING:	Quarterly Board Meeting
SUBJECT:	Naming Request from Roane State Community College
DATE:	September 22, 2023
PRESENTER:	Chancellor Flora W. Tydings
PRESENTATION REQUIREMENTS:	3 minutes
ACTION REQUIRED:	Voice Vote
STAFF RECOMMENDATION:	Recommend Approval

The Board is authorized to name buildings, facilities, grounds, and organizational units in honor of individuals who have made significant contributions to society and who otherwise meet the criteria established in TBR Policy 4.02.05.01, Naming Buildings and Facilities & Building Plaques.

For the reasons explained in the attached recommendation from Chris Whaley, Roane State Community College President, Diane and Jay Brown meet the requirements in TBR policy and are deserving of the honor of having Roane State's Cumberland County Campus named the "Diane & Jay Brown Campus." Roane State convened a committee to consider and make the recommendation, and its attached report establishes that:

- (1) In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.
- (2) To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.
- (3) With respect to the naming of buildings on a particular campus, special consideration shall be given to:
 - a) The historical significance of the contribution of the individual or group to the institution;
 - b) The association of the individual or group with the building to be named



276 Patton Lane Harriman, TN 37748-5011
(865) 354-3000 Fax (865) 882-4562
www.roanestate.edu

August 31, 2023

Chancellor Flora W. Tydings
Tennessee Board of Regents
1 Bridgestone Park, Third Floor
Nashville, TN 37214

Dear Chancellor Tydings:

In accordance with TBR Policy 4.02.05.01, the Roane State Community College Building Naming Committee was charged with considering the request to name the Cumberland County campus in honor of Diane & Jay Brown. The Committee met June 7, 2023. This letter serves as my recommendation and incorporates the Committee's report.

The members of the Naming Committee were composed of Chair Tamsin Miller, Special Assistant to the President; Dr. Diane Ward, Vice President for Student Learning, Professor of Education; Gary Heidinger, Associate Professor of Sociology and Anthropology; Sandra Stiles, Associate Professor and Program Director, Early Childhood Education; Beth Bolden, Administrative Assistant; Cathy Smith, Administrative Assistant; and Gena Gray, RSCC student.

During the Committee meeting, Beth Bolden made a motion, with a second from Gary Heidinger to recommend the campus located at 2567 Cook Road, Crossville, Tennessee, be named the "**Diane & Jay Brown Campus**" in recognition of their gift of \$4 million to Roane State Foundation for a scholarship endowment. The motion passed unanimously.

The College offers the following justification specific to selected criteria from TBR Policy 4.02.05.01, as follows:

1. In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.
2. To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.
3. With respect to the naming of buildings on a particular campus, special consideration shall be given to:
 - a. The historical significance of the contribution of the individual or group to the institution;

- b. The association of the individual or group with the building to be named.

(1) In general, individuals and groups for whom buildings are named must have made a significant contribution to the field of education, government, science, or human betterment.

As our Cumberland County campus is the third largest attendance site for Roane State Community College, we recognize that there would be no permanent campus facility without the support and commitment of Diane and Jay Brown in the earliest years of that project (1995-1997). Their contribution to the Cumberland Campus is substantial and was integral to Roane State's success in the beautiful campus we have there today.

Diane completed her first post-secondary degree at Ward Belmont junior college, then matriculated to Vanderbilt University for her bachelor's degree, and ultimately earned her master's degree in 1954 at Peabody. Jay, following his service in the U.S. Military, is a graduate of Vanderbilt University as well. Mrs. Brown taught history at Cumberland County High School for many years, and later joined her family in the banking business at the former First National Bank of Crossville.

The Browns have served their community in a variety of ways over the years, including through the Art Circle Library Foundation Board and the complete renovation of the community's public library, the First Congregational Church, organizing the Highland Federal Savings and Loan Association, Covenant Health's Cumberland Medical Center board (and its precursor), the local Rotary Club and numerous community-based projects and committees over the years.

(2) To preserve the integrity of all buildings named in the System, this honor must be reserved for individuals of recognized accomplishment and character; no building may bear the name of an individual convicted of a felony.

Both Diane and Jay Brown meet the requirements of this honor, in both character and accomplishments.

3) With respect to the naming of buildings on a particular campus, special consideration shall be given to: a. The historical significance of the contribution of the individual or group to the institution; and b. the association of the individual or group with the building to be named.

The Browns were known in their community for their generous giving, amazing leadership in civic endeavors, personal integrity, and a longstanding passion for higher education to improve not only their community but all those surrounding them.

As a respected community leader, Diane decided that RSCC needed a permanent campus in Cumberland County after seeing the substantial growth in student enrollment in the 1990s and was determined to make it happen.

Through both Diane and Jay's leadership in the Campaign for Cumberland County, with Diane as the Chair and Jay serving as a part of the campaign team, a goal of \$2.5 million was set and

when gifts were tallied, the goal was exceeded by nearly \$600,000. The Browns, together with Co-chair Cosby Stone – also a great community leader in the Crossville region – leveraged support from the City of Crossville (\$750,000), the Cumberland Clinic Foundation (\$500,000), Cumberland County Government (\$489,000) and numerous other banks and individuals at five- and six-figure giving levels (and on down). Through her strong friendship with Cosby Stone and the Stone Family, and his leadership efforts in the campaign as well, the Stone family contributed the land on which the current facility now sits, with the building being named for Mr. Stone’s parents. Not only did Diane and Jay take an active role in campaign planning and execution, but they also led by example and personally contributed significantly to the campaign.

In subsequent years through her service on the Roane State Foundation Board of Directors, the Browns continued to give, to lead, and to serve Roane State. She served as an “Emeritus” member of the Foundation board at the time of her death and was always a welcome source of wisdom and counsel to Roane State and Foundation staff until the time of her passing in 2020.

For their dedication to the establishment and continued success of Roane State Community College and the Cumberland County Higher Education Center, and most recently for their \$4 million endowment to Roane State Community College, I am pleased to submit the committee's recommendation to you for consideration at the September 2023 Tennessee Board of Regents meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Whaley".

Chris Whaley JD
President

BOARD TRANSMITTAL

MEETING: Quarterly Board Meeting

SUBJECT: Proposed 2024 Meeting Dates

DATE: September 22, 2023

PRESENTER: Chancellor Flora W. Tydings

PRESENTATION REQUIREMENTS: 3 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF RECOMMENDATION: Recommend Approval

The Board will be asked to review and consider the following dates and locations for quarterly meetings in 2024.

Wednesday, March 27	TBR System Office
Thursday and Friday, June 13 and 14	Dyersburg State Community College
Thursday and Friday, September 19 and 20	Northeast State Community College
Tuesday, December 10	TBR System Office