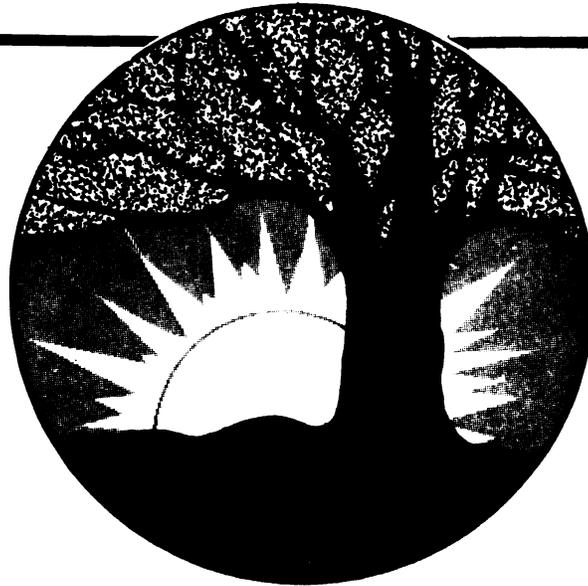


PERFORMANCE AUDIT

Tennessee Board of Regents
June 2008



John G. Morgan
Comptroller of the Treasury



State of Tennessee
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John G. Morgan
Comptroller

June 26, 2008

The Honorable Ron Ramsey
Speaker of the Senate
The Honorable Jimmy Naifeh
Speaker of the House of Representatives
The Honorable Thelma M. Harper, Chair
Senate Committee on Government Operations
The Honorable Mike Kernell, Chair
House Committee on Government Operations
and
Members of the General Assembly
State Capitol
Nashville, Tennessee 37243

Ladies and Gentlemen:

Transmitted herewith is the performance audit of Tennessee Board of Regents. This audit was conducted pursuant to the requirements of Section 4-29-111, *Tennessee Code Annotated*, the Tennessee Governmental Entity Review Law.

This report is intended to aid the Joint Government Operations Committee in its review to determine whether the Tennessee Board of Regents should be continued, restructured, or terminated.

Sincerely,

John G. Morgan
Comptroller of the Treasury

JGM/dww
07/081

State of Tennessee

Audit Highlights

Comptroller of the Treasury

Division of State Audit

Performance Audit
Tennessee Board of Regents
June 2008

AUDIT OBJECTIVES

The objectives of the audit were to determine whether retention and graduation rates at Tennessee Board of Regents (TBR) institutions are increasing according to the goals set in the TBR strategic plan; whether TBR institutions are making progress in the development and implementation of their 2007 diversity plans; whether external funding for research grants and contracts is increasing to the benchmark set in the TBR strategic plan; whether the board is implementing the e-learning strategic plans and meeting related benchmarks in the TBR strategic plan; whether TBR is meeting benchmarks established in its strategic plan related to the implementation of the remediation pilot program; what steps TBR is taking to improve campus safety; how the central office tracks the fields of study offered at each university, community college, and technology center; and how the Board of Regents monitors the need for programs and continues or terminates programs.

OBSERVATIONS AND COMMENTS

The audit had no findings but discusses the following issues: TBR's strategic plan goals for the remedial (basic) and developmental program; strategic plan goals for retention and graduation rates; TBR's process of developing an institutional emergency response plan guideline; diversity plan implementation and modification efforts, which appear to be progressing satisfactorily; a goal for research and contract growth at each university, in addition to its goal at the system level; the board's adequately addressing the issue of low-producing academic programs; the strategic plan goal for access to learning, which appears adequate; and the system for monitoring vocational technology programs, which appears effective.

Performance Audit Tennessee Board of Regents

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Performance Audit Tennessee Board of Regents

INTRODUCTION

PURPOSE AND AUTHORITY FOR THE AUDIT

This performance audit of the Tennessee Board of Regents was conducted pursuant to the Tennessee Governmental Entity Review Law, *Tennessee Code Annotated*, Title 4, Chapter 29. Under Section 4-29-229 the Tennessee Board of Regents is scheduled to terminate June 30, 2008. The Comptroller of the Treasury is authorized under Section 4-29-111 to conduct a limited program review audit of the agency and to report to the Joint Government Operations Committee of the General Assembly. The audit is intended to aid the committee in determining whether the Tennessee Board of Regents should be continued, restructured, or terminated.

OBJECTIVES OF THE AUDIT

The objectives of the audit were to

1. determine whether retention rates at Tennessee Board of Regents (TBR) institutions are increasing to the level indicated by the TBR strategic plan;
2. determine the graduation rates at TBR institutions and whether they are increasing as indicated in their strategic plan;
3. determine TBR institutions' progress in the development and implementation of their 2007 diversity plans;
4. determine whether external funding for research grants and contracts is increasing to the benchmark set in the TBR strategic plan;
5. determine the board's progress in implementing the e-learning strategic plans and meeting related benchmarks in the TBR strategic plan;
6. determine whether TBR is meeting benchmarks established in its strategic plan related to the implementation of the remediation pilot program;
7. determine what steps TBR is taking to improve campus safety;
8. determine how the central office tracks the fields of study offered at each university, community college, and technology center; and
9. determine how the Board of Regents monitors the need for programs and continues or terminates programs.

SCOPE AND METHODOLOGY OF THE AUDIT

The audit reviewed the activities of the Tennessee Board of Regents from calendar year 2005 through calendar year 2007. The audit was conducted in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The methods used included

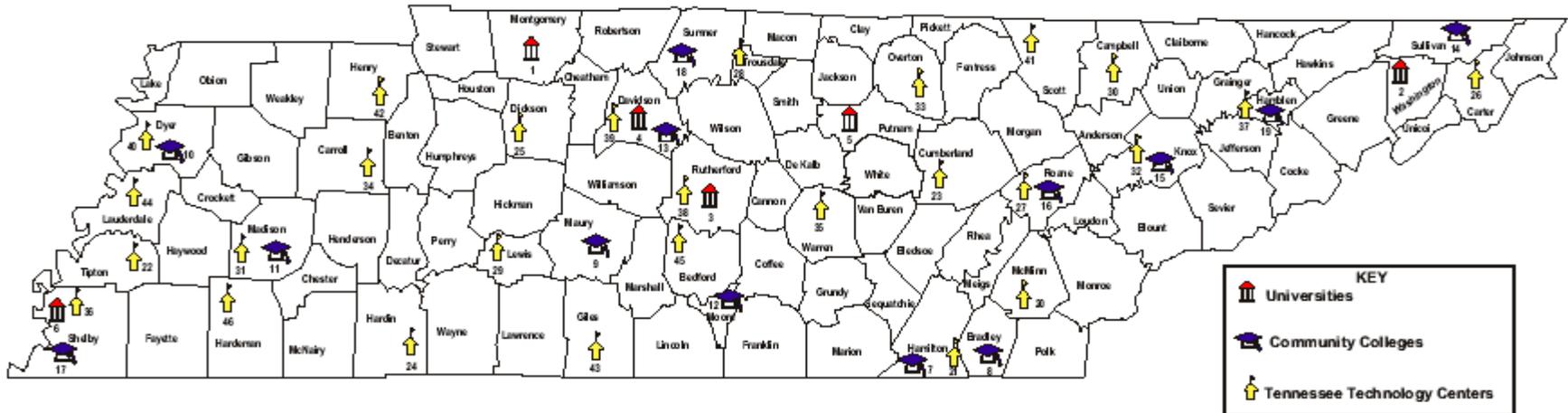
1. a review of applicable statutes and rules and regulations;
2. an examination of the board's records, documents, and policies and procedures;
3. a review of prior performance audits, financial and compliance audit reports, audit reports from other states, and federal audits; and
4. interviews with board staff at the central office and universities.

HISTORY AND STATUTORY RESPONSIBILITIES

The Tennessee Board of Regents (TBR) was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. At that time, the member institutions of the system were the state universities and community colleges formerly governed by the Tennessee Board of Education. In 1983, the General Assembly transferred the technical institutes and area vocational schools (now called Tennessee Technology Centers) to the TBR.

The composition and powers of the board are set forth in Section 49-8-201 through 49-8-203, *Tennessee Code Annotated*. Although state law stipulates that the board consist of 19 members, the secretary to the board stated that one of the positions is no longer filled. She stated that the position reserved for the immediate past Commissioner of Education was created for a specific person who has since died. Therefore, the board actually consists of 18 members: 12 lay citizens appointed for six-year terms by the Governor from each of the state's nine congressional districts and three grand divisions; one faculty member appointed by the Governor for a one-year term; one student from among the system institutions appointed for a one-year term by the Governor; and four *ex-officio* members—the Governor of Tennessee, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission, who is a non-voting member.

Tennessee Board of Regents Institutions and Technology Centers



Universities

- 1 Austin Peay State University
- 2 East Tennessee State University
- 3 Middle Tennessee State University
- 4 Tennessee State University
- 5 Tennessee Technological University
- 6 University of Memphis

Two Year Inst./Community Colleges

- 7 Chattanooga State Tech Community College
- 8 Cleveland State Community College
- 9 Columbia State Community College
- 10 Dyersburg State Community College
- 11 Jackson State Community College
- 12 Motlow State Community College
- 13 Nashville State Tech Community College
- 14 Northeast State Tech Community College
- 15 Pellissippi State Tech Community College
- 16 Roane State Community College
- 17 Southwest Tennessee Community College
- 18 Volunteer State Community College
- 19 Walters State Community College

County Location

- Montgomery
- Washington
- Rutherford
- Davidson
- Putnam
- Shelby

- Hamilton
- Bradley
- Maury
- Dyer
- Madison
- Moore
- Davidson
- Sullivan
- Knox
- Roane
- Shelby
- Sumner
- Hamblen

TN Technology Centers

- 20 Athens
- 21 Chattanooga*
- 22 Covington
- 23 Crossville
- 24 Crump
- 25 Dickson
- 26 Elizabethton
- 27 Harriman
- 28 Hartsville
- 29 Hohenwald
- 30 Jacksboro
- 31 Jackson
- 32 Knoxville
- 33 Livingston
- 34 McKenzie
- 35 McMinnville
- 36 Memphis
- 37 Morristown
- 38 Murfreesboro
- 39 Nashville
- 40 Newbern
- 41 Oneida
- 42 Paris
- 43 Pulaski
- 44 Ripley
- 45 Shelbyville
- 46 Whiteville

County Location

- McMinn
- Hamilton
- Tipton
- Cumberland
- Hardin
- Dickson
- Carter
- Roane
- Trousdale
- Lewis
- Campbell
- Madison
- Knox
- Overton
- Carroll
- Warren
- Shelby
- Hamblen
- Rutherford
- Davidson
- Dyer
- Scott
- Henry
- Giles
- Lauderdale
- Bedford
- Hardeman

* Chattanooga TTC is a department of Chattanooga State CC

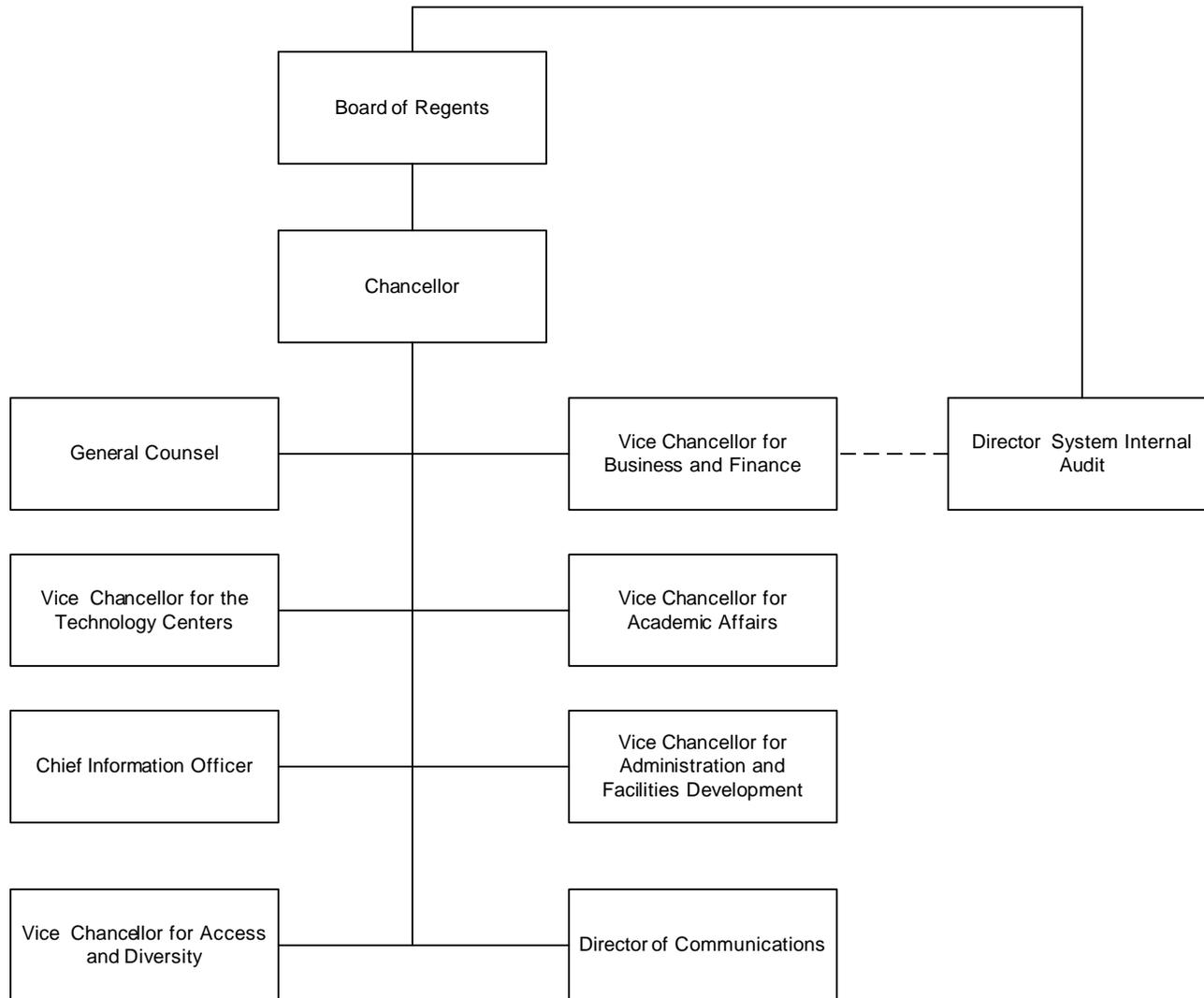
ORGANIZATION

The Board of Regents is responsible for assuring lay and public direction in postsecondary education. (See the board's organization chart on the following page.) Members serve without compensation and meet at least four times a year in regular session; called sessions are convened occasionally for special purposes. As a legislative entity, the purpose of the board is to govern and manage the system (6 universities, 13 two-year colleges, and 26 technology centers). It is empowered to employ the system chancellor and define his duties; select and employ presidents of the institutions; confer tenure and approve promotion in rank of system faculty; prescribe curricula and requirements for diplomas and degrees; approve the operating and capital budgets of each institution and otherwise set policies for their fiscal affairs; establish policies and regulations regarding the campus life of the institutions; and assume general responsibility for the operations of the institutions while delegating specifically to the presidents such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and programs. See Table 1 for each university and community college governed by the Board of Regents.

Table 1
Names and Abbreviations of TBR Universities and Community Colleges

Institution	
APSU	Austin Peay State University
ETSU	East Tennessee State University
MTSU	Middle Tennessee State University
TSU	Tennessee State University
TTU	Tennessee Technological University
UoM	University of Memphis
CSTCC	Chattanooga State Technical Community College
CISCC	Cleveland State Community College
CoSCC	Columbia State Community College
DSCC	Dyersburg State Community College
JSCC	Jackson State Community College
MSCC	Motlow State Community College
NSCC	Nashville State Community College
NSTCC	Northeast State Technical Community College
PSTCC	Pellissippi State Technical Community College
RSCC	Roane State Community College
STCC	Southwest Tennessee Community College
VSCC	Volunteer State Community College
WSCC	Walters State Community College

**Tennessee Board of Regents
Organization Chart
January 2007**



REVENUES AND EXPENDITURES

Tennessee Board of Regents Condensed Statement of Net Assets Fiscal Year 2007

Assets	
Cash, Investments, and Other Assets	\$ 1,100,504,000
Due from Primary Government	1,000,000
Capital Assets, Net	<u>1,471,320,000</u>
Total Assets	<u>2,572,824,000</u>
Liabilities	
Accounts Payable and Other Current Liabilities	162,493,000
Due to Primary Government	4,692,000
Due to Other Component Units	347,324,000
Long-term Liabilities	<u>77,967,000</u>
Total Liabilities	<u>592,476,000</u>
Net Assets	
Invested in Capital Assets, Net of Related Debt	1,122,777,000
Restricted	444,621,000
Unrestricted	<u>412,950,000</u>
Total Net Assets	<u>\$ 1,980,348,000</u>

Source: *Tennessee Comprehensive Annual Financial Report* for fiscal year ended June 30, 2007.

OBSERVATIONS AND COMMENTS

The topics discussed below did not warrant a finding but are included in this report because of their effect on the operations of the Tennessee Board of Regents and on the citizens of Tennessee.

ESTABLISHED TBR STRATEGIC PLAN GOALS FOR THE REMEDIAL (BASIC) AND DEVELOPMENTAL PROGRAM

According to the Tennessee Board of Regents (TBR) 2005-2010 strategic plan, TBR is to increase speed and success of remedial/developmental work for students, requiring them to become college-ready. Per Guideline A100 Basic/Developmental Studies Program Operational Guidelines, TBR requires that students must score at least a 19 in reading, English, and mathematics on the ACT in order to be considered college ready. The guidelines specify requirements for program assessment and placement. In order to accomplish this objective, TBR is to “establish a best practice, system-wide, community-college based remedial/developmental program that is substantially technology driven composed of language arts and mathematics, and allows students to identify and focus on the academic areas where they are deficient.”

To facilitate this objective, TBR has established a number of benchmarks. The 2007 benchmark stipulates that TBR is to implement pilots by the fall of the 2007 academic year and have evaluation plans in place for data gathering. According to information provided by TBR officials, the project is on target for implementing pilots and evaluation data collection in fall 2007.

The final benchmark for this issue stipulates that by the end of academic year 2008, data from the pilot project are to be evaluated and prepared in order to recommend a model to be implemented for fall 2009. According to TBR officials, the evaluation plan is on target.

Definition of Remedial (Basic) and Developmental Courses

Remedial (basic) studies are designed to assist students in developing proficiency in the basic skills (e.g., writing, reading, math, Learning Strategies, etc.) at the level established by the State Department of Education’s Proficiency Test objectives.

Similarly, developmental studies are courses designed to assist students in developing proficiency in the basic academic competencies defined by the College Board (i.e., reading, writing, reasoning, Learning Strategies, etc.).

Students would be considered for enrollment in either one of these programs if it was determined by the Basic (Remedial) and Developmental Studies Program Director that the student was deficient in a certain academic area. This determination would be based on the

Program Assessment test score and other assessment instruments. Students are considered to have been recommended regardless of whether they actually enroll in the needed course during the entering term.

Dissatisfaction With Existing Remedial/Developmental Program

According to the Associate Vice Chancellor of Academic Affairs, the existing method of providing remedial and developmental courses needs to be revamped. She stated that the type of courses taught under the existing method of remedial and developmental courses was dated and did not meet the needs of current students. Compounding this problem, funding for providing remedial/developmental courses has been slowly decreasing. In 2002 approximately \$27 million was spent by the TBR institutions while \$25 million was spent in 2007. Based on these factors, TBR officials determined that a change in the way these courses were provided was in order.

As the following table indicates, the percentage of first time freshmen enrolled in either a remedial or developmental course in one of the TBR system universities or community colleges has remained relatively stable over the last five years.

First-Time Freshmen Enrolled in Developmental Studies Courses

	2002	2003	2004	2005	2006
Total for All TBR Universities	42%	42%	41%	40%	40%
Total for All TBR Community Colleges	59%	60%	60%	59%	59%

Pilot Program Seeks to Identify Best Practices to Provide Remedial/Developmental Programs

In an effort to address its concerns with the existing remedial/developmental program, TBR applied for and was awarded a grant for approximately \$700,000 in September 2006 from the Fund for the Improvement of Postsecondary Education (FIPSE).

This grant calls for the establishment of pilot programs intended to identify best practices to provide remedial and developmental courses. According to the Associate Vice Chancellor of Academic Affairs, the results of the pilot programs should have the ability to be replicated to other states. As a result of being awarded the grant, TBR invited institutions within the TBR system to participate in a system-wide initiative to redesign its remedial and developmental math and English curriculum with the goal to achieve improvements in learning outcomes as well as reductions in instructional costs. A total of \$240,000 in grants was to be awarded to participating institutions to support their redesign efforts.

TBR institutions wanting to participate in the pilot project were required to submit their proposals to TBR for evaluation. A portion of the FIPSE grant was used to contract with the National Center for Academic Transformation (NCAT) for the purpose of evaluating submitted proposals and making recommendations to TBR concerning which appeared to be the most likely to succeed. The Associate Vice Chancellor of Academic Affairs stated that NCAT is a firm that has a significant amount of experience in working on higher education issues and as such is well suited for providing an informed assessment of proposals submitted by the various institutions.

The Associate Vice Chancellor of Academic Affairs stated that TBR accepted five of the proposals recommended by NCAT. Reportedly, four of the five proposals accepted by TBR focused on a math and science curriculum. The fifth proposal accepted focused upon an English curriculum. In an effort to expand course offerings, TBR subsequently chose a sixth proposal with an English curriculum.

TBR contracted with the National Center for Higher Education Management Systems (NCHEMS) to assess the results of each of the pilot projects, which are scheduled to be completed by early 2009. Since the pilot programs are in the early phase of implementation, TBR officials report that they do not know what the results will show. They report that they hope to be able to use the findings to identify the most effective and economical methods of providing remedial and developmental programs to replace the existing ineffective system.

STUDENT RETENTION AND GRADUATION RATES AT BOARD OF REGENTS UNIVERSITIES

One objective in the TBR 2005-2010 Strategic Plan is to “increase the retention and graduation rate of students.” The TBR central office tracks campus retention and graduation rates of students through an annual calculation of rates by institution and as a system. The TBR strategic plan sets a retention rate benchmark: by 2010, institutions (i.e., the universities) will increase retention rates to 95% of the Southern Regional Education Board (SREB) average for universities. Retention as defined by TBR is based on whether a student returns to a public institution in Tennessee. Retention rates are tracked against the board’s strategic plan benchmarks to determine the extent to which the benchmarks are being achieved. To facilitate its efforts to obtain and track student information, TBR collaborates with the Tennessee Higher Education Commission (THEC) through sharing of student record data for retention and graduation tracking.

Table 2 below shows retention rates for students based on whether the students returned to the same university or whether they transferred to another public university. Column I, for example, shows only the number of APSU freshmen students who returned to APSU the following fall semester of 2006. As shown in column I, 65% of the first-time and full-time APSU freshmen students returned to APSU during fall 2006. The figure in Column II, however, presents a different interpretation of retention at APSU. In column II, 73% of first-time and full-time APSU students entering APSU during the fall of 2005 returned to a Tennessee public

institution during the fall of 2006. Based on Column II, the overall average appears to be progressing satisfactorily toward achieving the SREB target of 80% by 2010.

Table 2
Retention Rates at TBR Universities - 2005-2006

University Educational System	I. Retention Rate – Students Returning to the Same University for 2005-2006	II. Retention Rate – Students Returning to Any Tennessee Public Institution for 2005-2006
1. APSU	65%	73%
2. ETSU	67%	79%
3. MTSU	72%	81%
4. TSU	79%	76%
5. TTU	72%	83%
6. UM	74%	79%
Avg. Retention Rate	72%	79%

Source: Tennessee Higher Education Commission.

The strategic plan does not set a benchmark target for graduation rates; rather, the strategic plan merely states that the level of graduation should increase. According to department officials, this is attributed to a number of factors. Namely, this is the first time the board has established such a comprehensive strategic plan, and staff needed some time to assess the results of the current strategic plan. Further, it takes approximately six years to see the results of efforts to impact student graduation. TBR officials reported that they are considering establishing specific graduation-rate goals in the next strategic plan cycle in 2010. As the following table indicates, while some institutions have experienced some difficulty in increasing their respective graduation rates, system-wide student graduation rates have increased.

Table 3
TBR University Graduation Rates
Cohort Years 1999-2005 and 2000-2006

TBR Universities	1999-2005 Cohort Year	2000-2006 Cohort Year	Percent Change
Austin Peay State University	35.8%	37.37%	4.39%
East Tennessee State University	43.51%	46.54%	6.96%
Middle Tennessee State University	45.5%	46.84%	2.95%
Tennessee State University	45.39%	42.03%	-7.40%
Tennessee Technological University	50.04%	50.41%	0.74%
University of Memphis	37.35%	37.16%	-0.51%
Average Graduation Rate	43.36%	43.84%	1.11%

Source: Tennessee Higher Education Commission and Tennessee Board of Regents.

TBR IS IN THE PROCESS OF DEVELOPING AN INSTITUTIONAL EMERGENCY RESPONSE PLAN GUIDELINE

TBR is in the process of developing an Institutional Emergency Response Plan Guideline which outlines procedures to protect property and lives in the event of a large scale natural or man-made disaster or large scale disorder. The guideline is in the draft phase, and the TBR Vice Chancellor for Business and Finance anticipates that the final draft will be ready in January 2008 and available to the institution presidents in February.

Pursuant to the guideline, all TBR institutions are required to have a written Institutional Response Plan that includes, at a minimum, procedures to address the emergency situations presented in the guideline. Such emergencies to be addressed include fires, bomb threats, tornadoes, earthquakes, biological hazards, hostile intruders/violent persons, and terrorist attacks. Additional details, such as reporting requirements and training plans are still under development. While the University of Tennessee Board of Trustees does not specify the content within individual university response plans, universities within the University of Tennessee system are required to have written response plans to address unforeseen emergencies.

The guideline is to provide guidance to the institutions in preparation of their plans; it will not be a formal policy. Therefore, the guideline will not require board approval but will be approved by each institution president. Emergency preparedness will not be a point of emphasis in TBR's strategic plan.

In developing the guideline, TBR created a task force of institutional representatives and worked closely with the University of Georgia Board of Regents. In July 2007, TBR participated in a roundtable discussion with Tennessee Higher Education Commission and University of Tennessee system officials to discuss campus security and crisis management in the wake of the Virginia Tech tragedy. This group found that

1. The best security measure is funding, establishing, and sustaining safety education and communication and the personnel to maintain these activities.
2. Technology is an important tool in making a campus safe, but without investing in manpower and training to maximize technology, campuses will not be able to sustain improvements.

In response to the April 16, 2007, Virginia Tech tragedy, the President of the United States directed the Secretary of the Department of Health and Human Services, the Secretary of the Department of Education, and the Attorney General to meet with educators, mental health experts, law enforcement, and state and local officials across the nation to discuss the issues raised by the tragedy. The June 13, 2007, report presented their key findings and recommendations for state and local action, which include the following two recommendations that appear to be directly relevant to TBR:

- Integrate comprehensive all-hazards emergency management planning for schools into overall local and state emergency planning.
- Institute regular practice of emergency management response plans and revise them as issues arise and circumstances change.

(See appendix C for a complete list of identified findings and recommendations.)

Before finalizing its emergency response guideline, TBR may wish to consider the findings and recommendations of this report. (After audit field work, the president's council approved the guideline effective February 12, 2008.)

DIVERSITY PLAN IMPLEMENTATION AND MODIFICATION EFFORTS APPEAR TO BE PROGRESSING SATISFACTORILY

TBR's September 2007 "Access and Diversity" newsletter outlines action steps and time deadlines detailing how campuses should proceed to develop their TBR diversity plans. Currently, the final date for submitting the finalized diversity plans has been changed from December 31, 2007, to June 30, 2008. By December 14, 2007, campuses were to provide the TBR central office with progress reports on diversity plan efforts, e.g., established processes for developing their diversity plans, persons involved in the process, actions taken to date, and any other relevant information. The newsletter discusses four activities that should occur prior to the establishment of campus diversity plans. First, a diversity committee should be appointed. Second, the committee should conduct an assessment of current programs having diversity-

related features, should review both financial and non-financial resources currently devoted to a diversity initiative, should determine whether both student and employee groups are underrepresented, should study the campus climate to determine whether additional training needs exist, and should review campus policies to determine to what extent they support or detract from the diversity concept. Third, the diversity committee should provide opportunities to assist persons involved in diversity efforts to better fulfill their responsibilities (e.g., training workshops, conferences, etc.), identify and assign plan responsibilities (e.g., developing goals and objective statements, etc.), and develop review efforts to assess draft plans prior to final submission. Fourth, the committee should oversee the finalization of the plans and communicate the information to all constituent groups so that implementation efforts can begin. Based on these action steps, it appears that the central office has a good process in place to help ensure that campuses meet the diversity plan completion date of June 30, 2008.

According to the Vice Chancellor for Diversity, the process and final outcome (e.g., the campus diversity plans) should focus on the concept “diversity.” The plans should provide baseline assessments of where campuses are in terms of meeting diversity targets. To accomplish this task, the TBR central office recommended to campuses the establishment of diversity coordinators. Diversity coordinators are expected to assist campuses with plan development matters, to know the full scope of departments available at a campus, and to ensure that committee representatives come from all departments on a campus. To the extent that such diversity practices are not adhered to, TBR’s ability to develop adequate diversity plans could be put in jeopardy.

Conclusion

We encourage the central office to continue utilizing effective internal control activities to both prevent and detect events that could adversely affect the June 30, 2008, diversity plan launch date. It is important the central office both establish implementation guidelines and objectively compare actual plan performance against these guidelines. Periodic monitoring of efforts should alert management to areas where adjustments are needed with implementation efforts. The TBR central office currently appears to be following such a course of action regarding its diversity plans.

ALTHOUGH TBR SET A GOAL FOR RESEARCH GRANT AND CONTRACT GROWTH AT THE SYSTEM LEVEL, IT MAY WISH TO SET GOALS FOR EACH UNIVERSITY

According to the Tennessee Board of Regents (TBR) 2005-2010 strategic plan, the TBR system is to increase external funding for research grants and contracts by 5% per year through 2010. To facilitate TBR’s efforts to develop and implement this effort, TBR officials report that the TBR central office has conducted several activities to assist campuses with increasing external dollars. Some of these efforts are as follows:

- The Office of Academic Affairs has defined research and graduate education as part of the responsibilities of Associate Vice Chancellor.

- The Office of Academic Affairs has formulated a research council whose members are the university research officers and others. The council meets quarterly to discuss issues around strategies for increasing funding. During one of these meetings, a presentation and discussion by the Vanderbilt research officer helped to address various issues around research funding.
- The Vice Chancellor of Academic Affairs indicated that TBR planned to study faculty work loads for graduate and research faculty.
- TBR central office initiated a Research Audit for implementation in fall 2007 for improving research activities and identifying best research practices at TBR universities.
- TBR central office emphasized economic and other importance of research and external funding through annual presentation to the Board and through Academic Affairs publications.

Officials in the TBR central office stated that the guidelines for 5% annual growth are a system wide objective. In other words, the system's universities as a collective are to average growth at a 5% rate. The Vice Chancellor of Academic Affairs stated that while some universities will not be able to reach this goal, others will exceed this limit and therefore help the system reach this objective. The 5% growth objective in the TBR system is a total overall average.

As the following table indicates, some institutions have been successful in meeting TBR's goal of increasing external funding by 5% while others have not.

Table 4
Comparison of External Economic Growth

TBR Institutions	2005	2006	Percent Change From 2005 to 2006
APSU	\$2,993,028	\$4,109,506	37%
ETSU	\$37,924,147	\$42,975,073	13%
MTSU	\$21,439,631	\$31,700,000	48%
TSU	\$33,517,966	\$32,387,631	-3%
TTU	\$12,338,370	\$15,994,029	30%
U of M	\$40,477,136	\$37,522,204	-7%
Total	\$148,690,278	\$164,688,443	11%

Source: TBR Performance Audit Questions Academic Affairs Response, September 17, 2007.

In order to further assist the individual institutions to maximize their growth in external funds obtained, TBR may wish to establish unique goals for each university in an effort to get them to stretch their efforts. Some universities may be able to exceed the 5% while others may struggle to reach this goal. However, having individual goals will help the institutions strive for greater growth.

IT APPEARS THAT THE BOARD ADEQUATELY ADDRESSES THE ISSUE OF LOW-PRODUCING ACADEMIC PROGRAMS

It appears that the TBR adequately addresses the problem of low-producing programs as evidenced by program review, termination, and consolidation of programs identified as low-producing.

In 2001, the board assessed strategies for reducing cost and increasing efficiency in its *Defining the Future* plan. One area addressed in the plan was under-performing academic programs. Emphasis was placed on eliminating or consolidating programs with unwarranted high net costs or a low number of graduates. The board also considered eliminating or consolidating programs that were unnecessarily duplicative. However, the board lacked institutionalized criteria and a process to identify and evaluate low-producing programs.

In response to its lack of an internal policy, the board met with THEC officials in January 2002 to design a study process that would identify low-producing programs in the two-year and four-year institutions. As a result, the board established the following criteria for evaluating low-producing programs:

- (1) Programs are identified as low-producing at four-year institutions based on an average number of program graduates over a five-year period set at ten for bachelor's degrees, five for master's, and three for doctoral degrees per year.
- (2) Programs central to general education are not included.
- (3) New programs created within the last five years are not included.
- (4) Programs in phase-out status, interdisciplinary programs, and BA/BS combination programs are not included.
- (5) Programs that can be classified as areas of critical demand in the next decade are not included.
- (6) Programs at two-year schools are identified as low producing based on an average number of program graduates over a five-year period set at ten graduates per year.

Based on data submitted by each institution on the number of degrees awarded for each program, TBR identifies low-producing programs using the criteria described above. The Vice Chancellor for Academic Affairs then sends each institution a productivity report that identifies each low-producing program along with a letter asking each institution to review those programs and provide input on whether or not a program should be retained. An institution must develop a specific plan with targeted objectives and activities for improving the productivity and effectiveness of each low-producing program it wants to retain. TBR staff review each institution's response before making recommendations to the board. At the June 2003 TBR

board meeting, the board approved this process for review of low-producing programs on a three-year cycle.

The board undertook evaluations of academic programs in 2002 and 2006 to identify low-producing programs. Recommendations approved by the board in December 2006 are presented in Table 5. Included in the table is a comparison to the 2002 review. See Appendix A for a list of terminated programs.

Table 5
Tennessee Board of Regents
Review of Low-Producing Academic Programs
December 2006

SUMMARY RECOMMENDATIONS

(revised: 12-06-06)

Institution	Number of Programs Reviewed	Recommend Continuation of Program	Recommend Placing on Monitored Status	Recommend Consolidation or Modification	Recommend Termination or Inactivation
UNIVERSITIES					
APSU	6	3	2	0	1
ETSU	9	6	3	0	0
MTSU	14	6	7	0	1
TSU	18	6	12	0	0
TTU	11	5	5	0	1
UoM	16	12	4	0	0
University Subtotal	74 (100%)	38 (51%)	33 (45%)	0 (0%)	3 (4%)
Compared to 2002 Review	103 (100%)	40 (39%)	23 (22%)	20 (20%)	20 (19%)
COMMUNITY COLLEGES					
CSTCC	7	4	3	0	0
CISCC	4	1	2	0	1
CoSCC	9	5	1	0	3
DSCC	12	2	7	0	3
JSCC	8	2	2	0	4
MSCC	2	0	0	0	2
NSCC	5	3	1	1	0
NSTCC	7	5	2	0	0
PSTCC	11	5	2	1	3
RSCC	8	2	5	0	1
STCC	24	9	6	0	9
VSCC	8	5	2	0	1

Institution	Number of Programs Reviewed	Recommend Continuation of Program	Recommend Placing on Monitored Status	Recommend Consolidation or Modification	Recommend Termination or Inactivation
WSCC	10	2	4	0	4
Community College Subtotal	115 (100%)	45 (39%)	37 (32%)	2 (2%)	31 (27%)
Compared to 2002 Review	70 (100%)	24 (34%)	0	20 (29%)	26 (37%)
TOTAL	189 (100%)	81 (43%)	70 (37%)	4 (2%)	34 (18%)
Compared to 2002 Review	173 (100%)	64 (37%)	23 (13%)	40 (23%)	46 (27%)

If TBR recommends a program to be terminated, that program will be phased out. According to the Vice Chancellor for Academic Affairs, an institution will submit a letter to TBR describing the phase-out process and provide a time line. Students who are currently enrolled in such a program will be allowed to finish and graduate, but no new students will be admitted. When a program is terminated, resources are allocated to other programs.

ESTABLISHED TBR STRATEGIC PLAN GOAL FOR ACCESS TO LEARNING APPEARS TO BE ADEQUATE

According to the Tennessee Board of Regents (TBR) 2005-2010 strategic plan, the TBR system will increase access by maximizing opportunities for students to enroll in distance education courses and programs. Specifically, the *Access to Learn Goal* stipulates:

The TBR system and its institutions will demonstrate commitment to enhancing the rate and diversity of participation in higher education by Tennesseans:

Objective A6: The system will increase access by maximizing opportunities for students to enroll in distance education courses and programs.

Strategy A6: Develop and implement a strategic plan for structuring and providing e-learning opportunities throughout the system.

Benchmark: a. By the end of 2006 create an e-learning strategic planning committee to explore issues related to delivery of distance education courses and programs and to develop a strategic plan for delivery of e-learning courses and programs.

b. By the end of 2006 begin implementation of the strategic plan.

c. By 2010 institutions and the system office will have met their benchmarks outlined in the strategic plan.

Status of E-Learning Implementation Initiative

Establishment of E-Learning Strategic Planning Committee

According to the Vice Chancellor for the Regents Online Degrees Program (RODP), the e-learning strategic planning committee was formed in March 2006. This committee, composed primarily of representatives from TBR institutions, has met and has developed an e-learning strategic plan. The board approved the plan in September 2006. The plan established seven goals. These goals are:

- to continue the collaborative development of the Regents Online degrees, workforce and professional certifications for addressing state wide education and workforce needs;
- to facilitate new models of e-learning collaboration;
- to establish an e-learning Students Affairs Advisory Committee;
- to establish “standard of quality guidelines and measurements” for e-learning;
- to develop and promote online delivery models for workforce development and training, non-credit professional certificates, and pathways to careers;
- to develop a centralized inventory of TBR e-Learning resources to maximum resources; and
- to support campus e-learning technology initiatives and innovations.

The e-learning strategic plan does not have end dates for issues to be completed because providing e-learning services is an ongoing function. Steps outlined in the e-learning strategic plan are ongoing and modified as needed.

What is E-Learning?

TBR’s e-learning effort consists of the Regents Online Degrees Program (RODP) and the Regents Online Continuing Education Program (ROCE). The Board of Regents technology centers, community colleges, and universities have joined in a collaborative, strategic planning effort to offer these programs. TBR institutions participating in RODP have a host institution where the instructor is located and a home institution in which students are enrolled. Students do not have to be enrolled in the host institution. Rather, students would be enrolled in the institution of their choice and sign up for the course as though it were offered at their institution. Students likely will not know that the on-line course is not being provided by their home institution. Students pay the same fees as they would if the course were offered at their home institution. However, in addition to the cost of tuition, students also pay a fee for taking on-line courses. Tuition fees go to each student’s home institution. On-line fees are divided among the

host institution and the TBR central office. The portion of the on-line fee that is sent to the TBR central office is used to pay for RODP staff salaries and the on-line library. According to the Associate Vice Chancellor for RODP, tax dollars are not used for the RODP program. Rather, 100% of funding for the RODP program comes from the on-line fee.

Further, institutions participating in the RODP program do not have to pay for any costs associated with the program. The money received by the institutions via the on-line fee and tuition fees cover all costs associated with the program. The Associate Vice Chancellor for RODP stated that participation in the program only benefits the institutions because the institutions can increase their student enrollment base without increased overhead costs. For example, if an institution has an instructor participating in the RODP program, he or she may only have a few students from the actual host institution but have many more from across the state. The institution in question receives a portion of the on-line fees for each of these students. Institutions are not limited to only receiving money from their own students but also receive money from students who are located and enrolled at other institutions. TBR also pays for staff development as it relates to offering on-line courses, further making participation in the program attractive to TBR institutions.

The ROCE is a collaborative effort with the Continuing Education departments of the TBR's 27 technology centers, 13 community colleges, and 6 universities. The purpose of the ROCE program is to address the statewide workforce development needs in Tennessee. TBR officials believe that through ROCE, online training has the potential of reaching individuals in remote regions across the state. ROCE offers an extensive continuing education program in a non-traditional method for adults 18 years of age or older regardless of their educational background.

The Associate Chancellor of RODP stated that courses offered through the on-line medium are held to the same standards as those offered on campus. In short, institutions are responsible for ensuring that the instructors are Southern Association of Colleges and Schools (SACS) certified for either on-line or on the campus courses. Each course is evaluated to ensure that there are no problems. Established TBR policies ensure that any problems identified will result in the course being fixed. For example, in the event that there is a high failure rate, TBR central office ascertains if it is the result of one of the following factors:

- a design flaw in the course itself,
- technical problems with the course,
- course content that may not be suited for e-learning,
- problems with the instructor, or
- student preparation.

The Associate Chancellor of RODP stated that not all students are suited to taking courses on-line. The students have to be self-motivated since it is up to them to log on and do the work. Therefore, all students enrolled in an on-line course through RODP/ROCE are

required to complete an on-line mastery test for the purpose of verifying the competencies for a successful experience on-line.

The Associate Chancellor of RODP stated that, prior to the e-learning program being implemented, TBR institutions had a significant amount of duplication in terms of courses offered through their various on-line systems. Depending on the course, there could be multiple versions of the same or a similar course offered by the various institutions. Duplication of these programs has a direct and indirect cost associated with it. TBR officials contend that the implementation of the e-learning program has eliminated duplication of these programs, resulting in savings to the state. Institutions may not offer any on-line course of their own without the approval of the TBR central office. This requirement helps minimize the institutions duplicating courses and thereby increasing costs.

THE SYSTEM FOR MONITORING TENNESSEE TECHNOLOGY PROGRAMS APPEARS EFFECTIVE

The Tennessee Technology Center (TTC) central office staff evaluates all the programs in the TTC inventories annually. In addition, all technology centers are accredited by the Council on Occupational Education (COE) and are evaluated annually to ensure compliance with accreditation standards.

Every year, the Vice Chancellor for the Technology Centers sends a letter to each technology center outlining the process and expectations for the annual review. The primary purposes of these reviews are to assess program performance and to determine each center's progress in meeting its strategic goals. Additionally, a center's performance will be part of each TTC director's evaluation to be used as a tool for improving that center's performance. Program performance measures are

- a completion rate of 50%,
- a placement rate of 65%,
- a licensure pass rate of 80%, and
- an instructor/student ratio (full-time equivalent ratio) of 1:13.

For the 2005-2006 Academic Year, TBR staff in the central office reviewed 351 programs. Of that number, 70 programs (20%) were placed on monitor status for failing to meet these requirements. See Appendix B for a list of programs on monitor status. When a program is placed on monitor status, it is reviewed closely for three to four years. If performance does not improve, the board will determine if the program should become "inactive."

In addition to meeting TBR's requirements, the technology centers must meet the accreditation requirements established by the Council on Occupational Education. These requirements are

- a completion rate of 58.02% or higher,
- a placement rate of 75.72% or higher, and
- a licensure pass rate of 90.23% or higher.

Table 6 presents the results from the COE annual review for the 2005-2006 Academic Year. While the table indicates that the overall score for three centers fell below accreditation benchmarks, only two centers—Athens and Oneida—met the criteria to need corrective action. The Associate Vice Chancellor for Operations stated that while the score of the TTC in Whiteville fell below the benchmark requirement, its score was high enough not to warrant corrective action. The Associate Vice Chancellor for Operations also stated that the score received by the Whiteville institution was the result of one program scoring poorly and does not reflect a problem with the institution as a whole.

Similarly, the poor performance of a couple of programs at the Athens and Oneida technology centers brought their overall averages down and does not reflect a problem with the institutions as a whole. When a center falls below the acceptable range, it must develop a corrective action plan for improvement. According to TTC central staff, the performance of the TTC at Athens, TTC at Oneida, and TTC in Whiteville are rare and not recurring. The following academic year (2006-2007) the performance of both institutions improved enough for them to be removed from corrective action status.

Table 6
Tennessee Board of Regents
Accreditation Benchmarks: 2005-06 Academic Year

COE Requirement	Completion Rate	Placement Rate	Licensure Rate
	58 or higher	76 or higher	90 or higher
TTC System Average	71%	89%	97%
Athens	79	95	69
Chattanooga	62	96	99
Covington	81	88	96
Crossville	73	83	100
Crump	80	90	100
Dickson	69	77	99
Elizabethton	74	92	99
Harriman	65	84	n/a
Hartsville	75	76	96
Hohenwald	80	86	96
Jacksboro	78	82	100
Jackson	70	87	100
Knoxville	70	84	99
Livingston	71	85	96

COE Requirement	Completion Rate	Placement Rate	Licensure Rate
	58 or higher	76 or higher	90 or higher
McKenzie	74	80	97
McMinnville	64	77	100
Memphis	72	80	100
Morristown	82	96	95
Murfreesboro	70	80	91
Nashville	60	78	100
Newbern	67	91	100
Oneida	54	84	100
Paris	65	80	97
Pulaski	69	92	94
Ripley	90	94	100
Shelbyville	83	88	100
Whiteville	72	72	91

With the two different annual reviews, it appears that the vocational programs at the technology centers are thoroughly evaluated and low-producing programs are identified. The criteria and process are communicated to the technology centers. Programs on monitor status are given opportunities to improve and appropriate action is taken when there is no improvement. Therefore, the TTC program evaluation system appears to be effective.

APPENDIX A

Programs Terminated by the Tennessee Board of Regents

Institution	Program Terminated	Comments
APSU Austin Peay State University	A.A.S. in Data Processing	No increase in graduates projected. This program went through Academic Audit in Spring 2006. If not incorporated as a concentration in the B.S. in Professional Studies by Fall 2008, it will be phased out beginning Fall 2008.
ETSU East Tennessee State University	None	
MTSU Middle Tennessee State University	D.A. in Chemistry	Graduates projected to be 5 in 2008 and 4 in 2009. If the new Ph.D. program is approved, currently enrolled students will jump-start the new program's productivity. Request is made to continue to recruit students heavily. Must have new Ph.D. in place by Fall 2008 when phase-out will end.
TSU Tennessee State University	None	
TTU Tennessee Technological University	M.S. in Industrial Engineering	This program has been on inactive status until the undergraduate enrollment increases. Since the undergraduate enrollment is reaching an acceptable level for engineering program, TTU requests to keep this program in an inactive status for "one more productivity cycle."
UM University of Memphis	None	
CSTCC Chattanooga State Technical Community College	None	
CSCC Cleveland State Community College	C2 – Arts & Sciences	Proposal submitted to terminate this Certificate.

Programs Terminated by the Tennessee Board of Regents (continued)

CoSCC Columbia State Community College	C1 – Customer Service	Proposal submitted to terminate.
	C2 – Electronics Technology	Demand no longer exists. Proposal submitted to terminate.
	A.A.S. in Electronic Technology	Proposal submitted to terminate. Need no longer exists.
DSCC Dyersburg State Community College	C1 – Industrial Mechanical Concepts	Delete program.
	C1 – EMT-Paramedic	Delete program.
	C1 – Industrial Welding	No graduates in the past 2 years. Delete program.
JSCC Jackson State Community College	C1 – Horticulture	Delete program.
	A.A.S. in Office Administration	Program terminated in 2002. Correction of API is all that is needed.
	A.A.S. in Graphics Design	Only 3 graduates are anticipated in 2006. Plan to delete the program and investigate providing the training as a concentration within a new program.
	A.A.S. in Agriculture Technology	Plan is to consider a 30 SCH certificate but to delete the degree program. Most agriculture employment opportunities require a B.S. degree.
MSCC Motlow State Community College	C1 – Microcomputer Software Application	Proposal to terminate has been submitted.
	C1 – Microcomputer Maintenance	Proposal to terminate has been submitted.
NSCC Nashville State Technical Community College	None	
NESCC Northeast State Community College	None	

Programs Terminated by the Tennessee Board of Regents (continued)

<p align="center">PSTCC Pellissippi State Technical Community College</p>	<p>C1 – Photography</p> <p>A.A.S. in Social Services</p> <p>A.A.S. in Music Technology</p>	<p>Plan to terminate with phase-out ending June 2009.</p> <p>Since there has been no activity for 3+ years the program should be removed from the API.</p> <p>Program was never implemented; reported graduation numbers are inaccurate.</p>
<p align="center">RSCC Roane State Community College</p>	<p>C1 – Computer Art & Design</p>	<p>Projected graduates for next review will average only 2. No specific plan provided other than plan to monitor.</p>
<p align="center">STCC Southwest Tennessee Community College</p>	<p>C1 – Occupational Safety & Environmental Health</p> <p>C1 – Adv. Quality & Productivity</p> <p>C2 – Police Science</p> <p>C1 – Caregiver Administration</p> <p>C1 – Child Care Administration</p> <p>C1 – Manufacturing Graphics</p> <p>C2 – Arts & Sciences</p> <p>A.A.S. in Social Services</p> <p>A.A.S. in Fire Science</p>	<p>Since there has been no activity for 3+ years, program should be removed from API. Plan is to delete. There is no demand for the program.</p> <p>Plan is to delete the program with phase out and transfer essential elements to more viable programs.</p> <p>Plan is to delete the program with phase out. Students need A.A.S. in Criminal Justice Studies instead of certificate.</p> <p>Plan is to delete the program with phase out. There is no demand.</p> <p>Plan is to delete the program with phase out. Administrators of child care programs are seeing higher education than provided by a certificate.</p> <p>Plan is to delete the program with phase out and restructure the curriculum to ensure that all computer-assisted design (CAD) courses are still accessible to students through other programs.</p> <p>Plan is to delete the program with phase out.</p> <p>Only 3 students ever enrolled. Plan is to delete the program.</p> <p>Plan is to delete the program with phase out and then consider establishing a technical certificate to support training needs of fire fighters for promotional exams.</p>

Programs Terminated by the Tennessee Board of Regents (continued)

<p align="center">VSCC Volunteer State Community College</p>		<p>C1 – EMT-Intermediate</p>	<p>Proposal to terminate has been submitted.</p>
<p align="center">WSCC Walters State Community College</p>		<p>C1 – Web Developer Specialist C1 – Microsoft Application Specialist C1 – Information Technology C1 – Networking Specialist</p>	<p>Proposal to terminate has been submitted. Proposal has been submitted to terminate. Proposal to terminate has been submitted. No graduates in past 2 years; 18 the first year. Proposal to terminate has been submitted.</p>

APPENDIX B

Programs on Monitor Status

PROGRAM MONITORING

TTC	Total Number of Programs	Number of Programs on Monitor Status	Percent of Programs on Monitor Status
Athens	8	2	25%
Chattanooga	18	7	39%
Covington	8	2	25%
Crossville	13	2	15%
Crump	12	2	17%
Dickson	21	6	28%
Elizabethton	10	1	10%
Harriman	9	1	11%
Hartsville	10	4	40%
Hohenwald	11	0	0%
Jacksboro	8	1	12%
Jackson	21	6	29%
Knoxville	19	3	16%
Livingston	12	0	0%
McKenzie	11	1	9%
McMinnville	9	4	44%
Memphis	25	3	12%
Morristown	25	2	13%
Murfreesboro	11	2	18%
Nashville	19	8	42%
Newbern	9	2	22%
Oneida	7	3	43%
Paris	13	4	31%
Pulaski	11	3	27%
Ripley	8	0	0%
Shelbyville	14	0	0%
Whiteville	9	1	11%
TOTAL	351	70	20%

Source: Tennessee Board of Regents.

APPENDIX C

Recommendations From *Report To The President On Issues Raised By The Virginia Tech Tragedy* June 2007

In response to the April 16, 2007, Virginia Tech tragedy, the President of the United States directed the Secretary of the Department of Health and Human Services, the Secretary of the Department of the Education, and the Attorney General to meet with educators, mental health experts, law enforcement, and state and local officials across the nation to discuss the issues raised by the tragedy. The June 13, 2007, report presented their key findings and recommendations for state and local action:

Finding A: Critical information sharing faces substantial obstacles.

Recommended State and Local Action:

- Increase information sharing and collaboration among state and local communities, educators, mental health officials, and law enforcement to better provide care and detect, intervene, and respond to potential incidents of violence in schools and other venues.
- Provide accurate information to help ensure that family members, educational administrators, mental health providers, and other appropriate persons understand when and how they are legally entitled to share and receive information about mental illness, and appropriately do so, particularly where college and school-age children and youth are involved, for the protection and well-being of the student and the community.
- Along with reviewing federal laws that may apply, clarify and promote wider understanding about how state law limits or all the sharing of information about individuals who may pose a danger to themselves or others, and examine state law to determine if legislative or regulatory changes are needed to achieve the appropriate balance of privacy and security.

Finding B: Accurate and complete information on individuals prohibited from possessing firearms is essential to keep guns out of the wrong hands.

Recommended State and Local Action:

- Prioritize and address legal and financial barriers to submitting all relevant disqualifying information to the NICS and other crucial inter-agency information sharing systems to prevent individuals who are prohibited from possessing firearms by federal or state law from acquiring firearms from federally licensed firearms dealers.

Finding C: Improved awareness and communication are key to prevention.

Recommended State and Local Action:

- *Develop cultures within schools and institutions of higher education that promote safety, trust, respect, and open communication. Create environments conducive to seeking help and develop culturally appropriate messages to de-stigmatize mental illness and mental health treatment.*
- *Educate and train parents, teachers, and students to recognize warning signs and known indicators of violence and mental illness and to alert those who can provide for safety and treatment.*
- *Establish and publicize widely a mechanism to report and respond to reported threats of violence.*

Finding D: It is critical to get people with mental illness the services they need.

Recommended State and Local Action:

- Evaluate state and local community mental health systems to ensure their adequacy in providing a full array and continuum of services, including mental health services for students, and in providing meaningful choices among treatment options.
- Integrate mental health screening, treatment, and referral with primary health care.
- Review emergency services and commitment laws to ensure the standards are clear, appropriate, and strike the proper balance among liberty and safety for the individual and the community, and appropriate treatment.
- Where a legal ruling mandates a course of treatment, make sure that systems are in place to ensure thorough follow-up.

Finding E: Where we know what to do, we have to be better at doing it.

Recommended State and Local Action:

- Integrate comprehensive all-hazards emergency management planning for schools into overall local and state emergency planning.
- Institute regular practice of emergency management response plans and revise them as issues arise and circumstances change.
- Communicate emergency management plans to all school officials, school service workers, parents, students, and first responders.

- Develop a clear communication plan and tools to communicate rapidly with students and parents to alert them when an emergency occurs. Utilize technology to improve notification, communication, and security systems.
- Ensure the actual and perceived effectiveness of campus law enforcement through enhanced professionalism of campus police forces and joint training with federal, state, and local law enforcement.
- Be prepared to provide both immediate and longer-term mental health support following an event, and evaluate events and the response to them in order to gather lessons learned and implement corrective measures.

APPENDIX D

Title VI Information

All programs or activities receiving federal financial assistance are prohibited by Title VI of the Civil Rights Act of 1964 from discriminating against participants or clients on the basis of race, color, or national origin. In a response to a request from members of the Government Operations Committee, the audit team compiled information concerning federal financial assistance received by the Tennessee Board of Regents (TBR) and the board's efforts to comply with Title VI requirements. The results of the information gathered are summarized below.

Goals and Objectives

According to the *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan*, the TBR's long-term goals are as follows:

- Implement and continuously review and monitor activities and programs to ensure diversity consistent with TBR System-wide Access and Diversity Initiative Grant Program.
- Continue to review all TBR and institutional policies and guidelines to ensure compliance with Title VI program activities.

The board's short-term goals are as follows:

- Provide periodic training to TBR Affirmative Action Officers regarding Title VI compliance.
- Discussion at meetings of Affirmative Action, Student Affairs, and Academic Affairs Officers regarding achievement of employment and student objectives and intent of Title VI.
- Sponsor the Maxine Smith Fellowship Program to assist minority TBR employees with career development for advancement as professionals in higher education administration.

Major board objectives include an increased emphasis on its Title VI Implementation Plan through continued efforts to communicate Title VI compliance; posting of Title VI Fact Sheets and posters system-wide; and providing additional access to Title VI Compliance Training/Technical Assistance to TBR employees via the TBR Title VI Compliance On-line Training Program.

Federal Funding

The Tennessee Higher Education Commission allocates funds to the TBR, which receives federal funding for grant program assistance. In addition, student financial aid assistance is

available directly from the federal agency to the student. The board and its institutions received over \$317 million in federal grants and contracts in fiscal year 2007.

Title VI Staff

According to TBR Policy 5:01:02:00, "Equal Employment Opportunity, Affirmative Action, Discrimination and Nepotism," the Chancellor designates a person to serve as the Equal Employment Opportunity/Affirmative Action Officer (EEO/AA) for the TBR system and a person to serve as the EEO/AA officer for the central office. The Chancellor also has directed the president and/or director of each institution to appoint an EEO/AA officer for the institution. This person is primarily responsible for employment issues. Complaints involving discrimination or harassment between students are investigated and resolved by the Chief Student Affairs Officer.

Title VI positions may be full-time or split with other functional duties and responsibilities. The AA Officers were chosen to be Title VI Coordinators due to their training in processing complaints and grievances and familiarity with the procedures under due process. Duties are set forth in Section III.C. of the TBR policy 5:01:02:00. Names and contact information of each AA Officer/Title VI Coordinator are listed in the TBR's most recent Title VI Implementation Plan.

The records and development of the annual Title VI Implementation Plan are the responsibility of the AA Officers and Presidents/Directors. Until recently, the system-wide TBR Title VI Implementation Plans have been drafted by the Office of Human Resources and the Office of General Counsel at the Tennessee Board of Regents System Office. However, during the audit, Dr. William E. Arnold, Jr., Director of Access and Diversity, became the designated Title VI Coordinator for the TBR central office and will be responsible for preparing and submitting the annual Title VI Implementation Plan. He will also serve as the liaison to all Title VI Coordinators TBR system-wide, as well as be responsible for coordinating all Title VI related training and communications.

According to the Title VI Implementation Plan, budgetary resources allocated to the Title VI enforcement are included, but not limited to, the overall budget allocated at each institution for training and development, affirmative action, and student financial aid assistance.

Reports

TBR reports to the Comptroller of the Treasury and the General Assembly concerning Title VI. The most recent report submitted is TBR's *Title VI Compliance Review and Implementation Plan - 2007-2008*. For the last three years, TBR submitted its plans to the Division of State Audit by June 28, in 2005, August 30, in 2006, and October 1, in 2007. It appears that TBR is in compliance with submitting its Title VI Plan reports to the Comptroller's office as set forth in state law. TBR reports Title VI information each year to the Tennessee Title VI Compliance Commission and other entities upon request.

Title VI Training and Awareness

According to the Title VI plan, compliance for Title VI is found in several policies, guidelines, and reporting mechanisms entitled, “Personnel Transactions”; “Employee Grievance/Complaint”; “Contracts and Services”; “Equal Opportunity/Affirmative Action”; “Student Scholarships, Grants, Loans/Aid”; and “Harassment - Sexual, Racial, and Other.” These manuals are available at the campus of the various TBR institutions, as well as on the internet at: http://www.tbr.state.tn.us/policies_guidelines/. In addition, Campus Publications and Handbooks contain notice of non-discrimination statements, visit http://www.tntech.edu/studenthandbook/ASP/harassment_policy.asp#General. For a list of all Campus Directories, visit <http://www.tbr.state.tn.us/campuses.htm>. Ultimately, the responsibility for implementing the program at the institution/school rests with the institution President/Director.

According to the Title VI plan, orientation programs on all campuses for new employees should continually inform staff of their responsibility with Title VI, along with a Title VI Fact Sheet (in English, as well as Spanish), which is used to increase awareness of the requirements. In addition, posters containing Title VI information are prominently displayed at TBR institutions.

TBR has developed a Title VI Online Training Program since Title VI Technical Assistance (i.e., training) is no longer being provided through the Human Rights Commission or other state entities. According to Human Resources Director, this program was developed with the assistance of TBR’s Legal Section. This training module includes a quiz to test participant knowledge of Title VI. TBR plans to develop an on-line Title VI Refresher course that staff can complete annually once they have completed the initial training. Each institution is responsible for tracking and monitoring its respective staff Title VI training. Training is mandatory for the following employees:

1. deans/department heads/chairs;
2. AA/EEO Officers/Title VI Coordinators;
3. All TBR central officers and institution employees, as well as new employees; and
4. federal program administrators.

Title VI Complaints

According to the Title VI plan, any individual who believes that he/she is being discriminated against by TBR can file a complaint according to TBR guidelines, entitled, “Employee Grievance/Complaint,” and local complaint procedures which have been developed for student related issues. Institutional forms will be used to record complaint and resolution. All officers will be notified of the complaint investigation checklist made available by the Office of Human Rights. According to the Title VI plan, whenever a discriminatory practice is discovered, the institution/school shall promptly and voluntarily attempt to secure compliance.

Each institution must log each complaint as mandated by law, as well as identify the complainant by race, color, or natural origin; the recipient; the nature of the complaint, along with the date in which such was filed; the investigation; the deposition; and other pertinent information. Time frames for resolution and complaint processing are found in institutional procedures. Records are maintained at respective institution for annual reporting.

Complaints:

According to TBR’s Title VI plans, there were five complaints filed in fiscal year ending 2006 and six filed in 2007. Information relating to these complaints is summarized in the tables below:

Title VI Complaints Filed for Fiscal Year 2005-2006

Institution	Number of Complaints	Nature of Complaint	Resolution
University of Memphis	1	Three students accused of cheating, one filed complaint with Office of Civil Rights (OCR)	Pending OCR decision.
Tennessee State University	1	Race and color discrimination complaint against two professors.	Informally resolved by Academic Affairs.
Tennessee Technological University	1	Racial discrimination complaint filed by student.	Filed with U.S. District Court.
Walters State Community College	1	Harassment complaint by student.	Circumstances did not constitute harassment.
Tennessee Technology Center at Jackson	1	Racial discrimination complaint filed by student.	Did not constitute discrimination.

Source: *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan 2006-2007.*

Title VI Complaints Filed for Fiscal Year 2006-2007

Institution	Number of Complaints	Nature of Complaint	Resolution
Austin Peay State University	1	Racial discrimination complaint filed by student with the Human Rights Commission 2/8/07 and OCR 3/16/07	OCR did not proceed due to THRC investigating. THRC found no discrimination.
Tennessee State University	2	Racial discrimination and harassment complaint filed	Pending EDC Office investigation results.

Institution	Number of Complaints	Nature of Complaint	Resolution
		by student 3/07 against a faculty member.	
		Racial discrimination complaint filed by student 3/07 against a professor.	Resolved by the office of the Provost.
Jackson State Community College	1	Racial discrimination termination complaint filed by employee with Employee Equal Opportunity Commission (EEOC)	Pending EEOC Office investigation results.
Walter State Community College	1	Racial Harassment complaint filed by student 10/07 against an instructor.	Instructor rendered an apology to the school/student.
Tenn. Technology Center at Elizabethton	1	Sex, age, and national origin discrimination complaint filed by student 10/07.	Pending State Attorney General's Office investigation results.

Source: *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan 2007-2008.*

According to the Director of the Title VI Compliance Commission, TBR has not had any Title VI complaints filed through the commission during the last two years.

Title VI Tracking and Monitoring

According to TBR's Title VI plan, all applicable program and service contracts contain a "Statement of Assurance" that the recipient will conform to the requirements of Title VI. Pre-Award Assurances are provided by TBR guidelines regarding contract language. Therefore, in the initial stages of negotiations, the contract language provides pre-award agreements to the Title IV requirements.

Periodic compliance reviews are conducted in the annual cycle, along with the submission of affirmative action plans and supporting desegregation data. The TBR Title VI Compliance Survey/Checklist is used annually to survey compliance. All TBR institutions are required to submit such to the TBR Office of Human Resources each September, as well as maintain a list of all non-TBR entities with which it has contracts that involve federal monies for Title VI monitoring. Auditors reviewed surveys for the last two fiscal years and based on auditor review, it appeared that generally the institutions submitted respective reports in a timely manner, as well as contained the necessary Title VI information about complaints filed, training, etc.

According to the TBR's Title VI Implementation Plan and staff, when a recipient is determined to be in noncompliance, an attempt will first be made to seek voluntary compliance. If this is unsuccessful, then the institution/school may be reviewed for compliance can be

terminated from federal assistance for the activity. TBR has not had any problems with noncompliance from its recipients.

Data Collection and Analysis

The TBR uses a Headcount Enrollment by Race to monitor progress in recruitment and retention for minorities and overall enrollment. This report includes data for all TBR universities and community colleges.

Fall 2005 Headcount Enrollment by Race

	Black	%	White	%	Other	%	Grand Total
Total University Population	15,760	23.31%	46,851	69.31	4,983	7.37%	67,594
Total Community College Population	8,733	18.08%	36,968	76.53%	2,607	5.40%	48,308
Grand Total	24,493	21.13%	83,819	72.32%	7,590	6.55%	115,902

Source: *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan 2006-2007.*

Fall 2006 Headcount Enrollment by Race

	Black	%	White	%	Other	%	Grand Total
Total University Population	19,573	23.36%	57,790	68.97%	6,430	7.67%	83,793
Total Community College Population	13,755	17.99%	58,690	76.74%	4,034	5.27%	76,479
Grand Total	33,328	20.79%	116,480	72.68%	10,464	6.53%	160,272

Source: *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan 2007-2008.*

According to the TBR’s 2007 – 2008 Title VI Implementation Plan, TBR actively recruits underrepresented students. Recent initiatives of TBR’s institutions are listed in its “Report of the 2007 Access and Diversity Initiative Grant Program.” Three TBR universities held Geier sponsored summer programs in July 2006. East Tennessee State University held its Pre-University Program; Middle Tennessee State University, Summer Discovery Institute; and

Tennessee Tech University, its two weeks of African American College and Career Enrichment (ACE) Camp. According to the Title VI plan, respective institutional programs will continue during the 2007-2008 academic year.

TBR guidelines provide procedures for hiring employees of other races. The central office reviews and approves interview pools for all upper level administrative positions. Campus recommendations for employment are reviewed by the central office. The “Maxine Smith Fellowship Program,” also known as the *Geier* Fellowship program, is aimed to provide TBR minority employees with professional development and formal mentoring/networking opportunities. This program began in 1995 as one of the changes brought about in the *Geier* lawsuit. These programs are designed to increase student, faculty and staff diversity at TBR institutions.

TBR compiles a “Small and Minority Owned Business Summary Report” for the fiscal year. This data is important for comparison purposes with previous years to document interactions with minority businesses. The total of minorities in the Reporting Classification category does not equal the total minorities in the Ethnicity category (difference of 1). TBR could not explain discrepancies found in the table below.

**Tennessee Board of Regents
Small, Minority, and Women Owned Business Report (Summary)
July 1, 2006 – June 30, 2007**

	Solicitations	Responses	Awards	Amounts
Reporting Classification:				
Minority Owned	3,955	3,430	3,111	\$ 3,888,079
Women Owned	7,792	6,886	6,684	\$12,191,335
Ethnicity:				
African American	1,946	1,780	1,692	\$ 2,463,935
Hispanic American	325	248	198	291,158
Asian American	355	271	231	370,450
Native American	453	388	365	300,918
Other Minorities	875	742	624	461,618
Total	3,954	3,429	3,110	\$ 3,888,080
Small Business:	16,966	15,088	14,110	\$17,840,622

Notes: 1. Vendors are reported in one category and may not be duplicated between categories.
 2. The numbers are compiled from data submitted quarterly by each TBR Institution and are based on information maintained in the institution’s Purchasing Department regarding bids and awards.

Source: *Tennessee Board of Regents Title VI Compliance Review and Implementation Plan 2007-2008.*

According to the TBR Title VI Implementation Plan, ensuring minority participation on policy making planning boards and advisory commissions is vital to providing equal access to all programs. In addition, the Title VI Plan reflects current board policy and guidelines which have been reviewed by the various Sub-Councils of the Board of Regents (that are comprised of TBR employees of all racial backgrounds) and are in place on each campus. The Affirmative Action and the Student Affairs Officers meet as necessary, at least annually.

**Tennessee Board of Regents
Staff by Title, Gender, and Ethnicity
as of October 31, 2007**

Title	Gender			Race				
	Male	Female		Am.Ind	Asian	Black	Hispanic	White
ACADEMIC COMPUTING SPECIALIST	9	2			1	1		9
ACCOUNT CLERK	11	210			1	64	1	155
ACCOUNT CLERK SUPERVISOR		10				2		8
ACCOUNTANT	5	48			3	16		34
ACCOUNTS PAYABLE LEAD WORKER		1						1
ACCOUNTS PAYABLE SUPERVISOR		1						1
ACQUISITIONS ASSISTANT		1						1
ADMINISTRATION	4	2				1		5
ADMINISTRATIVE ASSISTANT TO THE PRESIDENT		1						1
ADMINISTRATIVE ASSISTANT	6	178			1	103		80
ADMINISTRATIVE COORDINATOR	2					1		1
ADMINISTRATIVE EXEMPT EMPLOYEE	4	49		1		21		31
ADMINISTRATIVE LEAD WORKER		1				1		
ADMINISTRATIVE SECRETARY	1	44				13		32
ADMISSIONS & RECORDS CLERK	1	61				19	1	42
ADMISSIONS & RECORDS LEAD WORKER		18				8	1	9
ADMISSIONS & RECORDS SUPERVISOR	1	10				5		6
ADMISSIONS SPECIALIST		4						4
ADVISOR	28	72				30	2	68
AFFIRMATIVE ACTION OFFICER		1				1		
AIR CONDITIONING/HEATING MECHANIC	53				1	10	2	40
AIR CONDITIONING/HEATING SHOP	4					1		3
AIR CONDITIONING/HEATING SHOP SUPERVISOR	2							2
ANALYST	20	30			3	11		36
ARTIST	1							1
ARTS TECHNICIAN	1	1					1	1
ASSISTANT	10	34				12		32
ASSISTANT ATHLETIC DIRECTOR	6	7				2		11
ASSISTANT ATHLETIC TRAINER	5	3						8
ASSISTANT BUILDING ACTIVITIES		1				1		
ASSISTANT BURSAR	1							1
ASSISTANT BUSINESS MANAGER		1						1
ASSISTANT COACH	66	21				31	3	53
ASSISTANT COORDINATOR	7	18				10		15
ASSISTANT DEAN	21	30			4	8		39
ASSISTANT DIRECTOR	82	140			4	51	1	166
ASSISTANT ENGINEER	1					1		

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
ASSISTANT EXTENSION AGENT		1			1		
ASSISTANT GENERAL COUNSEL	2	1			1		2
ASSISTANT HEAD COACH	1						1
ASSISTANT LAB ANIMAL TECHNICIAN		1					1
ASSISTANT LIBRARIAN		3					3
ASSISTANT MAINTENANCE SUPERVISOR	1						1
ASSISTANT MANAGER	12	13		1	3		21
ASSISTANT PROFESSOR	656	804	5	118	182	14	1,141
ASSISTANT PROVOST	3	2			1		4
ASSISTANT PURCHASING AGENT		1			1		
ASSISTANT REGISTRAR		9			2		7
ASSISTANT TO CONTRACT OFFICER		2					2
ASSISTANT TO THE PRESIDENT	3	5			4		4
ASSISTANT VICE CHANCELLOR	2	3					5
ASSISTANT VICE PRESIDENT	22	23			8		37
ASSISTANT VICE PROVOST	6	1					7
ASSOCIATE INSTRUCTOR	100	78			10	1	167
ASSOCIATE ATHLETIC DIRECTOR	5	2			1		6
ASSOCIATE COACH	3	2					5
ASSOCIATE COUNSEL		1		1			
ASSOCIATE DEAN	30	14		2	9		33
ASSOCIATE DIRECTOR	32	43			18		57
ASSOCIATE EXTENSION AGENT	4				3		1
ASSOCIATE GENERAL COUNSEL	1	2					3
ASSOCIATE LIBRARIAN		1					1
ASSOCIATE PRODUCER	1						1
ASSOCIATE PROFESSOR	885	818	2	87	194	21	1,399
ASSOCIATE REGISTRAR		5		1			4
ASSOCIATE VICE CHANCELLOR	2	2					4
ASSOCIATE VICE PRESIDENT	22	16		1	8		29
ASSOCIATE VICE PROVOST		2					2
ATHLETIC DIRECTOR	3	1			2		2
ATHLETIC TRAINER	6	2			3		5
AUTOMOTIVE MECHANIC	5				2		3
AUXILIARY SERVICES CLERK		1					1
BILLING/COLLECTIONS SPECIALIST		1					1
BINDERY TECHNICIAN	1						1
BOILER MECHANIC	2						2
BOILER OPERATOR	12				1		11
BOILER ROOM HELPER	2				1		1
BUDGET DIRECTOR		1					1
BUILDING ACTIVITIES ATTENDANT	1	1			2		
BUILDING ACTIVITIES SUPERVISOR	2	2					4

Title	Gender			Race				
	Male	Female		Am.Ind	Asian	Black	Hispanic	White
BUILDING ATTENDANT	2					2		
BURSAR		7				1		6
BUS DRIVER	8	1				5		4
BUSINESS DIRECTOR		1						1
BUSINESS MANAGER	5	14				4		15
BUYER	1	8				1		8
CABINET MAKER	2							2
CAMPUS NURSE		1						1
CARPENTER	18					4		14
CARPENTER (FINISH)	8					2		6
CARPENTER LEAD WORKER	1					1		
CARPENTRY SHOP SUPERVISOR	6							6
CASH REGISTER OPERATOR LEAD WORKER		1				1		
CASHIER		14				4		10
CATALOGING TECHNICIAN	1							1
CENTRAL SHIPPING & RECEIVING		1						1
CENTRAL SHIPPING & RECEIV SUPVISOR	4					1		3
CERTIFICATION ANALYST		12						12
CHAIRPERSON	85	34			4	6	4	105
CHANCELLOR	1							1
CHIEF INFORMATION OFFICER	1							1
CHIEF MECHANIC	3							3
CHILD CARE AIDE		37				11		26
CHILD CARE SPECIALIST	1	33				10		24
CIRCULATION ASSISTANT		1						1
CLERICAL	7	14				6		15
CLERICAL EXEMPT SUPERVISOR	1	3				2		2
CLERK	2	52				21		33
CLERK TYPIST		12				3		9
CLINICAL ASSISTANT	1	26						27
CLINICAL INSTRUCTOR		3						3
COACH	4							4
COLLECTIONS MANAGEMENT ASSISTANT		1						1
COMPOSITOR	1							1
COMPOSITOR LEAD WORKER		2				1		1
COMPUTER & ELECTRONICS LABORATORY TECHNICIAN	1							1
COMPUTER HELPDESK ASSISTANT	1	1						2
COMPUTER LABORATORY TECHNICIAN	57	16		1	2	16	1	53
COMPUTER OPERATIONS COORDINTOR	2	3						5
COMPUTER OPERATIONS SPECIALIST	10	6				4		12

Title	Gender			Race				
	Male	Female		Am.Ind	Asian	Black	Hispanic	White
COMPUTER OPERATOR	6	6				7		5
COMPUTER PROGRAMMER	3				1			2
COMPUTER PROGRAMMER ANALYST	11	12				2		21
COMPUTER SUPPORT SPECIALIST		2						2
COMPUTER TECHNICIAN	10	2						12
CONSTRUCTION/BUILDING INSPECTOR	1							1
CONSULTANT	2	8				3		7
CONTRACT COMPLIANCE ASSISTANT		2						2
CONTROLLER	1	2						3
COOK LEAD WORKER		1						1
COORDINATOR	186	545		1	9	137	3	581
COUNSELOR	65	189			3	81	2	168
CURATOR		2						2
CUSTODIAL EQUIPMENT MECHANIC	1					1		
CUSTODIAL FOREMAN	10	14				15		9
CUSTODIAL SUPERVISOR	11	9				14		6
CUSTODIAN	173	261			1	173	1	259
CUSTODIAN LEAD WORKER	18	11				7		22
CUSTOMER SUPPORT SPECIALIST	7	1						8
DATA CONTROL CLERK		1						1
DATA ENTRY LEAD OPERATOR		1				1		
DATA ENTRY OPERATOR		2				1		1
DATABASE ADMINISTRATOR	3							3
DATABASE PROGRAMMER	1					1		
DEAN	63	44			2	11		94
DENTAL CLINIC ASSISTANT		1				1		
DENTAL EQUIPMENT SERVICE WORKER		1						1
DEPARTMENT HEAD	33	30			3	19		41
DESIGNER	6	11						17
DESK ATTENDANT		1				1		
DIRECTOR	339	402		1	6	125	10	599
DISPATCHER	4	12				8		8
DOCTORAL ASSISTANT	1				1			
DRAFTER	3	2				1		4
DUPLICATING SERVICE CLERK		1						1
EDITOR	3	5			1			7
EDITORIAL ASSISTANT	1	5						6
ELECTRICAL SHOP SUPERVISOR	3							3
ELECTRICIAN	19			1		2		16
ELECTRICIAN HIGH VOLTAGE	6							6
ELECTRICIAN LEAD WORKER	8					1		7

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
ELECTRON MICROSCOPE OPERATOR		1			1		
ELECTRONIC & MULTIMEDIA SPECIALIST	1						1
ELECTRONIC EQUIPMENT TECHNICIAN	9	1			2		8
ELECTRONIC SHOP SUPERVISOR	2						2
ELECTRONIC TECHNICIAN	21				5		16
ENERGY SYSTEM SPECIALIST	3				1		2
ENGINEER	12	2		2	1		11
ENGINEERING LABORATORY TECHNICIAN	10	1					11
ERC ASSISTANT		3					3
EVALUATOR		2					2
EXECUTIVE AIDE	2	178	1	3	5		171
EXECUTIVE ASSISTANT		5					5
EXECUTIVE ASSISTANT TO CHANCELLOR		1					1
EXECUTIVE ASSISTANT TO DEAN		1					1
EXECUTIVE ASSISTANT TO PRESIDENT	2	5			1		6
EXECUTIVE ASSOCIATE DEAN		1					1
EXECUTIVE DIRECTOR	19	10			7		22
EXECUTIVE OFFICE ASSISTANT		3			2		1
EXECUTIVE SECRETARY	2	85	1	1	26		59
EXTENSION AGENT – ADMINISTRATION	6	7			6		7
FACULTY – MEDICAL	103	27		17	3	2	108
FARM SUPERVISOR	2	2					4
FARM WORKER	5				1		4
FINANCIAL AID ASSISTANT	1	57			13		45
FINANCIAL AID CLERK		16			4		12
FINANCIAL AID OFFICER	1	8			4		5
FINANCIAL AID SUPERVISOR		3			2		1
FINANCIAL ANALYST	1	18			9		10
FINANCIAL MANAGEMENT ANALYST	1	4					5
GENERAL COUNSEL		3			1		2
GENERAL MAINTENANCE MECHANIC SUPERVISOR	6						6
GRADUATION ANALYST	1	21			10		12
GRADUATION ANALYST LEAD WORKER		3					3
GRANTS FISCAL CLERK		7			1		6
GRAPHIC ARTS DESIGNER	1						1
GRAPHIC ARTS TECHNICIAN	3	6			1		8
GREENHOUSE NURSERY WORKER	4	3					7
GROUNDS FOREMAN	2						2
GROUNDS SUPERVISOR	10	3			2		11
GROUNDS WORKER	48	6			28		26
HEAD CASHIER		6			4		2

Title	Gender			Race				
	Male	Female		Am.Ind	Asian	Black	Hispanic	White
HEAD COACH	43	23				10	2	54
HEAVY EQUIPMENT LEAD OPERATOR	1							1
HEAVY EQUIPMENT OPERATOR	1							1
HELP DESK SUPERVISOR	1							1
HORTICULTURE TECHNICIAN	11	1				2		10
HORTICULTURIST	1	1						2
HOUSE WORKER		1						1
HOUSEKEEPER	26	51				74		3
HOUSEKEEPING SUPERVISOR	1							1
HUMAN RESOURCE ASSISTANT		4						4
HUMAN RESOURCE ASSISTANT SENIOR		3				1		2
HUMANITIES ASSISTANT	1							1
INFORMATION RECEPTIONIST		5						5
INFORMATION CENTER SUPERVISOR		5				1		4
INFORMATION PROCESSING SPECIALIST		13				1		12
INFORMATION RESEARCH TECHNICIAN	6	79				1	1	83
INFORMATION SYSTEM RECORDS CLERK		5			1	3		1
INFORMATION SYSTEMS AUDITOR	1							1
INFORMATION SYSTEMS COORDINATOR		1						1
INSPECTOR	2					1		1
INSTRUCTIONAL AIDE		1						1
INSTRUCTOR	365	476		4	14	90	11	722
INTERMEDIATE TEACHER	5	3				4		4
INTERNAL AUDITOR	3	4			1	1		5
INTERPRETER	2	1					1	2
INVENTORY CLERK	2					1		1
INVENTORY SUPERVISOR	4					1		3
INVESTIGATOR	1	3			1	1		2
LABORATORY AIDE	1	2				2		1
LABORATORY ANIMAL CARETAKER	1	1				2		
LABORATORY ASSISTANT	1	3						4
LABORATORY ASSISTANT, SENIOR	2							2
LABORATORY TECHNICIAN	15	16			1	6	1	23
LANDSCAPER	1							1
LEAD CASHIER	1	5				3		3
LEAD INTERPRETER		1						1
LEAD MAIL CARRIER	1							1
LEAD POSTAL CLERK	1					1		
LEARNING CENTER SPECIALIST	3	18				3		18
LECTURER	15	20			3		1	31
LEGAL ASSISTANT		1		1				

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
LEGISLATIVE ASSISTANT		2					2
LIBRARIAN	8	21			3		26
LIBRARY ASSISTANT	25	90			44		71
LIBRARY ASSISTANT SENIOR	11	32			10	1	32
LIBRARY ASSOCIATE	2	3					5
LIBRARY CLERK	2	4		1	3		2
LICENSED PRACTICAL NURSE		3			1		2
LICENSED PRACTICAL NURSE LEAD		1			1		
LIEUTENANT	1						1
LOCKSHOP SUPERVISOR	2				1		1
LOCKSMITH	9	1			2		8
MAIL & INVENTORY CLERK	4	1			3		2
MAIL CARRIER	6	2			5		3
MAIL SERVICE MACHINE OPERATOR	1	3			1		3
MAINTENANCE	10	1			4		7
MAINTENANCE LEAD WORKER	12				2		10
MAINTENANCE MECHANIC	33	1			4	1	29
MAINTENANCE MECHANIC LEAD WORKER	11				2		9
MAINTENANCE SCHEDULER	5	1					6
MAINTENANCE/CUSTODIAL SUPERVISOR	4						4
MAINTENANCE SUPERVISOR	17	1			2	1	15
MAINTENANCE UTILITY HELPER	6						6
MAINTENANCE UTILITY WORKER	32				6	1	25
MAINTENANCE WORKER	76	2		1	21	1	55
MANAGER	140	145	1	4	44	1	235
MASON SUPERVISOR	1						1
MASTER INSTRUCTOR	17	44			3		58
MECHANICS HELPER	1				1		
MEDIA REPRESENTATIVE	1	1			1		1
MEDIA SPECIALIST	12	11		2	4		17
MEDICAL CLINIC ASSISTANT		2			1		1
MEDICAL PROGRAM FACILITATOR		1					1
MEMBERSHIP COORDINATOR	1						1
MOVING & STORAGE LEAD WORKER	1						1
MUSEUM GUIDE	1	2	1		1		1
NETWORK ANALYST	1						1
NURSE	2	6			1		7
NURSE PRACTITIONER	2	8					10
OFFICE COORDINATOR		19			1		18
OFFICE MACHINE TECHNICIAN		1			1		
OFFICE MANAGER		17			10		7
OFFICE SUPERVISOR	3	62		1	20		44

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
OFFICER		7			2		5
OFFSET PRESS OPERATOR	7	9			5		11
OFFSET PRESS OPERATOR LEAD WORKER	3	1			1		3
OMBUDSMAN		1			1		
PAINTER	21				2	1	18
PAINTER LEAD WORKER	2				1		1
PAYROLL ASSISTANT		1					1
PAYROLL CLERK		4			1		3
PAYROLL SUPERVISOR		6			1		5
PERIODICALS SUPERVISOR		1					1
PERSONNEL ASSISTANT	2	20		1	9		12
PERSONNEL CLERK		4			1		3
PERSONNEL RECORDS SUPERVISOR	1	2			1		2
PEST CONTROL OPERATOR	2						2
PHOTOGRAPHER	4			1			3
PHOTOGRAPHER/CINEMATOGRAPHER	1	1					2
PHOTO-OFFSET MACHINE OPERATOR	1	2					3
PHYSICIAN	1						1
PLACEMENT OFFICER		1					1
PLANNER		1					1
PLUMBER	18				3		15
PLUMBING SHOP SUPERVISOR	4				2		2
POLICE DISPATCHER	1	2			2		1
POLICE OFFICER	60	9		1	35		33
POLICE SUPERVISOR	7				3		4
POST DOCTORAL ASSISTANT	2	1		1			2
POST DOCTORAL ASSOCIATE	1						1
POST DOCTORAL FELLOW	6	1		2			5
POSTAL SERVICE SUPERVISOR		1			1		
PREPARATOR	1						1
PRESIDENT	15	4			3		16
PRESIDENT EMERITUS	3						3
PRESS TECHNICIAN	1						1
PRESSROOM SUPERVISOR	3				1		2
PREVENTIVE MAINTENANCE TECHNICIAN	1						1
PRINT SHOP SUPERVISOR	2						2
PRINTING CLERK		1					1
PRINTING SERVICES SPECIALIST		1					1
PRINTING TECHNICIAN	1						1
PRODUCER	2	1					3
PROFESSIONAL	2	5			3		4
PROFESSOR	825	343	5	86	98	19	960

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
PROGRAM ASSISTANT	1	15			7		9
PROGRAMMER ANALYST	10	7		1	1		15
PROVOST	5	2			1		6
PSYCHOLOGIST	1	1					2
PSYCHOLOGY INTERN	1	3			3		1
PUBLIC SAFETY EXEMPT SUPERVISOR	2				2		
PUBLIC SAFETY OFFICER	43	5			13		35
PUBLIC SAFETY SERGEANT	3				1		2
PURCHASING AGENT	2	4			2	1	3
PURCHASING CLERK		1					1
RADIO ANNOUNCER	2						2
RADIO STATION CHIEF ENGINEER	4				1	1	2
RADIO STATION OPERATOR	1						1
REGENTS PROFESSOR	1				1		
REGISTRAR	2	6			2		6
RESEARCH ANALYST	3	3		1			5
RESEARCH ASSISTANT	14	39		6	7		40
RESEARCH ASSOCIATE	19	38		6	23	2	26
RESEARCH SPECIALIST	11	2		4			9
RESEARCH TECHNICIAN	5	2		2	1		4
ROOFER	1						1
SAFETY INSPECTOR	4	3					7
SCHEDULER		1					1
SCIENTIFIC EQUIPMENT TECH	2	2					4
SECRETARY	17	723	2	5	162	11	560
SECURITY GUARD	37	7		1	10		33
SECURITY GUARD SUPERVISOR	3	1			1		3
SECURITY OFFICER	18	3			8	2	11
SECURITY OFFICER SUPERVISOR	1	1					2
SENIOR ACCOUNTANT		1					1
SENIOR ASSOCIATE VICE PRESIDENT	1						1
SENIOR AUDITOR		1					1
SENIOR DIRECTOR	1						1
SENIOR INSTRUCTOR	44	32					76
SENIOR NETWORK ANALYST	1						1
SENIOR NETWORK ENGINEER	1						1
SENIOR OFFICE ASSISTANT		4			4		
SENIOR PROGRAMMER ANALYST	1	2					3
SENIOR SPECIALIST	1	1	1				1
SENIOR TEACHER	2	2			2		2
SENIOR TELECOMMUNICATIONS ANALYST	1						1
SENIOR VICE PRESIDENT	1						1
SENIOR VICE PROVOST	1				1		

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
SERVICE EXEMPT SUPERVISOR	1						1
SHEET METAL WORKER	1						1
SHIPPING & RECEIVING CLERK	13			1	4		8
SHOP TECHNICIAN	4				1		3
SKILLED CRAFTS EXEMPT EMPLOYEE	1				1		
SKILLED CRAFTS EXEMPT SUPERVISOR	1						1
SKILLED TRADES HELPER	3						3
SPECIAL ASSISTANT TO PRESIDENT		1			1		
SPECIAL ASSISTANT TO PROVOST	1				1		
SPECIALIST	81	145		6	49	3	168
SPORTS INFORMATION ASSISTANT		1			1		
STAFF ATTORNEY	1	1			1		1
STATISTICIAN		1					1
STEAM & CHILLER OPERATOR	25				7	1	17
STEAM & CHILLER PLANT ASSISTANT	1				1		
STEAM & CHILLER PLANT SUPERVISOR	3				1		2
STOCK CLERK	4	5			4		5
STOCK SUPERVISOR	1	1			1		1
STORES CLERK	2	2					4
STUDENT RECORDS COORDINATOR		4					4
SUPERINTENDENT	7			1	3		3
SUPERVISING TEACHER	2	25			5		22
SUPERVISOR	27	35	1	1	18		42
SUPPLY CLERK	1				1		
SUPPLY STORE LEAD WORKER	2						2
SUPPORT TECHNICIAN	2						2
SWIMMING POOL ATTENDANT		1					1
SWIMMING POOL MAINTENANCE TECHNICIAN	1						1
SWITCHBOARD OPERATOR		9			4		5
SYSTEM ADMINISTRATOR	2						2
SYSTEMS ACCOUNTANT	1			1			
SYSTEMS ANALYST	31	34		3	3		59
SYSTEMS PROGRAMMER	9	2		1	1		9
TEACHER	13	41	1	2	13		38
TECHNICAL CLERK	9	196	1	2	25	2	175
TECHNICAL EXEMPT EMPLOYEE	33	16		6	12		31
TECHNICAL EXEMPT SUPERVISOR	2						2
TECHNICIAN	52	32	1	3	11	2	67
TELECOMMUNICATIONS SPECIALIST	2	1			1		2
TELECOMMUNICATIONS TECHNICIAN	14				2		12
TEST ADMINISTRATOR	2	5			3		4
TESTING TECHNICIAN	1	11	1		3		8

Title	Gender		Race				
	Male	Female	Am.Ind	Asian	Black	Hispanic	White
THERAPIST		1			1		
TRANSCRIPT ANALYST	2	18			3		17
TRANSFER ADVISOR MODIFIED		1			1		
TRUCK DRIVER	4						4
TURF MANAGER	1						1
UNIVERSITY COUNSEL	1						1
UNIVERSITY PROFESSOR	1			1			
UTILITY HEAVY EQUIPMENT OPERATOR	13				7		6
UTILITY WORKER	13	1			3		11
UTILITY WORKER - DRIVER	23	2			10		15
VETERANS AFFAIRS CLERK		1			1		
VETERANS AFFAIRS COORDINATOR	1	2			2		1
VICE CHANCELLOR	3	2			1		4
VICE PRESIDENT	42	35			14		63
VICE PROVOST	4	1			1		4
WATCHKEEPER	11	5			10		6
WEB MASTER	13	5		2	1	1	14
WELDER	2				1		1
WORK ORDER CLERK	1	4			1		4
WORK PROCESSING SUPERVISOR		1			1		
WRITER	1	1			1		1
Grand Total	6,428	8,479	34	463	2,817	140	11,453
Percentages	43%	57%	0%	3%	19%	1%	77%

Source: TBR October 31, 2007, Personnel Budget Report.

Tennessee Board of Regents Racial Composition

According to the Title VI Plan, the board consists of 18 members. TBR's current racial composition includes four African-Americans and 14 Caucasians. Thirteen members are males and 5 are females. The composition and powers of the board are set forth in Sections 49-8-201 through 49-8-203, *Tennessee Code Annotated*. According to Section 49-8-201(3) the Governor shall strive to ensure that at least one person serving on the board is a member of a racial minority.