

Examining Academic Structures to Advance Our Strategic Vision

Preliminary Report

September 30, 2021

This report provides the campus community with a foundation for thinking about how our academic structure may advance our strategic vision. It was guided by the Chancellor's charge to the Academic Structures Working Group. It is organized into the following sections and prefaced with the charge from the Chancellor:

- I. Approach:** Working group's approach to the Chancellor's charge
- II. Current Situation and Future Needs:** Preliminary evaluation of the current structure and future needs
- III. Alternatives:** Possible structural alternatives to begin a broader campus discussion
- IV. Campus Engagement:** Recommended campus engagement framework
- V. Next Steps:** Next steps and milestones

PREFACE:

Chancellor's Charge

The following was provided by the Chancellor to drive the focus of the working group:

Chancellor Donde Plowman convened a working group in May 2021, announced to the campus community by the Chancellor and Provost on May 14th, to evaluate the academic organizational structure at the University of Tennessee, Knoxville. The review is strategic in nature, undertaken in anticipation of a new strategic vision to be formally approved by the Board of Trustees in fall 2021.

The Chancellor posed the following questions:

- Do we have the right set of colleges to advance our strategic vision? If not, what is missing?
- Are there alternatives to our existing structures that would better advance the goals of our strategic vision? If so, what are they? What are the strengths and weaknesses of each alternative?

Five guiding principles outlined the review's objectives:

- Create a strong, coherent sense of identity, community, and focus through disciplinary alignment that enhances a sense of belonging for students, faculty, and staff
- Foster interdisciplinary collaboration
- Allow for agility and effective self-governance in curriculum revision and program creation
- Enable greater college control over resource generation and allocation
- Empower colleges to innovate in order to accomplish the five goals in the strategic vision

This initiative is a unique opportunity to engage the campus to imagine new structures that promote greater innovation, agility, and collaboration. The review focuses on college structure and assumes no change to the existing departmental structure or faculty lines. It is important to note that this is not a cost management or reduction-in-force effort.

I. APPROACH

The working group includes 19 academic leaders from across campus with at least one participant from each college. The working group met bi-weekly from May through September 2021 to build an understanding of today’s academic structure, evaluate the implications of strategy, envision possibilities for the future, and recommend a campus engagement process.

From the start, the working group recognized that the university structure has many important units that are not colleges including University Libraries and UT Extension. However, discussion followed the Chancellor’s charge and focused primarily on colleges. As we move forward to meet our strategic goals, these other units will be crucial to the success of any structure we create.

This report represents the first phase of the working group’s findings. The working group notes that this was a high-level evaluation; feedback from the campus community is an important next step to gather more details to help think about the impact of restructuring. In addition, certain data requests from the working group remain outstanding as noted in Appendix A. The working group plans to reconvene after the campus engagement period to address these components and deliver a final report in spring 2022.

Appendix A includes a list of committee members, an overview of meetings, and status of data requests.

II. Current Situation AND FUTURE NEEDS

The University of Tennessee, Knoxville, is currently organized into 11 colleges that vary in size, from colleges that have no departments/schools to colleges with a large number of diverse departments/schools.

<p>College of Law Faculty: 42</p> <ul style="list-style-type: none"> • No academic departments/ schools <p>College of Social Work Faculty: 81</p> <ul style="list-style-type: none"> • No academic departments/ schools <p>College of Nursing Faculty: 83</p> <ul style="list-style-type: none"> • No academic departments/ schools 	<p>College of Architecture and Design Faculty: 51</p> <ul style="list-style-type: none"> • School of Architecture, Undergraduate • School of Interior Architecture • School of Landscape Architecture, Graduate • School of Design <p>College of Communication and Information Faculty: 79</p> <ul style="list-style-type: none"> • School of Information Sciences • School of Advertising and Public Relations • School of Communication Studies • School of Journalism and Electronic Media <p>College of Veterinary Medicine Faculty: 102</p> <ul style="list-style-type: none"> • Biomedical and Diagnostic Sciences • Large Animal Clinical Sciences • Small Animal Clinical Sciences • Hospital Operations 	<p>Haslam College of Business Faculty: 179</p> <ul style="list-style-type: none"> • Accounting and Information Management • Economics • Finance • Management and Entrepreneurship • Marketing • Supply Chain Management • Business Analytics and Statistics <p>Education, Health and Human Sciences Faculty: 178</p> <ul style="list-style-type: none"> • Child and Family Studies • Educational Leadership and Policy Studies • Educational Psychology and Counselling • Kinesiology, Recreation, and Sports Studies • Nutrition • Public Health • Retail, Hospitality and Tourism • Theory and Practice in Teacher Education 	<p>Herbert College of Agriculture Faculty: 190*</p> <ul style="list-style-type: none"> • Agriculture Leadership, Education, and Communications • Agriculture and Resource Economics • Animal Science • Biosystems Engineering and Soil Science • Entomology and Plant Pathology • Food Science and Technology • Forestry, Wildlife, and Fisheries • Plant Sciences <p>Tickle College of Engineering Faculty: 241</p> <ul style="list-style-type: none"> • Chemical and Biomolecular Engineering • Civil and Environmental Engineering • Electrical Engineering and Computer Science • Industrial and Systems Engineering • Materials Science and Engineering • Mechanical, Aerospace and Biomedical Engineering • Nuclear Engineering 	<p>College of Arts and Sciences Faculty: 789</p> <ul style="list-style-type: none"> • Anthropology • Art (School of) • Biochemistry and Cellular, Molecular Biology • Biology (Division of) • Chemistry • Classics • Earth and Planetary Science • Ecology and Evolutionary Biology • English • Geography • History • Mathematics • Microbiology • Modern Foreign Languages & Lit • Music (School of) • Philosophy • Physics and Astronomy • Political Science • Psychology • Religious Studies • Sociology • Theatre • Africana Studies (NEW)
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Note: Faculty counts include instructional, research, public service faculty as of Fall 2019

* Includes faculty reporting to the Herbert College, AgResearch, and UT Extension. An estimated 120 faculty report to the Herbert College.

The working group identified illustrative strengths and challenges associated with the existing structure with the purpose of beginning a campus discussion.

Strengths of the Existing Structure

- The current structure allows for growth and innovation; some colleges are thriving through new program innovation and enrollment growth.

- Diversity of disciplines in colleges with many departments may allow for rapid response and innovation especially when there are shared cultures, goals, and procedures.
- In some cases, collaborations may be easier within colleges than outside of them. When this is the case, larger colleges have more to work with and more efficiencies in some areas.
- Shared governance and policy are strong in some colleges, often resulting in good and long-lasting decisions.
- Larger, diverse colleges allow for pooling of revenue and cost efficiencies, financially protecting important but lower-revenue units.
- Colleges with diverse disciplines may allow for more efficient implementation of interdisciplinary activities due to shared culture, procedure, goals, and governance.
- Some colleges have strong connections to constituencies across the state (e.g., Extension mission at UTIA).
- Colleges in the existing structure demonstrated the potential for agility, innovation, and collaboration as the campus responded to the COVID crisis.

Challenges of the Existing Structure

- Some colleges' structures appear to be driven by past needs rather than our strategic future; the method of organization may not address a changing educational landscape.
- Colleges of any size can be bound by tradition which limits new approaches to the future and results in limited internal flexibility.
- Large college size and diverse disciplines with very different cultures, goals, and procedures may create roadblocks in certain processes and procedures.
- Complex shared governance in colleges with larger and diverse units may result in extending the time to reach decisions resulting in delays (e.g. curricular decisions).
- Larger colleges may be less nimble and less agile.
- Larger colleges may require more complex financial management.
- Some colleges have limited integration with, and inconsistent levels of access to, essential functions (e.g. information technology, research support).

Roadblocks to Realizing Our Strategic Vision: Structure or Process?

The working group identified several roadblocks that act as obstacles to agility, innovation, and collaboration. These roadblocks appear to be related to process, policy, and procedure, which may also be related to structure as noted above. The working group debated the need for structural change to alleviate these problem areas and suggested that progress could also be made through innovating processes and changing policy. Roadblocks exist in a range of thematic areas which the working group identified as:

- Difficulty in creating and implementing interdisciplinary and intercollegiate programs
- Challenges to collaboration
- Limited access to data
- Delays or inefficiencies related to administrative process
- Limited access to resources to support growth and innovation
- Lack of process to include faculty in the evaluation of support services
- Challenges with flexibility in faculty evaluation, reward, and recognition
- Issues related to balance in resource allocation and access to funding.

Within these thematic areas, there are specific impediments to the successful achievement of the strategic vision. See Appendix B for a full listing of these roadblocks identified by the working group. It is important to note that this list reflects the opinions of working group members and should be confirmed through broader campus engagement.

Future Needs

The Chancellor encouraged the group to review academic structure in the context of the changing landscape in higher education. See Appendix C for selected excerpts from presentations and research from working group meetings.

The following trends emerged as important considerations for the future:

- **Student Profile:** Population trends predict a decline in college enrollment of high school students. This is expected to lead to a slow erosion in traditional student enrollment.
- **Competition:** The influence of technology and the emergence of new options will change competition for students (i.e. third-party online providers such as YouTube).
- **Programs:** Students will need to pursue multiple careers and require continuing education. Lifelong learning demands flexibility, different degree options, and customized degrees. Students will want to blend experience and formal education.
- **Research and Innovation:** Active societal problems will be increasingly more complex. UTK needs to create an atmosphere to help faculty be more responsive and effective in interdisciplinary work to create new knowledge and advance research.
- **Technology:** Rapid change in technology will impact everything we do at UTK, from curricular delivery to research to the future of work.
- **Talent:** Trends anticipate a decline in the population at working age in the near future. As a result, recruitment for faculty and staff may be more competitive.
- **Resources:** Resources will be tighter with reduced support from public funds and more emphasis on self-generated funds.
- **Focus:** Strategic focus and differentiation at the college level will be more important in the future. The University can no longer be everything to all people in an increasingly competitive environment.

Based on these and other trends, the working group discussed areas where academic structure should support future needs related to the strategic vision. Examples include the following:

- Enable innovation to create customized and creative degree options and new types of degrees (e.g. subscription services, micro-credentials, custom programs)
- Promote agility in curricular review (within accreditation boundaries)
- Allow colleges to better differentiate and market themselves to students
- Help faculty engage more easily and productively in collaborative research
- Provide incentives and support for interdisciplinary work and sustainable collaborations
- Facilitate access to shared services and resources, especially in technology and research
- Advance all aspects of diversity, equity, and inclusion goals
- Allow colleges to develop effective faculty evaluation and reward systems and easily implement changes to support faculty recruitment and retention
- Position colleges to be more effective in the new budget allocation model (BAM)
- Support strong faculty governance for oversight of resource decisions
- Position colleges to increase connection to donors and philanthropy

- Engage with industry to address relevant educational needs
- Enable connection with the needs of the State of Tennessee and federal sponsors.

III. ALTERNATIVES

The working group outlined four alternatives to the existing structure that might form a starting point for campus engagement:

- Process:** Review of policies and processes to address existing roadblocks
- Overlay:** Current college structure remains the same with an overlay placed atop to catalyze collaboration
- Affinity:** College structure is organized by affinity of like-minded subjects; size is considered, but not essential
- Scale:** College structure is organized for scale; common ground considered, but diverse in subjects to promote innovation.

The alternatives are presented below across a continuum based on the degree of structural change required. Structural change is defined as change to the existing academic structure, either through college configuration or administrative structures. No change represents no change to the existing **structures**. All change represents a scenario where all college structure is eliminated and only departments exist.

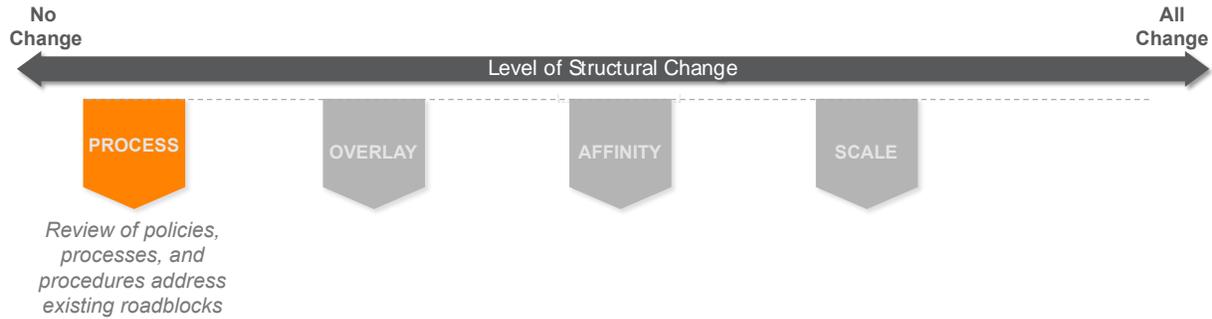


Supporting profiles below describe each conceptual model at a high level of generality. Examples of supporting action expand on the ideas to stimulate discussion. For example, sample configurations are included in some alternatives to provide greater context.

Profiles include a preliminary assessment of strengths and structural change required. The benefits of structural change should be weighed carefully with the associated risks. The level of risk increases with the level of structural change. Reorganization may result in long-term strategic benefits, but the outcomes are uncertain (e.g. strategic outcomes, cultural cohesion, cost). Campus engagement will be critical in understanding the risk vs. benefit balance.

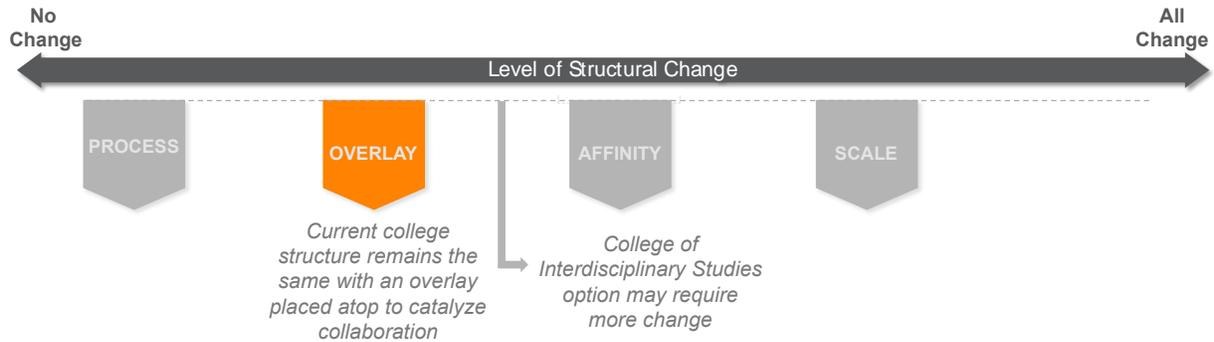
This initial assessment was made through discussion of working group members to bring a variety of perspectives to this question of structure. The process was creative and intuitive; it utilized available evidence, but quantifying any potential benefits will require additional data and quantitative evidence of benefits of any structural change.

Alternative A: Process



Description	This alternative focuses on changes to process, policy, and procedure to facilitate the objectives outlined in the guiding principles. Process change addresses roadblocks to agility, innovation, and interdisciplinarity. The existing college structure does not change.
Example	<p>Action concentrates on process, policy, and procedure improvement.</p> <ul style="list-style-type: none"> • Re-design to better serve faculty needs • Simplification or coordination to reduce administrative burdens • Greater decentralization or centralization, including shared services or infrastructure, depending on the need <p>The model supports an ongoing review of issues related to process as it serves to disenfranchise innovation, agility, interdisciplinarity, and faculty needs.</p>
Benefits	The process alternative represents a high-impact opportunity to advance UTK’s strategic vision without the risk of structural change. Action concentrates on alleviating roadblocks through process, policy, and procedure change. In some cases, the benefits may be realized at a low cost to the university. This recommendation is not mutually exclusive with other structural alternatives and should be considered in any scenario.
Structural Change	<p>Limited or No Structural Change. No change is made to the college structure. Potential change in administrative structure and services.</p> <p>Significant Process Change. Change concentrates on process, policy, and procedure.</p>

Alternative B: Overlay



Description	The overlay model is designed to promote collaboration and interdisciplinarity across departments. This model introduces cross-cutting structures, leadership positions, or nodal centers to promote interdisciplinary activity.
Example	<p>The working group identified three potential examples to be considered:</p> <ul style="list-style-type: none"> • <i>College of Interdisciplinary Studies:</i> Modeled similarly to the Graduate School in that it has no faculty or classes but allows students to create their own curriculum. The college promotes center-driven knowledge building by facilitating and supporting interdisciplinary activity. Shared online education support may also be affiliated with this college. Colleges contribute to support faculty interdisciplinarity through unit support. • <i>Leadership:</i> Appoint a Vice Provost of Interdisciplinary Studies, Innovation, and Technology to lead lifelong learning, support new degree programs, and facilitate collaboration. Ensure that every college has a parallel point of contact to promote collaboration. • <i>Nodal Hub:</i> Create, reorganize, and fund research centers that act as collaborative research and, perhaps, interdisciplinary curricular hubs. For example, Centers and Institutes could be coordinated to become nodal points for interdisciplinarity and work together to create a network of team research support and pathways. This option would not require the creation of new administrative structures if existing Centers and Institutes were utilized.
Benefits	The overlay model advances collaboration across departments to promote agility and innovation. Advantages would include creating interfaces between disciplines, colleges, departments, and individual researchers to support innovation and advance interdisciplinary degrees and give students more interdisciplinary degree options.
Structural Change	Minimal Structural Change, but Level of Change Varies by Action: No structural change is made to the existing college structures, but new administrative structures might be introduced to promote collaboration. The level of change would depend on the action selected.

IV. CAMPUS ENGAGEMENT

From the inception of this process and the Chancellor’s charge, this group took very seriously the idea that it was to provide ideas to be considered by the campus constituency. Campus engagement and transparency have always been crucial to this process. The broad range of perspectives represented by our group allowed us to be more inclusive and wide-ranging about how we thought about structural alternatives.

Campus Engagement Framework

A four-step framework is recommended to guide campus engagement. This framework sets a strategic direction for the engagement process and describes essential components.

Stage	Description
Inform	<ul style="list-style-type: none"> • Inform the community before engagement • Develop an information package for broad distribution to campus (for example, video from the Chancellor, working group report, trends in higher education) • Hold informational meetings with key constituencies to outline objectives, processes, and meeting plans before engagement
Consult	<ul style="list-style-type: none"> • Listen and capture general feedback from campus • Emphasize that no decision has been made • Use a combination of online and in-person options
Involve	<ul style="list-style-type: none"> • Help stakeholders recognize that they are part of this process • Reinforce that this is a shared governance issue
Empower and Ignite	<ul style="list-style-type: none"> • Engage the campus in idea generation and active design • Empower new ideas and alternatives

Appendix D includes a menu of possible methods to support the framework.

Components of Successful Engagement

The following lists crucial considerations for any successful rollout of this engagement process:

- Provide strategic context; acknowledge recent disruptions and be clear about the reason for the review (e.g. agility, strategy, differentiation)
- Address why this initiative is needed now (vs. another time in the future)
- Remind campus of the proactive vs. reactive nature of the review
- Reduce concerns early on (e.g. what this is and is not)
- Outline the process to promote transparency and allow for comment
- Present this as an opportunity to hear and address concerns about structure and process that faculty have been voicing for some time
- Inform stakeholders before engagement; provide access to background materials at least two weeks before the dialogue begins
- Begin with deans and department heads; acknowledge that leadership positions (deans and department heads) may have different engagement needs

- Be clear on what we will need from stakeholders and how the information will be used
- Use peer-to-peer engagement (e.g. include deans, department heads, faculty), but avoid having individuals with administrative power over participants lead discussions
- Conduct a network analysis during campus engagement to determine where potential collaborations already or could exist
- Include anonymous options, especially to support new or junior faculty engagement
- Commit resources to the campus engagement, including professional support (e.g. production, facilitation)
- Offer different types of opportunities to engage (e.g. in-person and zoom, survey, meeting)
- Work with the Division of Student Life on strategies to engage students
- Evaluate opportunities to engage external stakeholders
- Record responses and use them for further evaluation of possible alternatives
- Develop and publish a set timeline for the different types of engagement.

Successful campus engagement may collect participants' thoughts about topics such as these:

- Where are the opportunities for innovation, collaboration, and efficiencies? With what units would you like to engage?
- Where are current barriers to agility, interdisciplinarity, and innovation?
- Where are the areas of consensus or concurrence?
- Are there other options to consider? What didn't we include?
- What are the pains and gains associated with structural alternatives?

V. NEXT STEPS

The working group concludes the first phase of the review of the academic structures with the delivery of this preliminary report.

As a next step, the working group assumes that the administration will develop a campus engagement plan. Working group members expect to participate or sponsor elements of the process, but we recommend that the administration be responsible for the tactics and logistics.

This report is a dynamic document that may change as a result of future engagement and learning. The working group plans to reconvene in spring 2022 to evaluate the outcomes of campus feedback and review outstanding data to finalize the report to the Chancellor.

Summary of Milestones

- **May 2021:** Working group appointed and charged by Chancellor Plowman.
- **September 2021:** Preliminary report delivered.
- **October 2021:** Report reviewed and stakeholder engagement process developed (by administration with working group consultation).
- **November 2021 to March 2022:** Recommended campus engagement period.
- **March 2022:** Summary of engagement outcomes delivered to the working group.
- **March or April 2022:** Working group reconvenes to issue a final report.

Appendix A - Academic Structures Working Group

Membership

Name		College
Doug Blaze (Chair)	Interim Dean	College of Law
Suzie Allard	Associate Dean for Research	College of Communication and Information
Chad Autry	FedEx Corporation Endowed Professor and Head, Supply Chain Management	Haslam College of Business
Stephanie Bohon	Professor and Head, Sociology	College of Arts and Sciences
Amy Elias	Lindsay Young Professor of English and Director, Humanities Center	College of Arts and Sciences
Janet Fox	Assistant Dean for UT Extension and Head, Family and Consumer Sciences	UT Extension
J. Camille Hall	Professor and Associate Dean for Equity and Inclusion	College of Social Work
Robert (RJ) Hinde	Vice Provost for Academic Affairs	Office of the Provost
Sadie Hutson	Associate Dean for Academic Affairs	College of Nursing
Ozlem Kilic	Associate Dean for Academic and Student Affairs	Tickle College of Engineering
Sarah Lowe	Professor and Director, School of Design	College of Architecture
Thura Mack	Professor; 2021 Macebearer	University Libraries
Todd Moore	Associate Dean for Graduate Studies	College of Arts and Sciences
Jeff Pappas	Director, School of Music	College of Arts and Sciences
Amy Rauer	Professor, Child and Family Studies	College of Education, Health and Human Science
Jennifer Schweitzer	Professor, Ecology and Evolutionary Biology	College of Arts and Sciences
Gary Skolits	Associate Professor, Educational Psychology and Counseling; Past President, Faculty Senate	College of Education, Health and Human Science
John Stier	Associate Dean for Academic Programs	Herbert College of Agriculture
Elizabeth Strand	Clinical Associate Professor, Large Animal Clinical Science	College of Veterinary Medicine
Thankam Sunil	Professor and Head, Public Health	College of Education, Health and Human Science

Process and Meetings

The working group conducted meetings from May to September 2021 to establish an understanding of UTK’s current structure and future needs. Meetings included:

Meeting	Topic	Description
1	Organization	Reviewed objectives and expectations for the working group
2	UTK Today	Evaluated current college structure based on institutional data (e.g. administrative structure, number of faculty, enrollment, student credit hour delivery)
3	Department Focus	Reviewed department-level data (size, enrollment, areas of growth) and identified case studies as examples of change
4	UTK Strategic Vision	Discussed the implications of UTK’s new strategic vision on academic structure and initiated a discussion on roadblocks
5	Future Trends	Invited Dr. Bill Fox to present on the changing needs of the State of Tennessee and future of higher education
6	Peer Structures and Case Studies	Reviewed case studies of recent restructuring and academic structures at aspirational and current peers

Following this period of information review, the working group conducted a mid-point retreat on August 9, 2021, to evaluate the current structure and identify alternatives. The group met for a second retreat on September 7, 2021, to address campus engagement.

Information Resources

Working group members requested information for review and were invited to conduct their own research. The group discussed some of the material during regular meetings, while other resources were posted to the shared team site for individual review. A portion of the information request remains in progress. This material will be shared with the group as it is received. A summary of information resources and status of requests is summarized below:

Topic	Status	Description
College Profiles	Complete	College profiles (with departments and schools)
College Data	Complete	Colleges by size, span of control, enrollment, SCH production
Department	Complete	Department size, enrollment, SCH delivered
Strategic Vision	Complete	Strategic vision draft, SOAR document
Trends in Higher Ed	Complete	UTK in a changing world (presentation by Bill Fox) Articles posted by members (shared drive)
Peer Structures	Complete	Peer structures; case studies of recent restructuring Health sciences structures; unique structures (shared drive)
Extension and Outreach	Complete	Data on outreach and extension; Carnegie class data (shared drive)
Budget Process	Complete	Overview of budget allocation model (presented by Provost John Zomchik)
Research and Scholarship	In Progress	Research, scholarship data by department
Fundraising	In Progress	Fundraising data by college
Interdisciplinary	In Progress	Areas of interdisciplinary research/ program collaboration
Pro Formas	Future	Finance to assist with any necessary pro formas for potential structures (phase 2)

Appendix B – Roadblocks by Theme

The working group identified the following roadblocks to realizing the strategic vision:

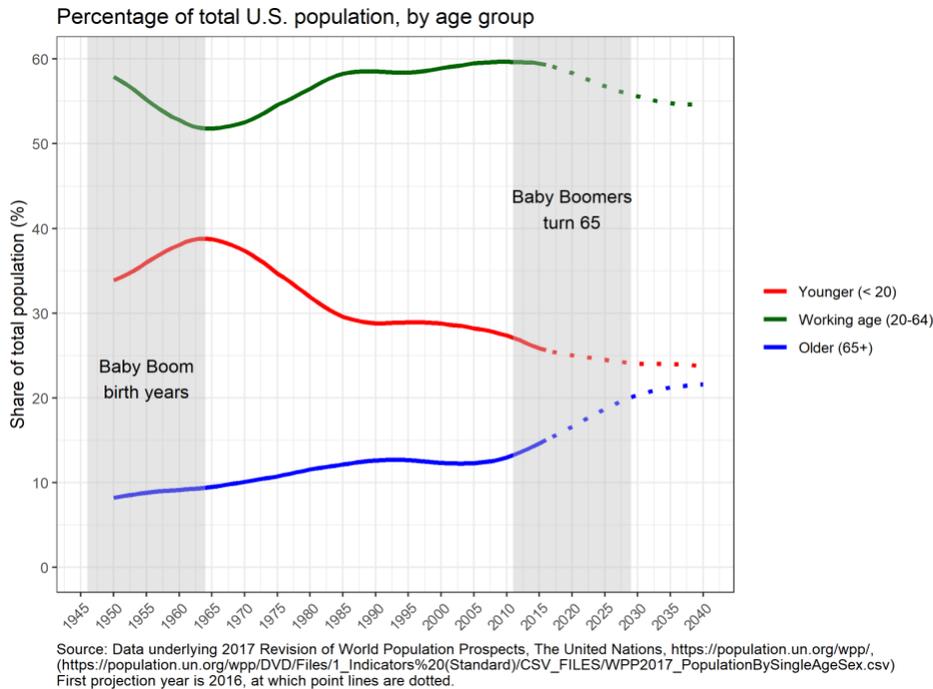
Theme	Roadblock
Interdisciplinary Programs	<ul style="list-style-type: none"> • Creating and scaling new interdisciplinary programs across colleges • Moving programs from one college to another • Uncertainty around the implementation of the Budget Allocation Model (BAM)
Collaboration	<ul style="list-style-type: none"> • Ease of access to collaborate with other departments • Lack of physical space to support faculty collaboration • F&A sharing • Credit sharing • MOU templates • Cayuse clearance • Centrally-supported interdisciplinary centers
Data	<ul style="list-style-type: none"> • Lack of ability to quickly access data in useful formats • No central clearinghouse for collecting data
Administrative Process	<ul style="list-style-type: none"> • Research administration and grant funding processes (e.g. research approvals, negotiating research workloads, interdisciplinary training grants) • Lack of appeal on IRB decisions • Slow process for changing curriculum • Manual processes for many things that should be electronic (e.g., tenure and promotion, curriculum changes) • Faculty performance evaluation (e.g. Elements, lack of electronic dossier) • Retention reviews separate from performance reviews • Student funding (e.g. wait time for approvals for graduate stipends and international student funding)
Voluntary Structural Change	<ul style="list-style-type: none"> • Moving a department from one college to another (process not defined)
Growth and Innovation	<ul style="list-style-type: none"> • Balancing accreditation requirements with innovation and growth goals • Limited resources to support online programs
Advancing Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> • Need to be intentional with and think about how current and potential college structures impact recruiting, retention, comfort • Increase intercultural perspectives • Enhance culturally responsive curriculum and administration
Faculty Evaluation of Support Services	<ul style="list-style-type: none"> • All faculty evaluation is within the college; lack process for faculty to evaluate support services

Theme	Roadblock
Faculty Evaluation, Reward, and Recognition	<ul style="list-style-type: none"> • Instructional faculty (e.g. accreditation, balancing full-time faculty with instructors) • Rethink annual retention review process • Recognizing credit of unit contributions to collaborative efforts • Let needs and ideals drive the tenure process
Resource Allocation/ Funding	<ul style="list-style-type: none"> • Balancing college faculty needs vs. investment in central administration • Incentives in the BAM resource model to support collaboration • Sources of investment for cross-linking, collaborative programs

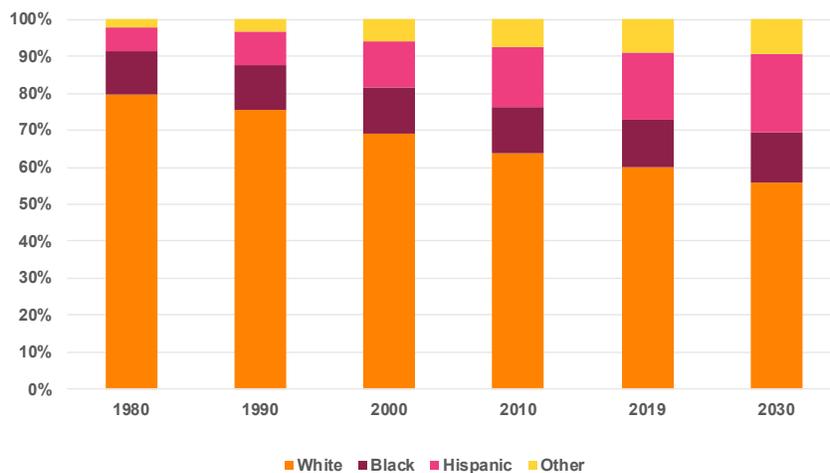
Appendix C - Future of Higher Education

This section includes excerpts of “UTK in a Rapidly Changing World” presented by Dr. Bill Fox, the Director of the Boyd Center for Economic Research, to the working group on July 12, 2021.

Slow erosion for universities is expected due to the declining youth population; the working-age population is also expected to decline. Flagship universities will be better protected than many, but for how long?

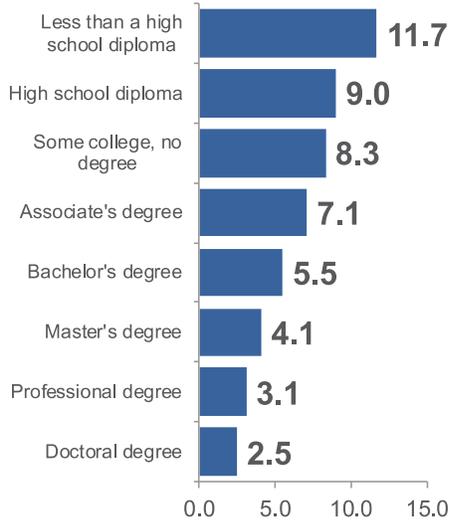


The US is becoming increasingly heterogeneous. Populations will be more diverse.

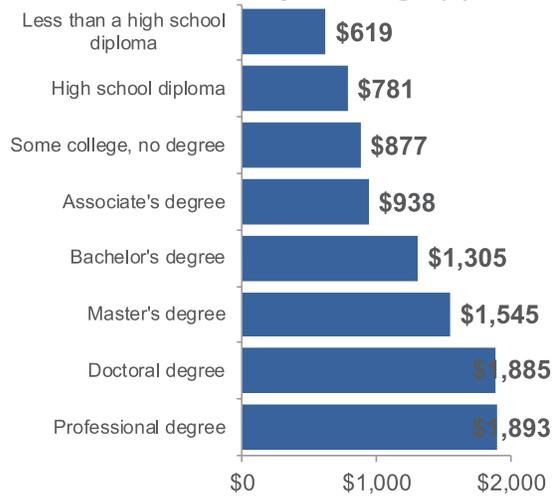


The value of higher education is reflected in unemployment and earnings data. Will this value continue?

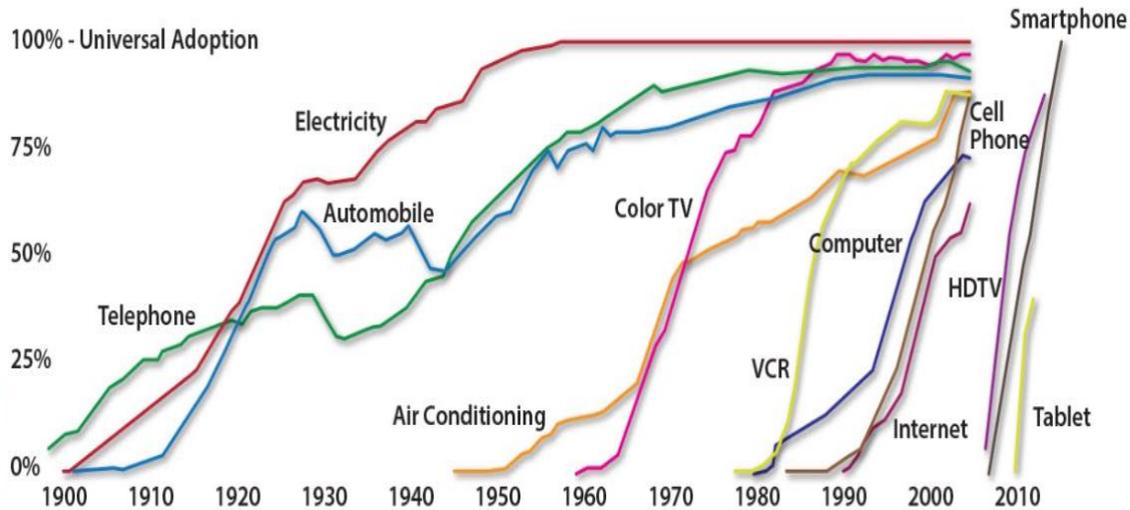
Unemployment Rate (%)



Median Weekly Earnings (\$)



Change is rapid and heavily driven by technology. The adoption rate for new technologies is accelerating (demonstrated below).



Source: HDR CAV Services

Appendix D – Menu of Campus Engagement Methods

The working group outlined a menu of options to support campus engagement. These represent ideas from the group to assist with strategy.

Inform Phase (Informs Campus Prior to Engagement)

Method	Description
Executive Summary	Provide a brief executive summary to leadership stakeholders in advance of engagement.
Chancellor Video	Produce a video with a message from the Chancellor to be distributed in advance and prepares the community to engage.
Information Package	Distribute information package in advance. Include information on context, trends in higher education/ Bill Fox presentation, case studies of peers, and working group summary of alternatives. Be careful to message appropriately.
Website	Leverage website to distribute information.
Fact Sheets	Develop one-page fact sheets highlighting important higher education trends.
Information Session	Conduct an informational meeting with the Faculty Senate Executive Council, Council of Deans, Chancellor, working group. Have a general live presentation for administrative and faculty leaders. Brief the group on the process and timeline. Distribute information package at this session.

Consult Phase (General Consultation)

Method	Description
Online Survey	Use an online survey as a method for general feedback, anonymous feedback, or potentially for voting. Design around working group data-gathering needs.
Town Hall or Listening Sessions	Use town hall format or community listening sessions for general feedback, preferably a week or two after the information package is distributed.

Engage and Empower Phases (Promotes Active Engagement)

Method	Description
Peer-to-Peer	Use existing meetings and structures for peer-to-peer engagement (e.g. Council of Deans, Deans/ Department Heads, a special meeting of the deans or department heads).
Outside Facilitator	Use an outside facilitator for critical engagement meetings. Organize well in advance and promote a professional presence.
College Presentations	Organize engagement sessions for each college. Include working group members as resources for college sessions.
Committee Office Hours	Organize the opportunity for one-on-one meetings or working group office hours for individual meetings for those who do not prefer large groups or would like to provide private feedback (e.g. new faculty).

Method	Description
Travelling Roadshow	Organize a traveling roadshow available within walking distance to departments. Work with department heads to help communicate meeting times. Consider teaching culture/schedule. Potentially provide zoom options.
Network Analysis	Conduct a network analysis to develop nodal maps that connect departments and connect departments to infrastructure and Centers. Use the analysis to engage department heads.