Part III The Fifth-Year Compliance Certification

Section 5 Administration and Organization

5.4 **The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.***(Qualified administrative /academic officers)* **[CR]**

Compliance Status: Compliant

Narrative

The University of Memphis employs and regularly evaluates administrative and academic officers with the appropriate experience and qualifications to lead the institution. The narrative for core requirement 5.4 consists of the following:
- An explanation of the administrative officers and how they are evaluated (with two-years' worth of examples provided from the evaluation process)
- Curriculum vitae and position descriptions of the administrative officers
- A chart describing the characteristics of the administrative officers including highest degree awarded, years in current position, and years in higher education
- A listing of the academic officers and how they are evaluated (including three years' worth of evaluations)
- Curriculum vitae and position descriptions for the academic officers
- A chart describing the characteristics of the academic officers including highest degree awarded, years in current position, and years in higher education

The president selects executive positions such as the executive vice president for academic affairs and provost; the executive vice president and chief financial officer; executive vice president university relations; vice president of student academic success; executive vice president for research and innovation; and the athletic director. The executive vice president for academic affairs and provost, Dr. Tom Nenon, has served in the position since January 2019. Preceding his appointment as provost, Dr. Nenon served as the dean of the college of arts and sciences at the University of Memphis. The provost's position description is here[1].

The members of the president's council[2] **[**static link[3]**]** (chief financial officer, vice president for student academic success, vice president for university relations, chief information officer, chief compliance officer, athletic director, university counsel, and research) are the chief administrative decision makers at the institution and are qualified to hold their positions. They have a wealth of experience at colleges, universities, or related associations. More details regarding their qualifications can be found in the chart below that displays the council's higher education experience with complimentary curriculum vitaes and resumes.

The provost and members of the president's council are evaluated annually by the president. During each spring semester, the President's Office notifies members of the president's council that they will need to provide a written summary of their division's accomplishments from the previous year and goals for the upcoming year. In 2017, members of the president's council received notification via memo[4]. Notifications were sent in 2018[5], 2019[6], and 2020[7] via e-mail. One-on-one meetings are then scheduled over the summer between the President and the individual being evaluated. Two examples of written summaries from 2018 and 2019 President's Council members are provided to show what type of information is provided for the evaluation process. Examples from 2018 include written evaluation summaries provided by the Chief Information Officer[8] and the Executive Vice President and Chief Financial Officer[9]. Examples from 2019 include written evaluation summaries from the Executive Vice President for Academic Affairs and Provost[10] and the Executive Vice President for Research and Innovation[11]. Spring 2020 evaluations of president's council

members were delayed until August and September 2020 due to COVID-19 challenges during the spring 2020 semester. Information regarding the date of evaluation and the due date for the narrative reports are included below. Each member of the President's Council provided the written evaluation summary of their previous year's accomplishments, which the President uses in his evaluation of each individual. The narrative reports are linked to each individual in the chart. These reports are used in the evaluation process. Please note that the Dean of Students and Chief Health and Safety Officer were added to the President's Council on a temporary basis in fall 2020 to help the institution navigate the COVID-19 crisis. Since the position was added to the President's Council in fall 2020 and evaluations are conducted after one full academic year on the Council, the evaluation for that position will be conducted in 2021 (after the 5th Year Interim Report has been submitted).

2020 Evaluation Schedule

PC Member:	Annual Evaluation Date:	Evaluation Time:	Evaluation Report Due Date:
Jasbir Dhaliwal [12]	September 14th	2:30 p.m.	September 7th
Joanna Curtis[13]	September 23rd	2:30 p.m.	September 16th
Ted Townsend [14]	August 20th	8:30 a.m.	August 13th
Raaj Kurapati[15]	September 15th	3:30 p.m.	September 8th
Laird Veatch[16]	August 18th	1:00 p.m.	August 11th
Melanie Murry[17]	September 17th	1:30 p.m.	September 10th
Robert Jackson [18]	August 26th	2:30 p.m.	August 19th
Tiffany Cox[19]	August 24th	10:00 a.m.	August 17th
Tammy Hedges [20]	August 19th	2:30 p.m.	August 12th
Thomas Nenon [21]	August 26th	1:00 p.m.	August 19th
Vicki Deaton[22]	August 20th	2:00 p.m.	August 13th

Administrative Officers[23]

The senior administrative officers of the University of Memphis are listed below; click on the name to view their respective curriculum vitae. An organizational chart [24]of the administrative structure of the University of Memphis is provided.

- Executive Vice President for Academic Affairs and Provost, Tom Nenon[25] (Ph.D. Philosophy Albert-Ludwigs-Universität, Freiburg Germany).
- Vice President for Student Academic Success, Karen Weddle-West[26] (Ph.D. in Interdisciplinary Child & Family Studies/Educational Psychology, University of Tennessee, Knoxville).
- Executive Vice President and Chief Financial Officer, Raaj Kurapati[27] (BBA in Business Administration, East Texas Baptist University).
- Executive Vice President University Relations, Tammy Hedges[28] (MA in Communication, University of Arkansas).
- Executive Vice President for Research and Innovation, Jasbir Dhaliwal[29] (Ph.D. in Management Information Systems, University of British Colombia).
- Athletic Director, Laird Veatch[30] (MED in Athletic Administration, University of Texas).
- Chief Compliance Officer, Director of Office for Institutional Equity and Title IX Coordinator, Tiffany Cox[31] (J.D., University of Memphis).

- Chief Information Officer, Robert Jackson[32], (Ed.D. in Higher Education, University of Memphis).
- University Counsel, Melanie Murry[33], (J.D., University of Tennessee).
- Vice President of Physical Plant, Ron Brooks[34], (MS in Civil Engineering, Illinois Institute of Technology)
- Chief of Staff, Stephanie Beasley[35], (MA in Audiology and Speech Pathology, Memphis State University)
- Chief Advancement Officer, Joanna Curtis[36], (MPA, University of Memphis)
- Chief Economic Development and Government Relations Officer, Ted Townsend[37], (BPS in Organizational Leadership, The University of Memphis)
- Dean of Students and Chief Health and Safety Officer, Justin Lawhead[38], (Ed.D., University of Memphis)

President's Council Higher Education Experience

Position	Name	Highest Degree Awarded	Years in Current Position	Years in Higher Education
Executive Vice President for Academic Affairs and Provost	Tom Nenon	Ph.D.	1	38
Vice President for Student Academic Success	Karen Weddle-West	Ph.D.	1	39
Executive Vice President and Chief Financial Officer	Raaj Kurapati	BBA	1	17
Executive Vice President University Relations	Tammy Hedges	MA	1	38
Executive Vice President for Research and Innovation	Jasbir Dhaliwal	Ph.D.	2	27
Director of Intercollegiate Athletics	Laird Veatch	MA	1	23
Chief Compliance Officer, Director of Office for Institutional Equity and Title IX Coordinator	Tiffany Cox	J.D.	1	9
Chief Information Officer	Robert Jackson	Ed.D.	5	19
University Counsel	Melanie Murry	J.D.	6	17
Vice President of Physical Plant	Ron Brooks	MS	4	25
Chief of Staff	Stephanie Beasley	MA	1	19
Chief Advancement Officer	Joanna Curtis	MPA	2	12
Chief Economic Development and Government Relations Officer	Ted Townsend	BPS	2	2
Dean of Students and Chief Health and Safety Officer	Justin Lawhead	Ed.D.	1	28

As evidenced by the resumes and curriculum vitae of president's council members, each has the academic and professional qualifications for their positions. Additionally, position descriptions connect the requirements of the position with the appropriate experience and qualifications to lead the

institution. Finally the President's Council has over 285 combined years of service in higher education, a testament to the longevity and expertise of those members. The average years of service per council member is 23 years.

Position Descriptions for President's Council Members

Chief Information Officer[39]
Chief Compliance Officer, Director of Institutional Equity and Title IX Coordinator[40]
Director of Intercollegiate Athletics[41]
Executive Vice President and Chief Financial Officer[42]
Executive Vice President for Research and Innovation[43]
Executive Vice President for University Relations[44]
Executive Vice President for Academic Affairs and Provost[45]
University Counsel[46]
Vice President for Student Academic Success[47]
Dean of Students and Chief Health and Safety Officer[48]
Vice President of Physical Plant[49]
Chief of Staff[50]
Chief Advancement Officer[51]
Chief Economic Development and Government Relations Officer[52]

Academic Officers

The UofM has fourteen college and school deans and an executive director of university libraries, all of whom report to the provost. Each of the deans has an outstanding scholarly and teaching record in addition to extensive experience as academic leaders.

Academic deans are evaluated annually by the provost and records of these reviews are maintained in that office. The evaluation process includes the completion of a deans assessment rubric. The rubric contains twenty-six statements that the individual must self-rank and the opportunity to explain how and why they ranked themselves that way. In addition, the deans provide a narrative of what they have accomplished and goals for the upcoming year. Once the rubric is completed and submitted, the chief academic officer/provost reviews the documentation and evaluates the individual by completing a similar rubric with the opportunity to add narrative as well. Finally, a one-on-one meeting is conducted between the dean and the chief academic officer/provost to discuss the evaluation and future plans. Documentation of deans' evaluations, including the scoring rubrics, is provided for 2016-2017 [53], 2017-2018[54], and 2018-2019[55]. Please note that due to the challenges of COVID-19 in the spring 2020 semester, the 2019-2020 evaluation of academic officers was delayed to the fall 2020 semester. Each dean completed the self-assessment rubric, met with the Provost in August or September 2020, and the Provost provided comments on the evaluation form. The 2019-2020 evaluation forms for each dean and the executive director of university libraries are included below: Katherine Schaffzin[56], Abby Parrill-Baker[57], Anne Hogan[58], Kandi Hill-Clarke[59], Damon Fleming[60], Richard Sweigard[61], Lin Zhan[62], Linda Jarmulowicz[63], James Gurney[64], Richard Irwin[65], John Evans[66], Richard Bloomer[67], Radesh Palakurthi[68], Robin Poston[69], and Niles Reddick[70].

Listed below are the academic officers of the University of Memphis. Click on the name to view their respective curriculum vitae.
- Dean, Cecil C. Humphreys School of Law, Katharine Schaffzin[71] (J.D. Temple University).
- Dean, College of Arts and Sciences, Abby Parrill-Baker[72] (Ph.D. in Chemistry, University of Arizona).
- Dean, College of Communication and Fine Arts, Anne Hogan[73] (Ph.D. in English Literature, Brown University).
- Dean, College of Education, Kandi Hill-Clarke[74] (Ed.D. in Instruction & Curriculum Leadership /Reading, The University of Memphis).
- Dean, Fogelman College of Business and Economics, Damon Fleming[75] (Ph.D. in Accountancy, Virginia Polytechnic Institute and State University).

- Dean, Herff College of Engineering, Richard J. Sweigard[76] (Ph.D. in Mining Engineering, Pennsylvania State University).
- Dean, Loewenberg College of Nursing, Lin Zhan[77] (Ph.D. in Nursing, Boston College; RN; F.A. A.N.).
- Dean, School of Communication Sciences and Disorders, Linda Jarmulowicz[78] (Ph.D. in Speech and Hearing Sciences, City University of New York).
- Dean, School of Public Health, James Gurney[79] (Ph.D. in Epidemiology, University of Washington).
- Dean, College of Professional & Liberal Studies, Richard Irwin[80] (Ed.D. in Sport Administration, University of Northern Colorado).
- Executive Director, University Libraries, John Evans[81] (Ph.D. in Library and Information Science, University of Pittsburgh).
- Dean, College of Health Sciences, Richard Bloomer[82] (Ph.D. in Exercise Physiology, University of North Carolina at Greensboro).
- Dean, Kemmons Wilson School of Hospitality & Resort Management, Radesh Palakurthi[83] (Ph. D. in Travel and Hospitality Services Marketing, Pennsylvania State University)
- Dean, Graduate School, Robin Poston[84] (Ph.D. in Management Information Systems, Michigan State University).
- Dean, UofM Lambuth, Niles Reddick [85](Ph.D. in Humanities, Florida State University).

Included are examples of specific position descriptions for the dean of the College of Arts and Sciences [86], dean of the College of Education[87], executive director of University Libraries[88], dean of the Fogelman College of Business and Economics[89], dean of the Cecil C. Humphreys School of Law[90], and a general job description[91] for all academic deans.

Academic Officers Higher Education Experience

Position	Name	Highest Degree Awarded	Years in Current Position	Years in Higher Education
Dean, Cecil C. Humphreys School of Law	Katharine Schaffzin	J.D.	2	16
Dean, College of Arts and Sciences	Abby Parrill-Baker	Ph.D.	1	27
Dean, College of Communication and Fine Arts	Anne Hogan	Ph.D.	3	29
Dean, College of Education	Kandi Hill-Clarke	Ed.D.	3	18
Dean, Fogelman College of Business and Economics	Damon Fleming	Ph.D.	1	13
Dean, Herff College of Engineering	Richard J. Sweigard	Ph.D.	7	36
Dean, Loewenberg College of Nursing	Lin Zhan	Ph.D.	10	20
Dean, School of Communication Sciences and Disorders	Linda Jarmulowicz	Ph.D.	2	23
Dean, School of Public Health	James Gurney	Ph.D.	2	26
Dean, College of Professional & Liberal Studies	Richard Irwin	Ed.D.	1	35
Executive Director, University Libraries	John Evans	Ph.D.	2	43
Dean, College of Health Sciences		Ph.D.	3	21

	Richard Bloomer			
Dean, Kemmons Wilson School of Hospitality & Resort Management	Radesh Palakurthi	Ph.D.	8	26
Dean, Graduate School	Robin Poston	Ph.D.	2	17
Dean, UofM Lambuth	Niles Reddick	Ph.D.	6	20

As evidenced by the curriculum vitae of the deans and the executive director of university libraries, those who hold these positions have relevant experience in research, teaching, and service. In addition, the examples of the positions descriptions link the desired qualifications of those positions with the relevant experience each have. Finally, those who hold academic officer positions have over 370 years of higher education experience, with the average year of higher education experience per officer at 25 years.

Conclusion

The case for compliance for 5.4 consisted of a description of the administrative and academic officers. The administrative officers were defined as being members of the President's Council, while academic officers consisted of deans of the colleges and schools and the executive director of university libraries. The evaluation process consisted of a description of the evaluation process for the administrative and academic officers, a chart that provided the evaluation schedule, and sample documentation that is provided by administrative and academic officers for the evaluation. Curriculum vitae, resumes, and positions descriptions were also provided that show the wealth of experience that the administrative and academic officers have and how those experiences correlate to the positions that they hold. Finally, charts were provided that show the academic credentials, years in current position, and total years in higher education for each administrative and academic officer. Therefore, the narrative and data show that the institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Evidence

[1]   Provost Job Description

[2]   Presidents Council website

[3]   Screenshot of President's Council

[4]   2017 Annual Evaluation Memo

[5]   2018 Annual Evaluations

[6]   FW_ 2019 Annual Evaluations

[7]   2020 President's Council Annual Evaluations

[8]   FY2018 ITS Division Evaluation-final

[9]   BF FY18 Accomplishments

[10] Provost - Academic Affairs Accomplishments 2019

[11] EVP for Research and Innovation Achievements and Goals 2019

[12] Dhaliwal Evaluation

[13] Curtis Evaluation

[14] Ted Townsend Performance Review 2019 - 2020

[15] Kurapati Evaluation

[16] UMA Accomplishments & Goals 8.18.20

[17] OLC 2020 Accomplishments Memo

[60]   19-20Fleming, Damon

[61]   19-20Sweigard, Richard

[62]   19-20Zhan, Lin

[63]   19-20Jarmulowicz, Linda

[64]   19-20Gurney, James

[65]   Performance Appraisal - Irwin, Richard

[66]   19-20Evans, John

[67]   19-20Bloomer, Rick

[68]   19-20Palakurthi, Radesh

[69]   Performance Appraisal - Poston, Robin (1)

[70]   19-20Reddick, Niles

[71]   Kate Schaffizin

[72]   College of Arts and Sciences-Abby Parrill-Baker cv

[73]   Dr Anne Hogan CV October 2019

[74]   Kandi Hill-Clarke

[75]   Fogelman College of Business and Economics-Damon Fleming cv

[76]   Herff College of Engineering-Richard Sweigard vita

[77]   College of Nursing-Lin Zhan CV

[78]   School of Communication and Sciences Disorders-Linda Jarmulowicz cv

[79]   James Gurney

[80]   Richard Irwin

[81]   John Evans

[82]   School of Health Sciences-Richard Bloomer CV

[83]   Radesh Palakurthi

[84]   Graduate School-Robin Poston Curriculum Vitae

[85]   Niles Reddick

[86]   Position - College of A&S

[87]   Position - Dean of College of Education

[88]   Position - Libraries

[89]   Position - Fogelman College of B&E

[90]   Position - Law

[91]   Academic Deans Job Description

Section 6 Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* [CR]

Compliance Status: Compliant

Narrative

The University of Memphis (UofM) is guided by its 2019-2023 strategic plan[1]. This plan contains the vision, mission, values, and highest priorities of the university. The mission of the university is, "We provide the highest quality education by focusing on research and service benefitting local and global communities." The UofM does not use the terminology of goals in its strategic plan, instead it uses

terms such as "values" and "highest priorities." As such, the values of the university are: accountability, collaboration, diversity and inclusion, innovation, service, and student success. The highest priorities are: student success, access and affordability; academic excellence; research and innovation; diversity and inclusion; community, alumni and external collaborations; brand enhancement and global visibility; and sustainability.

The strategic plan encourages the need for the university to employ a diverse, qualified faculty whose research, credentials, and expertise support the mission of the university. In addition, since the mission of the university is to "provide the highest quality education by focusing on research and service benefitting local and global communities," there is a need to allocate resources and effort to employ an adequate number of full-time faculty.

The institution's case for adequacy of full-time faculty to support the mission and goals of the institution is displayed through the following sections:
- Definition of Regular Full-time Faculty
- Full-time Faculty Data (including total number of faculty, full-time faculty by college, and categories of full-time faculty)
- Adequacy of Full-time Faculty (including full-time faculty and student headcount, peer institutions faculty-student ratio, credit hours taught by full-time faculty, and majors to full-time faculty ratio)
- Faculty Quality and Diversity
- Programmatic Accreditation and Program Review

Definition of Regular Full-time Faculty and Part-time Faculty

The definition of regular full-time faculty follows that of the Integrated Postsecondary Education Data System (IPEDS) Glossary[2]: *Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks.*

While IPEDS allows for the definition of faculty to include provosts, vice provosts, deans, directors, or the equivalent, the University of Memphis does not categorize such employees as regular faculty. The term "faculty" shall be limited to regular, full-time personnel whose regular assignments include instruction, research, and/or public service as a principal activity, and who hold academic rank as professor, associate professor, assistant professor or instructor. Thus, the definition of regular full-time faculty at the University of Memphis includes those employees who have been appointed by the university president for the primary purpose of teaching, research, and public service. Regular faculty do not include librarians or other public service employees (University Campus School, University Middle School, Barbara K. Lipman Early Learning and Research Center) who have faculty status, but do not perform faculty activities of post-secondary instruction, research, or public service.

Part-time faculty are those individuals who are hired by the university for the expressed purpose of teaching. The part-time faculty member may be given the faculty title of adjunct, lecturer, and/or coordinator. Part-time faculty may be considered as temporary appointments to replace regular faculty on leave of absence, assist the academic program when there is a shortage of faculty to teach courses, or to teach unique courses that the part-time faculty member is qualified to teach. As such, part-time faculty can teach up to six credit hours a semester. Finally, part-time faculty members must have a doctoral or master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of eighteen graduate semester hours in the teaching discipline). The University of Memphis provides guidance to academic programs and departments with the hiring of part-time faculty through the use of the Part-time Faculty Appointment Guidelines[3].

Full-time Faculty Data

Total Number of Faculty

Total faculty numbers have been provided that represent the full academic years following the last decennial reaffirmation, 2015 to 2019. During this time, faculty numbers of full-time and part-time faculty combined have been relatively consistent. However, full-time faculty, both tenure and non-tenure track, has increased slightly from 921 full-time faculty in 2015 to 958 full-time faculty in 2019. This increase in full-time faculty is consistent with the university's mission of providing the "highest quality education by focusing on research and service benefitting local and global communities." Table 1 shows faculty employment trends of full-time and part-time faculty according to tenure status.

Table 1: Faculty Trends 2015 - 2019

Tenure Status	2015-16			2016-17			2017-18			2018-19			2019-20		
	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total
Non-Tenure Track	280	505	785	275	528	803	290	510	800	303	489	792	329	490	819
Tenure/ Tenure Track	641	.	641	626	.	626	632	.	632	639	.	639	629	.	629
	921	505	1426	901	528	1429	922	510	1432	942	489	1431	958	490	1448

Table 2 shows the historical trend of full-time faculty as divided amongst the twelve colleges and school. As evidenced by the chart, for five full academic years, the full-time faculty lines for the colleges and schools have remained consistent. The most notable increase in faculty positions over the five year time-span is in the College of Arts and Sciences, where thirty-three new faculty lines were created from 2015 to 2019. These new lines were created to support the research mission of the university.

Table 2: Full-Time Regular Faculty Trends by College/School 2015 - 2019

College/School	2015-16	2016-17	2017-18	2018-19	2019-20
Cecil C. Humphreys School of Law	23	23	25	24	24
College of Arts and Sciences	379	374	388	400	412
Fogelman College of Business and Economics	96	94	97	95	93
College of Communication & Fine Arts	126	126	126	126	126
College of Education	81	72	75	74	70
College of Professional & Liberal Studies	16	15	18	12	11
Herff College of Engineering	57	58	56	55	57
Loewenberg College of Nursing	55	54	54	57	57
Other (UG Programs/VP Research)	5	5	5	10	10
School of Communication Sciences & Disorders	19	17	18	18	19
College of Health Sciences	27	28	26	35	42
School of Public Health	25	25	24	25	24
Kemmons Wilson School of Hospitality & Resort Management	12	10	10	11	13
Total	921	901	922	942	958

Categories of Full-Time Faculty

Per the University of Memphis Faculty Handbook[4], full-time appointments include tenure-track appointments, tenure appointments, research faculty, clinical faculty, lecturer/senior lecturer appointments, and temporary appointments. Tenured and tenure-track faculty at the university hold ranks of instructor, assistant professor, associate professor, and professor, and must meet the minimum requirements for appointments, tenure, and promotion as outlined in the Faculty Handbook.

Table 3 provides a five-year look at the different categories of full-time faculty. As evidenced by the table, the percentage of full-time faculty has remained consistent over the five-year period. Tenured and tenure track employees have consistently ranked as the two highest percentage categories of the six types of faculty categories. This is significant because the university has made it a priority to recruit, attract, and retain high quality faculty whose focus is on research and service.

Table 3: Categories of Full-time Faculty, 2015 - 2019

Faculty Category	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%	N	%
Clinical	63	7	67	7	71	8	75	8	84	9
Lecturer/Senior Lecturer	25	3	25	3	24	3	21	2	22	2
Research	39	4	41	5	37	4	41	4	50	5
Temporary	153	17	142	16	158	17	166	18	173	18
Tenure-track	189	21	194	22	204	22	204	22	183	19
Tenured	452	49	432	48	428	46	435	46	446	47
Total	921	100	901	100	922	100	942	100	958	100

Adequacy of Full-Time Faculty

The university utilizes a wide range of data sources to analyze the adequacy of full-time instruction for academic programs to ensure a learner-centered institution focused on high-quality educational experiences. The university analyzes trend data on the number of full-time faculty and total number of students at the university. Table 4 represents the numbers of full-time faculty and total number of students at the university during the previous five academic years. The data demonstrate that the university is committed to maintaining an adequate number of full-time faculty positions as student enrollments have slightly increased. As Table 4 shows, as enrollment has increased slightly over the past five years, so too has the total number of faculty.

Table 4: Number of Full-time Faculty and Student Headcount Trends, Fall 2015 - Fall 2019

	Undergrad	Grad /Law	Student Total	Clinical	Other	Temporary	Tenured/ Tenure-Track	Faculty Total
Fall 15	16,639	3,946	20,585	63	64	153	641	921
Fall 16	17,176	4,125	21,301	67	66	142	626	901
Fall 17	17,394	4,127	21,521	71	61	158	632	922
Fall 18	17,233	4,225	21,458	75	62	166	639	942
Fall 19	17,378	4,307	21,685	84	72	173	629	958

Another common method used to analyze the adequacy of faculty to support the institution's mission is a comparison of the student FTE (full-time equivalent) to faculty FTE in order to calculate a

ratio. Using that method, the university's ratio of 14 for fall 2014-2017 and 15 for 2018, places the institution as one of the lowest student-faculty ratios among peer institutions.

Table 5: Peer Institutions Student-Faculty Ratio, 2014 – 2018.
Data pulled from IPEDS report (2018 is the most recent year of IPEDS data).

Institution Name	2014	2015	2016	2017	2018
University of Memphis	14	14	14	14	15
Florida International University	26	25	27	27	26
Georgia State University	21	21	20	23	23
University of Houston	22	21	21	22	22
University of South Florida-Main Campus	25	24	22	22	22
University of Alabama at Birmingham	18	18	16	19	19
University of Illinois at Chicago	17	18	18	19	18
University of Oklahoma-Norman Campus	18	18	18	18	18
University of South Carolina-Columbia	18	19	18	17	17
University of Cincinnati-Main Campus	18	18	17	16	16
Arizona State University-Downtown Phoenix	24	21	18	15	14
University of Louisville	12	13	15	15	14
University of Pittsburgh-Pittsburgh Campus	14	15	15	14	14

In addition to full-time faculty, the university employs part-time faculty and graduate assistants to teach classes. All part-time faculty[5] and graduate assistants[6] must meet SACSCOC guidelines for teaching. Graduate teaching assistants are directly supervised by a faculty member experienced in teaching in the discipline, and must participate in in-service training and workshops. To determine the adequacy of full-time faculty for supporting the mission, the university considers the percentage of credit hours taught by full-time faculty as it compares to the percentage of credit hours taught by part-time faculty and graduate assistants. Table 6 shows the percentage of total student credit hours taught by the part-time, graduate students, and full-time faculty across the colleges and schools for academic year 2019-2020. The full-time faculty percentage of total credit hours taught range across the schools from 38% to 91%. It should be noted that the 38% of credit hours taught comes from our College of Professional and Liberal Studies. This college specializes in interdisciplinary or multidisciplinary degrees, therefore, it does not have a large roster of full-time faculty. Many of the faculty who teach classes within their degree programs are full-time faculty who come from other colleges and schools across campus. In all other colleges and schools, the full-time faculty percentage of total credit hours taught far exceeds the total of part-time and graduate assistant faculty. Therefore, this data shows that the full-time faculty contribute to the mission: "We provide the highest quality education by focusing on research and service benefiting local and global communities."

Table 6

	Part-Time Faculty		Full-Time Faculty		Graduate Assistant	
	Total Credit Hours	%	Total Credit Hours	%	Total Credit Hours	%
College of Arts and Sciences	23,346	21.00%	77,575	69.80%	10,142	9.10%
Fogelman College of Business and Economics	4,507	15.50%	23,038	79.00%	1,615	5.50%
School of Communication Sciences & Disorders	150	8.20%	1,681	91.80%	.	.

College/School					
College of Communication & Fine Arts	5,970	21.60%	15,428	55.90%	6,187	22.40%
College of Education	3,687	33.40%	6,573	59.60%	774	7.00%
Herff College of Engineering	1,363	13.90%	7,969	81.30%	474	4.80%
College of Health Sciences	2,437	18.20%	10,338	77.30%	603	4.50%
Kemmons Wilson School of Hospitality & Resort Management	1,070	31.30%	2,354	68.80%	.	.
Other (UG Programs/VP Research)	7,323	98.50%	37	0.50%	78	1.00%
Cecil C. Humphreys School of Law	545	10.90%	4,448	89.10%	.	.
Loewenberg College of Nursing	2,431	22.10%	8,509	77.30%	72	0.70%
College of Professional & Liberal Studies	3,564	61.20%	2,257	38.80%	.	.
School of Public Health	641	37.10%	1,088	62.90%	.	.

In order to determine adequacy of full-time faculty at the individual program level, the university looks at the ratio of number of majors to full-time faculty within a program. Table 7 shows the academic majors to full-time faculty ratio. For undergraduate programs, the range of full-time faculty ratio is from two (mathematical sciences) to 123 (degree programs in the College of Professional and Liberal Studies). As similar to the previous table, faculty that teach in the College of Professional and Liberal Studies teach in interdisciplinary programs and are drawn from full-time faculty from other colleges and schools on campus. The graduate full-time faculty ratio ranges from 1-33, with the majority of academic programs having a graduate full-time faculty ratio under ten.

Table 7: Majors to Full-time Faculty Ratio, Academic Year 2019-2020

College/School	Department	UG Majors	GR Majors	Faculty	UG Ratio	GR Ratio
Cecil C. Humphreys School of Law	Cecil C Humphreys Sch of Law	.	347	24	.	14
College of Arts and Sciences	Anthropology	82	18	11	7	2
	Biology	674	42	37	18	1
	CERI	.	.	7	.	.
	Chemistry	192	47	17	11	3
	Criminology and Crim Justice	562	19	14	40	1
	Computer Science	412	112	22	19	5
	Economics	28	.	.	.	.
	English	304	134	58	5	2
	Earth Sciences	60	62	17	4	4
	History	208	62	28	7	2
	IIS	.	.	10	.	.
	Interdisciplinary Studies	94	15	2	47	8
	Mathematical Sciences	80	63	39	2	2

	Other	.	.	2	.	.
	Public and Nonprofit Admin	.	50	5	.	10
	Philosophy	77	31	14	6	2
	Physics	45	16	11	4	1
	City and Regional Planning	.	22	6	.	4
	Political Science	229	19	13	18	1
	Psychology	863	125	31	28	4
	Sociology	109	13	15	7	1
	Schl Urban Affrs Pblc Plcy	.	.	2	.	.
	Social Work	144	115	18	8	6
	World Languages & Literature	206	21	33	6	1
Fogelman College of Business and Economics	Accountancy	602	76	18	33	4
	Business Administration	129	594	.	.	.
	Business Information Technology	274	92	13	21	7
	Economics	182	9	13	14	1
	Fogelman College Bus and Ec	16	.	.	.	.
	Finance Ins and Real Estate	357	.	13	27	.
	Management	502	.	14	36	.
	Marketing and Supply Chain Mgt	485	.	19	26	.
	Other	.	.	3	.	.
College of Communication & Fine Arts	Architecture	134	12	8	17	2
	Art	352	33	24	15	1
	Comm and Fine Arts	1	.	.	.	.
	Communication	342	44	19	18	2
	Journalism	394	27	16	25	2
	Music	314	122	44	7	3
	Other	.	.	1	.	.
	Theatre and Dance	142	19	14	10	1
College of Education	Counseling Edu Psyc and Rsrch	.	281	25	.	11
	Ctr for Rehabilitation and Employment Rsrc	.	.	1	.	.
	Education	5	9	.	.	.

	Instruction and Curr Ldrship	563	506	32	18	16
	Leadership	.	158	7	.	23
	Other	.	.	5	.	.
College of Professional & Liberal Studies	Family and Consumer Scis	.	.	1	.	.
	Coll of Prof & Liberal Studies	1,227	140	10	123*	14*
Herff College of Engineering	Biomedical Engineering	261	33	7	37	5
	Civil Engineering	179	23	13	14	2
	Electrical and Computer Engr	281	21	13	22	2
	Engineering	.	98	3	.	33
	Mechanical Engineering	317	8	12	26	1
	Engineering Technology	258	5	9	29	1
Loewenberg College of Nursing	Loewenberg College of Nursing	769	301	57	13	5
Other (UG Programs/VP Research)	Other	.	.	10	.	.
School of Communication Sciences & Disorders	School of Comm Sciences & Disorders	.	147	19	.	8
College of Health Sciences	Health and Sport Sciences	1,577	98	42	38	2
School of Public Health	Health Administration	.	.	1	.	.
	School of Public Health	.	203	23	.	9
Kemmons Wilson School of Hospitality & Resort Management	Sports and Leisure Management	.	.	7	.	.
	Wilson School of Hospitality	361	62	6	60	10

Faculty Quality and Diversity

To ensure the quality and integrity of its academic programs, the university strives to hire a highly qualified and diverse faculty body. All applicant pools must be screened and approved by the Office for Institutional Equity, which oversees, facilitates, and supports the university's efforts to ensure equal opportunity for all persons regardless of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status. In addition, one of the key values and highest priorities of the university's strategic plan[1] is Diversity and Inclusion. The chart attached[7] displays the university's efforts to achieve diversity and inclusion through its employment of full-time faculty.

Full-time faculty are well-qualified to perform their functions at the university. Decisions to hire faculty are based on their qualifications to teach, conduct research, and contribute to the university's

mission. Seventy-two percent of the university's full-time faculty hold a terminal or professional degree in their disciplines, and an additional twenty-two percent hold a master's degree.

Table 8: Full-Time Faculty Highest Degree Achieved, Academic Year 2019-2020

College	Total	Highest Degree Achieved					% with Terminal Degree
		Professional	Doctorate	Master	Bachelor	Unknown	
College of Arts and Sciences	412	3	341	66	1	1	76.50%
Fogelman College of Business and Economics	93	2	78	12	.	1	81.70%
College of Education	70	.	65	5	.	.	85.70%
Herff College of Engineering	57	1	48	8	.	.	82.50%
College of Communication & Fine Arts	126	.	62	59	4	1	58.70%
Cecil C. Humphreys School of Law	24	23	1	.	.	.	66.70%
Loewenberg College of Nursing	57	.	29	28	.	.	42.10%
School of Communication Sciences & Disorders	19	.	12	6	1	.	57.90%
College of Professional & Liberal Studies	11	1	4	6	.	.	36.40%
School of Public Health	24	1	21	2	.	.	87.50%
Kemmons Wilson School of Hospitality & Resort Mgmt	13	.	8	3	2	.	61.50%
College of Health Sciences	42	.	27	14	.	1	61.90%
Other (UG Programs/ VP Research)	10	1	7	2	.	.	80.00%
	958	32	703	211	8	4	72.00%

Programmatic Accreditation and Program Review

The university has several different processes in place for continually ensuring that numbers and quality of full-time faculty are adequate for support of the institutional mission. These processes

include achieving programmatic or specialized accreditation of academic programs and participating in Program Review for the purpose of Quality Assurance Funding.

Programmatic and Specialized Accreditations

The UofM maintains accreditation for all academic programs having an accrediting body[8] **[**static link [9]**]**. An element of most accreditation reviews is the adequacy of faculty resources; in some cases, the minimum number of faculty members necessary for accreditation is stipulated. The University of Memphis is accredited and in good standing with the following programmatic accrediting bodies:

- Accrediting Council on Education in Journalism and Mass Communication
- Association to Advance Collegiate Schools of Business International
- American Bar Association
- American Chemical Society
- American College of Sport Medicine
- American Dietetic Association
- American Psychological Association
- American Speech-Language-Hearing Association
- Commission on Accreditation of Healthcare Management Education
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission
- Council for Accreditation of Counseling and Related Education Programs
- Council on Rehabilitation Education
- Council for Interior Design Accreditation
- Council on Social Work Education
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Engineering Accreditation Commission of ABET, Inc.
- National Architectural Accrediting Board
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Public Policy, Affairs and Administration
- National Association of Schools of Theatre
- National Association of School Psychologists
- National Council for Accreditation of Teacher Education
- Planning Accreditation Board
- Technology Accreditation Commission of ABET, Inc.

Program Review for Quality Assurance Funding

The UofM participates in Quality Assurance Funding[10] (QAF), a funding mechanism of the state of Tennessee that rewards four-year public institutions and community colleges on categories that reflect quality education. QAF is facilitated by the Tennessee Higher Education Commission (THEC) and it is designed to financially reward institutions based on categories such as: general education, student proficiency in the major field of study, increasing graduation numbers of specific populations, improving success of adult learners, institutional satisfaction studies, and accreditation and evaluation. In the accreditation and evaluation category, institutions are rewarded when academic programs achieve programmatic accreditation through an outside accrediting body. However, some academic programs do not have an accrediting body available to accredit its programs. In that case, those academic programs are required to conduct a program review once every seven years. The program review[11] consists of creating a self-study, choosing an evaluator from outside of the state, and having the evaluator conduct a two-day review. The evaluator would then create a narrative of their findings and complete a THEC-provided rubric that would assess the program's level to which it accomplished the criterion.

The THEC program review rubric contains a section entitled "Faculty." Evaluators are required to assess the academic program's proficiency on questions focusing on faculty and must choose one rating of Poor, Fair, Good, Excellent, or N/A. Two questions in particular, directly relate to 6.1, as it asks evaluators to assess the following statements:

1.) All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials. (4.1)
2.) The faculty teaching loads are aligned with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations. (4.2)

Included below are program reviews from academic years 2015-2016, 2016-2017, 2017-2018, and 2018-2019. Due to COVID-19, all program reviews for 2019-2020 had to be moved to spring 2021 and will not be reflected in this response to 6.1 due to them occurring after the deadline for the submission of the Fifth-Year Interim Report. Of the twenty-seven academic programs (broken down by undergraduate and graduate programs), twenty-six (96%) scored a Good or Excellent on 4.1 and twenty-five (92%) scored a Good or Excellent on 4.2

2015-2016
    Educational Psychology and Research (MS and PhD[12])
    Engineering Technology (MSET[13])
    Professional Studies (BPS[14])
    Liberal Studies (MALS[15])

2016-2017
    Chemistry (BS[16], MS[17], PhD[18])
    Civil Engineering (MS[19])
    Economics (BA[20])
    Electrical and Computer Engineering (MS[21])
    English (MA[22])
    Engineering (PhD[23])
    International Studies (BA[24])
    Mechanical Engineering (MS[25])

2017-2018
    African and African-American Studies (BA[26])
    Criminal Justice (BA[27], MA[28])
    Communication Sciences and Disorders (PhD[29])
    Physics (BS, MS[30])

2018-2019
    Biology (BS[31], MS[32], PhD[33])
    Earth Sciences (BA[34], MS/MA[35], PhD[36])
    Journalism and Strategic Media (MA[29])

Conclusion

In 6.1, the University of Memphis makes its case for compliance based on a broad range of information including narrative describing the adequacy of full-time faculty members to support the mission and goals of the institution. This was accomplished by using the strategic plan to explain the university's mission, values, and highest priorities. Next, the institution provided narrative defining full-time and part-time faculty. Once those definitions were provided, robust data were included that showed five-year trends in the total number of full-time faculty, tenure-track versus non-tenure track, full-time faculty by college or school, categories of full-time faculty, adequacy of faculty, academic majors to full-time faculty ratio, faculty quality and diversity, highest degree achieved for full-time faculty, and information regarding programmatic accreditation. Finally, the narrative consisted of all the scores of the twenty-seven academic programs that conducted a program review since the last decennial reaffirmation process. The narrative and data provide proof that indeed, the University of

Memphis employs an adequate number of full-time faculty to support the missions and goals of the university.

Evidence

[1] UofM Strategic Plan tri-fold FINAL

[2] ipeds_faculty_definition

[3] ptf_appointment_guidelines

[4] Faculty Handbook Appointment Types

[5] Part-time Teaching Appointments page 3

[6] graduate_teaching_assistantships_20130625

[7] Faculty Diversity

[8] List of Accreditations

[9] Screenshot of List of Accreditations

[10] THEC_2015-20_Quality_Assurance_Funding_Guidebook

[11] QAF_One_Pager

[12] EDPR ExternalReviewChecklist__4-1-16

[13] Eng. Tech.-MSET-Program Checklist

[14] UG Rating Sheet for Univ College U Memphis

[15] UM MALS Audit Form

[16] Chemistry BS Checklist

[17] Chemisty MS Checklist

[18] Chemistry PhD Checklist

[19] Civil Eng. (MS) Checklist

[20] Economics Checklist

[21] Electrical & Computer Eng. (MS) Checklist

[22] English Checklists

[23] Engineering (PhD) Checklist

[24] International Studies_Appendix F Checklist

[25] Mechanical Eng dept MS Checklist

[26] AAAS Rubric 2

[27] CCJUS baccalaureate program checklist

[28] CCJUS graduate program checklist

[29] CS&D THEC_Revw_Rubric

[30] Physics BS_MS_Program_Review_Rubric

[31] Biology BS rubric

[32] Biology MS rubric

[33] Biology PhD rubric

[34] Earth Sciences BA Rubric

[35] Earth Sciences MS Rubric

[36] Earth Sciences PhD Rubric

6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)*

Compliance Status: Compliant

For each of its educational programs, the University of Memphis employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. The university's case for compliance with this standard is addressed in the following areas:

> 1. Definition of full-time faculty, part-time faculty, tenure track, research faculty, clinical faculty, coordinator, lecturer, and temporary faculty
> 2. Definition of Academic Program
> 3. Policies related to full-time faculty
> 4. Explanation of the nature of the oversight of academic programs and academic processes
> 5. Full-time Faculty Data

1. Definition of full-time faculty, part-time faculty, tenure track, research faculty, clinical faculty, lecturer, and temporary faculty

The definition of regular full-time faculty follows that of the Integrated Postsecondary Education Data System (IPEDS) Glossary[1]: *Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks.*

While IPEDS allows for the definition of faculty to include provosts, vice provosts, deans, directors, or the equivalent, the University of Memphis does not categorize such employees as regular full-time faculty. The term "faculty" shall be limited to regular, full-time personnel whose regular assignments include instruction, research, and/or public service as a principal activity, and who hold academic rank as professor, associate professor, assistant professor or instructor. Thus, the definition of regular full-time faculty at the University of Memphis includes those employees who have been appointed by the university president for the primary purpose of teaching, research, and public service. Regular faculty do not include librarians or other public service employees (University Campus School, University Middle School, Barbara K. Lipman Early Learning and Research Center) who have faculty status, but do not perform faculty activities of post-secondary instruction, research, or public service.

Part-time faculty are those individuals who are hired by the university for the expressed purpose of teaching. The part-time faculty member may be given the faculty title of adjunct, lecturer, and/or coordinator. Part-time faculty may be considered as temporary appointments to replace regular faculty on leave of absence, assist the academic program when there is a shortage of faculty to teach courses, or to teach unique courses that the part-time faculty member is qualified to teach. As such, part-time faculty can teach up to six credit hours a semester. Finally, part-time faculty members must have a doctoral or master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of eighteen graduate semester hours in the teaching discipline).

Definitions for tenure track, research faculty, clinical faculty, lecturer, and temporary faculty come directly from the faculty handbook[2]. **Tenure track** appointments are appointments for some specified full time faculty positions. Tenure track faculty are employed for a probationary period prior to consideration for tenure. Probationary appointments generally may not exceed a period of six years when tenure and promotion to associate professor would normally be considered. **Research faculty** are those faculty whose primary professional effort is devoted to research projects and may be appointed to the rank of research professor, research associate professor, research assistant professor, or research instructor. Appointments for research faculty positions are annual appointments that may be renewed. Renewal of research faculty appointments is based upon availability of funding to support the position. **Clinical faculty** are faculty whose primary professional effort is devoted to clinical applications may be appointed to the rank of clinical professor, clinical associate professor, clinical assistant professor, or clinical instructor. Appointments for clinical faculty positions are annual

appointments that may be renewed. Renewal of clinical faculty appointments is based upon availability of funding to support the positions. **Lecturers** teach and provide other services within the academic departments. Their positions are non-tenurable, renewable appointments for fixed terms. They devote a preponderance of their time to faculty responsibilities including but not limited to: teaching, advising, student mentoring, and varying degrees of research and scholarship. **Temporary** appointments ordinarily are made for instructors, adjunct or part-time faculty, faculty employed to replace regular faculty on leave of absence, and faculty employed on grants or for projects funded by non-appropriated funds. Temporary appointments may be made for faculty employed with state appropriated funds where the permanent and continued need for the position is not yet fully established, provided the appointment does not exceed three academic years.

2. Definition of Academic Program

For the purpose of this standard, an academic program references all academic programs that have been approved by the university and vetted by the state of Tennessee. The official list of approved academic programs is contained within the Academic Program Inventory[3] and is tracked by the Tennessee Higher Education Commission.

3. Policies related to full-time faculty

Full-time faculty positions are filled regularly and are guided by policy AA3013 [4](Recruitment, Application, and Selection of Faculty). This policy ensures that non-discriminatory practices are upheld in the hiring of faculty positions. Additionally, the policy ensure that candidates are treated fairly and that academic deans provide an annual recruitment plan each year to the provost's office. Some full-time faculty are eligible for promotions including tenure and faculty rank through policy AA3010[5]. The minimum requirements for faculty ranks are included in the faculty handbook and tenure and promotion are determined through criteria established by each college, school, or department. Tenure is guided by policy AA3011 [6]and is the right of certain full-time faculty at the University of Memphis.

4. Explanation of the nature of the oversight of academic programs and academic processes

There are twelve colleges and schools at The University of Memphis. These include the Cecil C. Humphreys School of Law, the College of Arts and Sciences, the College of Communication and Fine Arts, the College of Education, the College of Professional and Liberal Studies, the Fogelman College of Business and Economics, the Herff College of Engineering, the Kemmons Wilson School of Hospitality and Resort Management, the Loewenberg College of Nursing, the School of Communication Sciences and Disorders, the College of Health Sciences, and the School of Public Health. Each college and school is led by a dean and academic departments are led by department chairs. Department chairs (who have served as full-time faculty themselves) oversee the academic programs within their area and full-time faculty within those departments have the responsibility for teaching the curriculum and the creation and review of academic programs.

<u>Role of full-time faculty in curriculum and program quality, integrity, and review</u>

Full-time faculty play an important role within academic programs. First, full-time faculty drive the creation and review of curriculum at the program level. New programs, new degrees, majors, concentrations, minors, certificates, courses, course revision and redesign, are all done at the department level, therefore full-time faculty have a role in ensuring quality, integrity and review. Also, academic departments have curriculum and assessment committees made up of full-time faculty. Additionally, full-time faculty are represented in each of the college and schools curriculum councils. Full-time faculty are also represented on the University Undergraduate Council[7] **[**static link**]** [8] and the University Council of Graduate Studies[9] **[**static link**]**[10] and have review and voting rights therein. The criteria for elected membership to the University Council for Graduate Studies is status as Full or Associate Graduate Faculty (which are full-time faculty ranks), with a minimum of two years of graduate teaching experience. Membership to the University Undergraduate Council is determined

by the college or school and includes a broad disciplinary representation. Faculty scrutiny and oversight of academic rigor of all courses, regardless of delivery mode, is exercised through this extensive curriculum review process. New programs—new degrees, majors, concentrations, minors, certificates--and courses, as well as any program or course revisions begin at the department level (departmental curriculum committees or separated into undergraduate and graduate committees made up of full-time faculty) for all colleges and schools that are organized by departments. For other academic units organized differently, curriculum decisions and proposals are made at appropriate levels within academic disciplines analogous to departments.

Role of full-time faculty in program assessment

Each academic program, as defined by the Academic Program Inventory[3], is required to assess learning outcomes and seek improvement of those outcomes based on an analysis of the assessment results. It should be noted that full-time faculty play an important role in assessing student learning through the program assessment process. Full-time faculty often serve as the program coordinator for the academic program and as such, are required to oversee the assessment of learning outcomes. Additionally, assessment committees within each academic program are made up of full-time faculty, with the purpose of reviewing annual assessment results and crafting improvement actions that will lead to student learning. By having full-time faculty serve as academic program coordinators and overseeing the assessment process, it improves the quality and integrity of the academic programs. Additionally, the full-time faculty who are involved in this process know best how to seek improvement of student learning within the curriculum and courses. A more thorough description of the University's assessment process may be found in 8.2.a.

5. Full-time Faculty Data

Total faculty numbers have been provided that represent the years following the last decennial reaffirmation, 2015 to 2019. During this time, faculty numbers of full-time and part-time faculty combined have been relatively consistent. However, full-time faculty, both tenure and non-tenure track, has increased slightly from 921 full-time faculty in 2015 to 958 full-time faculty in 2019. This increase in full-time faculty is consistent with the university's mission of providing the "highest quality education by focusing on research and service benefitting local and global communities." Table 1 shows faculty employment trends of full-time and part-time faculty according to tenure status.

Table 1: Faculty Trends 2015 - 2019

	2015			2016			2017			2018			2019		
Tenure Status	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total	Full	Part	Total
Non-Tenure Track	280	505	785	275	528	803	290	510	800	303	489	792	329	490	819
Tenure/ Tenure Track	641	.	641	626	.	626	632	.	632	639	.	639	629	.	629
	921	505	1426	901	528	1429	922	510	1432	942	489	1431	958	490	1448

Table 2 shows the type of faculty that teach in fully online courses for the most recent full academic year. This table shows that full-time tenure and non-tenure track faculty make-up over 56% of the faculty who teach in fully online courses.

Table 2:

Employee Type	Academic Year	Number of Faculty	Percent	Course Mode

FT Faculty-Tenure/Ten. Track	2019-20		163	30.2%	Fully Online M50 Course
FT Faculty-NonTenureTrack	2019-20		140	25.9%	Fully Online M50 Course
PT Instructor	2019-20		201	37.2%	Fully Online M50 Course
Administrator	2019-20		7	1.3%	Fully Online M50 Course
Grad Asst	2019-20		23	4.3%	Fully Online M50 Course
Unknown	2019-20		6	1.1%	Fully Online M50 Course
Total M50 Faculty			**540**	**100%**	

Table 3[11] breaks out the full-time faculty by the college/school, by program level, and by academic program. The table also provides the number of students enrolled at the program level and the number of full-time faculty who are teaching at that level. The chart reflects the institution's commitment to providing full-time faculty across all degree levels and across all majors.

Table 4 shows the number of full-time faculty by college and school. It is important to note that the colleges/schools that have seen an increase in student enrollment within its academic programs, have also been the colleges/schools that have seen an increase in full-time faculty lines. As an example, the College of Health Sciences is one of the fastest growing colleges at the University of Memphis. As such, more full-time faculty have been hired from 2018 to 2019 to accommodate this growth.

Table 4: Full-Time Regular Faculty Trends by College/School 2015 - 2019

College/School	2015	2016	2017	2018	2019
Cecil C. Humphreys School of Law	23	23	25	24	24
College of Arts and Sciences	379	374	388	400	412
Fogelman College of Business and Economics	96	94	97	95	93
College of Communication & Fine Arts	126	126	126	126	126
College of Education	81	72	75	74	70
College of Professional & Liberal Studies	16	15	18	12	11
Herff College of Engineering	57	58	56	55	57
Loewenberg College of Nursing	55	54	54	57	57
Other (UG Programs/VP Research)	5	5	5	10	10
School of Communication Sciences & Disorders	19	17	18	18	19
College of Health Sciences	27	28	26	35	42
School of Public Health	25	25	24	25	24
Kemmons Wilson School of Hospitality & Resort Management	12	10	10	11	13
Total	921	901	922	942	958

Table 5 provides a five-year look at the number of full-time faculty as compared to student headcount. This table shows that the number of tenured and tenure-track and clinical faculty have remained stable and able to accommodate undergraduate and graduate students.

Table 5: Number of Full-time Faculty and Student Headcount Trends, Fall 2015 - Fall 2019

	Undergrad	Grad /Law	Student Total	Clinical	Other	Temporary	Tenured/ Tenure-Track	Faculty Total
Fall 15	16,639	3,946	20,585	63	64	153	641	921
Fall 16	17,176	4,125	21,301	67	66	142	626	901
Fall 17	17,394	4,127	21,521	71	61	158	632	922
Fall 18	17,233	4,225	21,458	75	62	166	639	942
Fall 19	17,378	4,307	21,685	84	72	173	629	958

Table 6 provides a break down of the percentage of credit hours taught by faculty level (part-time, full-time, and graduate assistant) across all colleges and schools. This table provides evidence that most of the credit hours taught in colleges/schools are taught by full-time faculty members. Therefore, the University has enough full-time faculty to consistently teach the bulk of the credit hours. The only exception is the College of Professional and Liberal Studies but that is a function of having very little full-time faculty. Instead, they use full-time faculty from other colleges and schools since its programs are multi- or interdisciplinary in nature.

Table 6: Percentage of Credit Hours Taught by Faculty Level - Across all Colleges and Schools

	Part-Time Faculty		Full-Time Faculty		Graduate Assistant	
	Total Credit Hours	%	Total Credit Hours	%	Total Credit Hours	%
College of Arts and Sciences	23,346	21.00%	77,575	69.80%	10,142	9.10%
Fogelman College of Business and Economics	4,507	15.50%	23,038	79.00%	1,615	5.50%
School of Communication Sciences & Disorders	150	8.20%	1,681	91.80%	.	.
College of Communication & Fine Arts	5,970	21.60%	15,428	55.90%	6,187	22.40%
College of Education	3,687	33.40%	6,573	59.60%	774	7.00%
Herff College of Engineering	1,363	13.90%	7,969	81.30%	474	4.80%
College of Health Sciences	2,437	18.20%	10,338	77.30%	603	4.50%
Kemmons Wilson School of Hospitality & Resort Management	1,070	31.30%	2,354	68.80%	.	.
Other (UG Programs/VP Research)	7,323	98.50%	37	0.50%	78	1.00%
Cecil C. Humphreys School of Law	545	10.90%	4,448	89.10%	.	.
Loewenberg College of Nursing	2,431	22.10%	8,509	77.30%	72	0.70%
College of Professional & Liberal Studies	3,564	61.20%	2,257	38.80%	.	.
School of Public Health	641	37.10%	1,088	62.90%	.	.

Table 7 breaks down the total number of full-time and part-time faculty credit hours by course location. This table shows that at the University's main campus, the total number of credit hours taught by full-time faculty account for 152,517 credit hours, while part-time faculty taught 63,083 credit hours (for fall 2019). Additionally, at the Lambuth Campus in Jackson, Tennessee, full-time faculty taught 6,883 credit hours, while part-time faculty taught 1,035 credit hours. These two locations are where the majority of students are enrolled and the table provides evidence that the university employs enough full-time faculty members as evidenced by credit hours taught.

Table 7: Fall Credit Hours Instructed by Course Location

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty
All Star Bwlng Ln, Mphs	52	.	.	.	.	.	.	.	.	.
Carrier Ctr Collierville	480	1,806	473	2,418	376	1,761	132	1,735	276	842
Lambuth Campus	6,713	790	6,588	1,286	6,362	1,310	6,155	1,357	6,883	1,035
Millington Cntr, Mill TN	78	603	117	1,023	18	624	.	566	12	294
Putt Putt Golf Games Mphs	26	.	10	.	.	.	.	.	.	.
RODP (Non-UoM)	.	6	.	.	.	.	.	.	.	.
RODP (UoM)	288	.	193	.	162	9	172	.	.	.
Rhodes College	6	.	3	.	9	.	12	.	.	.
The Dive Shop, Mphs	18	.	8	.	2	.	2	.	.	.
Adult Offender Center	.	.	.	.	.	.	39	.	.	.
Univ of Memphis, Main	142,737	63,532	145,840	65,725	149,407	65,356	146,663	65,223	152,517	63,083
University of Tenn, Mphs	3	.	1	.	2	.	.	.	.	.
Total	150,400	66,736	153,232	70,450	156,338	69,060	153,174	68,880	159,688	65,254

Table 8 shows the total number of academic credit hours taught each fall over a five-year period by full-time and part-time faculty. This table provides evidence that regardless of modality or type of instructional method, the university employs enough full-time faculty to ensure that the majority of academic credit hours are taught by full-time faculty. Of note is the number academic credit hours taught in the category of WEB-Asynchronous, which is the university's online course offerings. In this case, full-time faculty taught 32,175 credit hours versus part-time faculty who taught 15,082 academic credit hours, an over 2:1 ratio.

Table 8: Fall Credit Hours Instructed by Instructional Method

	Fall 15		Fall 16		Fall 17		Fall 18		Fall 19	
	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty	Full Time Faculty	Part Time Faculty
Clinicals	1,424	1,047	1,333	1,142	1,054	1,360	1,080	1,307	1,022	1,358
Cmptr Based Interactive Media	6	.	6	.	.	.	.	.	.	.
Conventional Methodology	116,788	51,901	117,415	51,090	115,126	49,778	105,454	47,668	107,411	41,496
Desktop Video Conferencing	.	.	.	.	87	.	.	.	.	.
Dissertation	1,416	9	1,301	13	1,255	.	1,397	.	1,298	.
Hybrid	3,728	2,697	4,467	5,388	7,323	4,940	7,466	5,011	8,175	4,417
Independent Study	2,093	114	1,962	117	1,699	92	1,843	12	1,676	24
Other Non-conventional Media	3,748	1,469	3,632	1,428	3,618	1,388	3,684	1,820	4,411	1,654
RODP-WEB Asynchronous GR	288	.	193	.	162	9	172	.	.	.
RODP-WEB Asynchronous UG	.	6	.	.	.	.	.	.	.	.
Studnt tchng field super co-op	3,479	1,303	3,983	967	3,574	904	3,350	1,214	3,028	1,223
Thesis	314	12	296	1	324	1	295	1	289	.
Two-Way Video and Audio	377	.	410	.	394	.	141	.	204	.
WEB-Asynchronous	16,740	8,179	18,236	10,305	21,724	10,588	28,293	11,847	32,175	15,082
Total	150,400	66,736	153,232	70,450	156,338	69,060	153,174	68,880	159,688	65,254

Conclusion

The University of Memphis' compliance with 6.2.b is shown through the five parts of this narrative. First, the university explained its definition of full-time faculty using the IPEDS definition,

with further clarification of how its definition differs than ours. Definitions of faculty rank were provided from the faculty handbook to show the different types of faculty rank at the institution. The institution then provided its definition of an academic program as those programs that are included in the Academic Program Inventory. University policies related to full-time faculty were provided to show how the university hires full-time faculty. Additionally, the narrative explained how full-time faculty have a role in ensuring curriculum and program quality, integrity, and review by participation in the university undergraduate council and the university council for graduate studies. Both councils are made up of full-time faculty members who oversee the creation of new programs, new degrees, majors, concentrations, minors, certificates, courses, course revision and redesign. Furthermore, full-time faculty play an important role in the oversight of the assessment of student learning outcomes in each academic program. This oversight ensures quality and integrity of student learning at the undergraduate and graduate levels. Finally, eight tables were provided to show how the institution has prioritized the hiring of full-time faculty and has sufficient numbers of full-time faculty. These tables show trends that the university employs more full-time faculty than part-time faculty (Table 1), that the majority of fully online courses are taught by full-time faculty (Table 2), that the university is committed to providing full-time faculty across all colleges/schools (Table 3), that over a five-year period the university has maintained stable employment across all colleges/schools (Table 4), that the university has ample number of full-time faculty as compared to their student headcount (Table 5), that the majority of academic credit hours taught across all colleges/schools are taught by full-time faculty (Table 6), that over a five-year period full-time faculty taught the majority of academic credit hours regardless of location (Table 7), and that over a five-year period full-time faculty taught the majority of academic credit hours regardless of instructional method (Table 8).

Evidence

- [1] ipeds_faculty_definition
- [2] Faculty Handbook Appointment Types
- [3] API May 2020
- [4] AA30113 - Recruitment, Application, and Selection of Faculty
- [5] AA3010- Faculty Promotions
- [6] AA3011 - Tenure
- [7] University Undergraduate Council
- [8] Screenshot of University Undergraduate Council
- [9] University Council for Graduate Studies
- [10] Screenshot of University Council for Graduate Studies
- [11] Full Time Faculty by Department and School

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)*

Compliance Status: Compliant

Narrative

Introduction

The University of Memphis assigns appropriate responsibility for each of its academic programs and the narrative for 6.2.c will address how the institution approaches program coordination. First, the institution will explain who has responsibility for program development and curriculum review. Second, the institution will define the program coordinator role. Third, the institution will explain the curriculum approval process (though a richer description is included in 9.1). Fourth, the institution will explain how it defines academic programs and will provide a list of all approved academic programs. Finally, a chart will be provided that will show the program coordinator for each academic program that is listed

in the Academic Program Inventory. The chart will contain the 2020 CIP code, the name of the program, the degree credential awarded, the program coordinator, the highest degree of the coordinator, and a link to a bio for each coordinator. The institution recognizes that one common method to show that it assigns appropriate responsibility for program coordination is show the link between the academic program and the highest credential of the program coordinator. In some cases, this is an appropriate method to explain the fit. However, in other cases, the highest credential of the program coordinator may not perfectly match the academic program. Therefore, the institution has made notations in the chart where the credential of the coordinator does not match the academic program. A richer description of those individuals' qualifications is included after the chart. Additionally, the institution provided links to the bios for each of its program coordinators as another method of showing that it assigns appropriate responsibility for program coordination.

Program Development and Coordinator Roles

At the University of Memphis (UofM), program development and curriculum review, as well as coordination of majors and concentrations, begin with departmental curriculum committees and coordinators (appointed by department chairs or elected by faculty), program directors, or faculty advisory committees. While students may serve on some committees, responsibility for program development and curriculum review remain primarily with faculty. Coordinator responsibilities are found in the faculty handbook[1] and include, "*coordinators teach and provide administrative services within the academic departments. Their positions are non-tenurable, renewable appointments for fixed terms. They devote a preponderance of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. Coordinators may also have responsibility for administering special academic projects, systems support, and other administrative services*." Program coordinators are responsible for academic programs that reside on the main campus, at off-campus instructional sites, and via distance education.

Curriculum Approval Process

Curricula for all educational programs, undergraduate and graduate, and for all modes of delivery (on ground and online) at the UofM is faculty driven. New programs—new degrees, majors, concentrations, minors, certificates--and courses, as well as any program or course revisions begin at the department level (departmental curriculum committees are separated into undergraduate and graduate committees) for all colleges and schools that are organized by departments. For academic units organized differently, curriculum decisions and proposals are made at appropriate levels within academic disciplines analogous to departments.

Typically, colleges or schools have Curriculum Councils (sometimes two, undergraduate and graduate) made up of a representative cross-section of faculty within the college or school who review and make decisions about curricula. From the college/school level of review, proposals proceed to either the University Undergraduate Council (UUC) or the University Council of Graduate Studies (UCGS) for review and vote. Both the UUC and UCGS are representative groups with voting members from faculty from each of the UofM academic units and the Faculty Senate.   Ex-officio members of the UUC also include a student representative from the Student Government Association, and staff members from the Academic Advising Center, the Academic Advising Network, and the Office of the Registrar. All decisions of the UUC and the UCGS are made as recommendations to the Provost/Executive Vice President, the chief academic officer of the UofM. Most UUC and UCGS curriculum decision recommendations involve new courses; course revisions (including course titles, descriptions, pre-requisites, credit hours); new majors, concentrations, and minors; and revisions to majors, concentrations, and minors. Proposals for new degree programs and majors or program revisions over twenty-four credit hours are subject to review and approval by the Board of Trustees and THEC.

Definition of Academic Program

The Tennessee Higher Education Commission (THEC) provides a list of all approved educational programs for each of the community colleges, applied technology colleges, and public four-year

institutions in the state of Tennessee. These educational programs were approved at the university level and at the state level. The list of approved academic programs provided by THEC is unique to each institution and is referred to as the Academic Program Inventory (API). Therefore, academic programs for 6.2.c are defined as those that are contained in the Academic Program Inventory[2] . Therefore, the Academic Program Inventory serves as the guide of academic programs that have been approved internally through the faculty, academic departments, and the institution; as well as approved through the Tennessee Higher Education Commission (THEC).

Academic Program Coordinators
University of Memphis

2020 CIP	Major Name	Award	Coordinator	Degree of Coordinator	Bio
02.04.0301.00	CITY & REGIONAL PLANNING	MCRP	Charlie Santo *(see note 1)	Ph.D. Urban Studies	Bio [3]
02.04.0401.00	ARCHITECTURE	BFA	Michael Chisamore	MArch Architecture	Bio [4]
02.04.0902.00	ARCHITECTURE	MArch	Jennifer Barker	MArch Architecture	Bio [5]
03.05.0201.00	AFRICAN AND AFRIC-AMER STUDIES	BA	Ladrica Menson-Furr *(see note 2)	Ph.D. English	Bio [6]
03.05.0201.11	AFRICAN AMERICAN LITERATURE	Graduate Certificate	Terrence Tucker *(see note 3)	Ph.D. English Literature /African American Lit.	Bio [7]
03.05.0207.11	WOMEN'S & GENDER STUDIES	Graduate Certificate	Kathy Lou Schultz *(see note 4)	Ph. D. English	Bio [8]
03.05.0210.11	DISABILITY SUPPORT SERVICES	Graduate Certificate	Chrisann Schiro-Geist *(see note 5)	Ph.D. Counseling Psychology	Bio [9]
05.09.0102.00	COMMUNICATION	BA	Lori Stallings	MA Communication	Bio [10]
05.09.0102.00	COMMUNICATION	MA	Marina Levina	Ph.D. Communication	Bio [11]
05.09.0102.00	COMMUNICATION	PhD	Marina Levina	Ph.D. Communication	Bio [11]
05.09.0102.11	SOCIAL MEDIA ANALYSIS AND STRATEGY	Graduate Certificate	Thomas Hrach *(see note 6)	Ph.D. Mass Communications	Bio [12]
05.09.0401.00	JOURNALISM	BA	Robby Byrd	Ph.D. Mass Communications	Bio [13]
05.09.0401.00		MA		Ph.D.	

	JOURNALISM AND STRATEGIC MEDIA		Thomas Hrach *(see note 6)	Mass Communications	Bio [12]
05.09.0401.11	ENTREPRENEURIAL MEDIA	Graduate Certificate	Thomas Hrach *(see note 6)	Ph.D. Mass Communications	Bio [12]
05.09.0902.00	PUBLIC RELATIONS	BA	Kim Marks	MA Public Relations	Bio [14]
05.09.0903.00	ADVERTISING	BA	Joel Nichols	MBA Advertising	Bio [15]
06.11.0103.00	INFORMATION SYSTEMS	MS	Balaji Krishnan	Ph.D. Business Administration	Bio [16]
06.11.0103.11	SOFTWARE TESTING	Graduate Certificate	Mark Gillenson *(see note 7)	Ph.D. Computer and Information Sciences	Bio [17]
06.11.0701.00	COMPUTER SCIENCE	BS	Vinhthuy Phan	Ph.D. Computer Science	Bio [18]
06.11.0701.00	COMPUTER SCIENCE	MS	Vasile Rus *(see note 8)	Ph. D. Computer Science	Bio [19]
06.11.0701.00	COMPUTER SCIENCE	PhD	Vasile Rus *(see note 8)	Ph. D. Computer Science	Bio [19]
06.11.0701.11	DATA SCIENCE	Graduate Certificate	Vasile Rus *(see note 8)	Ph. D. Computer Science	Bio [19]
06.11.1003.11	CYBER SECURITY & INFORMATION ASSURANCE	Graduate Certificate	Dipankar Dasgupta *(see note 9)	Ph.D. Computer Science	Bio [20]
06.11.1005.11	BUSINESS PROJECT MANAGEMENT	Graduate Certificate	Sandra Richardson	Ph.D. Management Information Systems	Bio [21]
07.12.0500.00	CULINARY ESSENTIALS	Undergraduate Certificate	Tim Flohr *(see note 10)	M.B.A. Business Analytics	Bio [22]
08.13.0101.00	EDUCATION	EDS	Nichelle Robinson	Ed.D. Instruction and Curriculum Leadership	Bio [23]
08.13.0101.11	TEACHING	Graduate Certificate	Nichelle Robinson	Ed.D. Instruction and Curriculum Leadership	Bio [23]
08.13.0101.13	TEACHER LEADER			Ed.D.	

		Graduate Certificate	Annette Cornelius	Instruction and Curriculum Leadership	Bio [24]
08.13.0301.00	INSTRUCT & CURRIC LEADERSHIP	MAT	Nichelle Robinson	Ed.D. Instruction and Curriculum Leadership	Bio [23]
08.13.0301.00	INSTRUCT & CURRIC LEADERSHIP	MS	Lee Allen	Ed.D. Educational Technologies	Bio [25]
08.13.0301.00	INSTRUCT & CURRIC LEADERSHIP	EdD	Lee Allen	Ed.D. Educational Technologies	Bio [25]
08.13.0401.00	LEADERSHIP & POLICY STUDIES	MS	Steven Nelson	Ph.D. Educational Leadership	Bio [26]
08.13.0401.00	LEADERSHIP & POLICY STUDIES	EdD	Steven Nelson	Ph.D. Educational Leadership	Bio [26]
08.13.0401.11	STRATEGIC LEADERSHIP	Graduate Certificate	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
08.13.0401.12	K-12 EDUCATIONAL LEADERSHIP	Graduate Certificate	Steven Nelson	Ph.D. Educational Leadership	Bio [26]
08.13.0406.00	HIGHER & ADULT EDUCATION	EdD	William Akey	Ed.D. Higher and Adult Education /Higher Education Administration	Bio [28]
08.13.0406.11	HIGHER EDUCATION INSTRUCTION	Graduate Certificate	William Akey	Ed.D. Higher and Adult Education /Higher Education Administration	Bio [28]
08.13.0410.11	URBAN EDUCATION	Graduate Certificate	Beverly Cross *(see note 12)	Ph.D. Curriculum, Instruction, and Professional Development	Bio [29]
08.13.0501.11	INSTRUCTIONAL DESIGN & TECH	Graduate Certificate	Clif Mims	Ph.D. Instructional Technology	Bio [30]
08.13.0603.11	QUANTITATIVE STUDIES IN EDUCATIONAL RESEARCH	Graduate Certificate	Yonghong Xu

Leigh Harrell-Williams | Ph.D. Educational Psychology Ph.D.

Ph.D. | Bio [31]

Bio [32] |

				Educational Research and Evaluation	
08.13.1001.00	ASSISTANT BEHAVIOR ANALYST	Undergraduate Certificate	Diana Delgado	Ph.D. Psychology, Behavior Analysis Program	Bio [33]
08.13.1001.00	TEACHING ALL LEARNERS	BSED	Deanna Owens-Mosby James Meindl	Ph.D. - Educational Leadership Ph.D. - Applied Behavior Analysis/ Special Education	Bio [34] Bio [35]
08.13.1001.11	MULTI-TIER SYSTEMS OF SUPPORT	Graduate Certificate	William Hunter *(see note 13)	Ed.D. Special Education	Bio [36]
08.13.1013.11	AUTISM STUDIES	Graduate Certificate	Laura Casey *(see note 14)	Ph.D. Educational Psychology	Bio [37]
08.13.1101.00	COUNSELING	MS	Steven West	Ph.D. Human Development	Bio [38]
08.13.1101.11	CAREER AND COLLEGE COUNSELING	Graduate Certificate	Michelle Brasfield *(see note 15)	Ed.D. Counseling	Bio [39]
08.13.1102.00	COUNSELOR EDUCATION AND SUPERVISION	PhD	Steve West	Ph.D. Human Development	Bio [38]
08.13.1203.00	INTEGRATIVE STUDIES	BSED	Laura Casey *(see note 14)	Ph.D. Educational Psychology	Bio [37]
08.13.1206.00	HUMAN DEVELOP & LEARNING	BSED	Brian Wright	Ph.D. Applied Child Development	Bio [40]
08.13.1311.11	TEACHING OF MATHEMATICS	Graduate Certificate	John Haddock *(see note) 16	Ph.D. Mathematics	Bio [41]
08.13.1311.12	MATHEMATICS EDUCATION (K-8)	Graduate Certificate	Celia Rousseau Anderson *(see note 17)	Ph.D. Curriculum and Instruction	Bio [42]
08.13.1314.00	PHYSICAL EDUC TEACHER EDUC	BSED	Todd Layne	Ph.D.	Bio [43]

				Physical Education	
08.13.1399.11	STEM TEACHER LEADERSHIP	Graduate Certificate	Celia Rousseau Anderson *(see note 17)	Ph.D. Curriculum and Instruction	Bio [42]
08.13.1401.11	TCHG OF ENGL SEC LANGUAGE	Graduate Certificate	Rebecca Adams *(see note 18)	Ph.D. Linguistics	Bio [44]
08.13.1502.11	LITERACY, LEADERSHIP AND COACHING	Graduate Certificate	Laurie MacGillivray *(see note 19)	Ed.D. Curriculum and Instruction	Bio [45]
09.14.0101.00	ENGINEERING	PhD	Roger Meier *(see note 20)	Ph.D. Civil Engineering	Bio [46]
09.14.0501.00	BIOMEDICAL ENGINEERING	BSBE	Amy Curry	Ph.D. Biomedical Engineering	Bio [47]
09.14.0501.00	BIOMEDICAL ENGINEERING (W /UTHSC)	MS	John Williams	Ph.D. Theoretical & Applied Mechanics	Bio [48]
09.14.0501.00	BIOMEDICAL ENGINEERING (W /UTHSC)	PhD	John Williams	Ph.D. Theoretical & Applied Mechanics	Bio [48]
09.14.0801.00	CIVIL ENGINEERING	BSCE	Charles Camp	Ph.D. Civil Engineering	Bio [49]
09.14.0801.00	CIVIL ENGINEERING	MS	Roger Meier *(see note 20)	Ph.D. Civil Engineering	Bio [46]
09.14.0901.00	COMPUTER ENGINEERING	BSCPE	Eddie Jacobs	D. Sc. Electrophysics	Bio [50]
09.14.1001.00	ELECTRICAL ENGINEERING	BSEE	Eddie Jacobs	D. Sc. Electrophysics	Bio [50]
09.14.1001.00	ELECTRICAL & COMPUTER ENGINEER	MS	Aaron Robinson	Ph.D. Electrical /Computer Engineering	Bio [51]
09.14.1001.11	IMAGING & SIGNAL PROCESSING	Graduate Certificate	Aaron Robinson	Ph.D. Electrical /Computer Engineering	Bio [51]
09.14.1201.00	APPLIED PHYSICS	PhD	Gustav Borstad	Ph.D. Physics	Bio [52]
09.14.1901.00	MECHANICAL ENGINEERING	BSME	John Hochstein	Ph.D.	Bio [53]

				Mechanical Engineering	
09.14.1901.00	MECHANICAL ENGINEERING	MS	Teong Tan	Ph.D. Engineering SC and Mechanics	Bio [54]
09.14.1901.11	PACKAGING ENGINEERING	Graduate Certificate	Teong Tan	Ph.D. Engineering SC and Mechanics	Bio [54]
09.15.0000.00	ENGINEERING TECHNOLOGY	BSET	Thomas Banning	M.S. Engineering Technology	Bio [55]
09.15.0000.00	ENGINEERING TECHNOLOGY	MS	Kevin Berisso	Ph.D. Technology Management	Bio [56]
09.15.0000.11	APPLIED LEAN LEADERSHIP (ALL)	Graduate Certificate	Kevin Berisso	Ph.D. Technology Management	Bio [56]
09.15.1501.00	ENIGENEERING MANAGEMENT	MS	Roger Meier *(see note 20)	Ph.D. Civil Engineering	Bio [46]
10.16.0101.00	WORLD LANGUAGES	BA	Lan Zhang	Ph.D. Literature	Bio [57]
10.16.0900.00	ROMANCE LANGUAGES	MA	Denis Grélé (French) Fernando Burgos (Spanish)	Ph.D. French Ph.D. Romance Languages	Bio [58] Bio [59]
12.19.0504.11	SPORT NUTRITION AND DIETARY SUPPLEMENTATION	Graduate Certificate	Richard Bloomer	Ph.D. Exercise Physiology	Bio [60]
14.22.0101.00	LAW	JD	Jodi Wilson	J.D. Law	Bio [61]
15.23.0101.00	ENGLISH	BA	Joseph Jones	Ph.D. English	Bio [62]
15.23.0101.00	ENGLISH	MA	Jeff Scraba	Ph.D. English	Bio [63]
15.23.0101.00	ENGLISH: WRITING & LANG STUD	PhD	Jeff Scraba	Ph.D. English	Bio [63]
15.23.1302.00	CREATIVE WRITING	MFA	Marcus Wicker	MFA Creative Writing	Bio [64]
15.23.1304.11	WRITING STUDIES	Graduate Certificate	William Duffy *(see note 21)	Ph.D. English (Rhetoric & Composition)	Bio [65]
16.24.0101.00	LIBERAL STUDIES	BLS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
16.24.0101.00	LIBERAL STUDIES	MALS		Ed.D.	

			Joanne Gikas *(see note 11)	Instruction and Curriculum Leadership	Bio [27]
16.24.0101.00	LIBERAL STUDIES	DLS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
16.24.0101.02	INTERDISCIPLINARY STUDIES	BLS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
16.24.0101.11	LIBERAL STUDIES	Graduate Certificate	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
16.24.0102.01	PROFESSIONAL STUDIES	BPS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
16.24.0102.01	PROFESSIONAL STUDIES	MPS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
17.25.0101.11	SCHOOL LIBRARY INFORMATION SPECIALISTS	Graduate Certificate	Lee Allen *(see note 22)	Ed.D. Educational Technologies	Bio [66]
18.26.0101.00	BIOLOGY	BS	Barbara J. Taller	Ph.D. Botany	Bio [67]
18.26.0101.00	BIOLOGY	MS	Omar Skkalli	Ph.D. Molecular and Cellular Biology	Bio [68]
18.26.0101.00	BIOLOGY	PhD	Omar Skkalli	Ph.D. Molecular and Cellular Biology	Bio [68]
18.26.1102.00	BIOSTATISTICS	MS	Hongmei Zhang *(see note 23)	Ph.D. Statistics	Bio [69]
18.26.1199.00	BIOINFORMATICS	MS	Hongmei Zhang *(see note 23)	Ph.D. Statistics	Bio [69]
18.26.1199.11	BIOINFORMATICS	Graduate Certificate	Hongmei Zhang *(see note 23)	Ph.D. Statistics	Bio [69]
18.26.1309.00	EPIDEMIOLOGY AND BIOSTATISTICS	PhD	Hongmei Zhang *(see note 23)	Ph.D. Statistics	Bio [69]
19.27.0101.00		BS		Ph.D.	

	MATHEMATICAL SCIENCES		Alistair Windsor	Mathematics	Bio [70]
19.27.0101.00	MATHEMATICAL SCIENCES	MS	John Haddock	Ph.D. Mathematics	Bio [41]
19.27.0101.00	MATHEMATICAL SCIENCES	PhD	John Haddock	Ph.D. Mathematics	Bio [41]
21.30.1401.11	MUSEUM STUDIES	Graduate Certificate	Leslie Leubbers	Ph.D. Art History	Bio [71]
21.30.2501.11	COGNITIVE SCIENCE	Graduate Certificate	Andrew Olney *(see note 24)	Ph.D. Computer Science	Bio [72]
21.30.7001.00	DATA SCIENCE	MS	Vasile Rus *(see note 8)	Ph. D. Computer Science	Bio [19]
21.30.9999.04	PROFESSIONAL STUDIES	BPS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
22.31.0504.00	SPORT & LEISURE MANAGEMENT	BS	Michael Hutchinson	Ph.D. Sport Management	Bio [73]
22.31.0504.00	SPORT AND HOSPITALITY MANAGEMENT	MS	Rui Qi	Ph.D. Hospitality Management	Bio [74]
22.31.0504.11	ATHLETIC ADMINISTRATION	Graduate Certificate	Rhema Fuller	Ph.D. Sport Management	Bio [75]
22.31.0505.00	HEALTH STUDIES	BS	Barbara McClanahan	Ph.D. Exercise Science & Leisure Mgmt.	Bio [76]
22.31.0505.00	HEALTH STUDIES	MS	Lawrence Weiss	Ed.D. Physical Education	Bio [77]
24.38.0101.00	PHILOSOPHY	BA	Kas Saghafi	Ph.D. Philosophy	Bio [78]
24.38.0101.00	PHILOSOPHY	MA	Tim Roche	Ph.D. Philosophy	Bio [79]
24.38.0101.00	PHILOSOPHY	PhD	Tim Roche	Ph.D. Philosophy	Bio [79]
25.40.0501.00	CHEMISTRY	BS	Peter Bridson	Ph.D. Chemistry	Bio [80]
25.40.0501.00	CHEMISTRY	BSCH	Peter Bridson	Ph.D. Chemistry	Bio [80]
25.40.0501.00	CHEMISTRY	MS	Dan Baker *(see note 25)	Ph.D. Pharmacology and Toxicology	Bio [81]
25.40.0501.00	CHEMISTRY	PhD	Dan Baker	Ph.D.	

			*(see note 25)	Pharmacology and Toxicology	Bio [81]
25.40.0502.11	ANALYTICAL CHEMISTRY	Graduate Certificate	Dan Baker *(see note 25)	Ph.D. Pharmacology and Toxicology	Bio [81]
25.40.0504.11	ORGANIC CHEMISTRY	Graduate Certificate	Dan Baker *(see note 25)	Ph.D. Pharmacology and Toxicology	Bio [81]
25.40.0601.00	EARTH SCIENCES	BA	Ryan Parish	Ph.D. Geology	Bio [82]
25.40.0601.00	EARTH SCIENCES	MA	Andrew Mickelson	Ph.D. Anthropology	Bio [83]
25.40.0601.00	EARTH SCIENCES	MS	Andrew Mickelson	Ph.D. Anthropology	Bio [83]
25.40.0601.00	EARTH SCIENCES	PhD	Andrew Mickelson	Ph.D. Anthropology	Bio [83]
25.40.0801.00	PHYSICS	BS	Sanjay Mishra	Ph.D. Physics	Bio [84]
25.40.0801.00	PHYSICS	MS	Xiao Shen	Ph.D. Physics	Bio [85]
26.42.0101.00	PSYCHOLOGY	BA	Helen Sable	Ph.D. Psychology	Bio [86]
26.42.0101.00	PSYCHOLOGY	MS	Bob Cohen	Ph.D. Psychology	Bio [87]
26.42.0101.00	PSYCHOLOGY	PhD	Bob Cohen	Ph.D. Psychology	Bio [87]
26.42.2803.00	COUNSELING PSYCHOLOGY	PhD	Suzanne Lease	Ph.D. Counseling Psychology	Bio [88]
26.42.2805.00	SCHOOL PSYCHOLOGY	MA	Beth Meisinger	Ph.D. School Psychology	Bio [89]
26.42.2805.11	SCHOOL COUNSELING	Graduate Certificate	Michelle Brasfield	Ed.D. Counseling	Bio [39]
26.42.2806.00	EDUCATIONAL PSYCH & RESEARCH	MS	Yeh Hsueh Yonghong Xu	Ed.D. Education Ph.D. Educational Psychology	Bio [90] Bio [31]
26.42.2806.00	EDUCATIONAL PSYCH & RESEARCH	PhD	Yeh Hsueh Yonghong Xu	Ed.D. Education Ph.D. Educational Psychology	Bio [90] Bio [31]
26.42.2806.11	QUALITATIVE STUDIES IN EDUCATION RESEARCH	Graduate Certificate	Susan Nordstrom Alison Happel-Parkins	Ph.D. Language and Literacy Education Ph.D. Educational Policy Studies	Bio [91] Bio [92]

27.43.0103.00	CRIMINAL JUSTICE & CRIMINOLOGY	BA	Amanda Johnson	Ph.D. Criminal Justice	Bio [93]
27.43.0103.00	CRIMINAL JUSTICE	MA	James McCutcheon	Ph.D. Sociology	Bio [94]
27.44.0401.00	PUBLIC ADMINISTRATION	MPA	John Topinka *(see note 26)	Ph. D. Public Administration	Bio [95]
27.44.0701.00	SOCIAL WORK	BA	Jerry Watson	Ph.D. Urban Higher Education	Bio [96]
27.44.0701.00	SOCIAL WORK	MSW	Elena Delavega	Ph.D. Social Work	Bio [97]
27.44.0701.00	SOCIAL WORK	DSW	Elena Delavega	Ph.D. Social Work	Bio [97]
27.44.0799.11	SCHOOL SOCIAL WORK	Graduate Certificate	Elena Delavega	Ph.D. Social Work	Bio [97]
28.45.0201.00	ANTHROPOLOGY	BA	Matthew Thomann	Ph. D. Anthropology	Bio [98]
28.45.0201.00	ANTHROPOLOGY	MA	Kathryn Hicks	Ph.D. Anthropology	Bio [99]
28.45.0601.00	ECONOMICS	BA	Jamein Cunningham	Ph.D. Economics	Bio [100]
28.45.0603.00	ECONOMICS	MA	Jamin Speer	Ph.D. Economics	Bio [101]
28.45.0702.11	GEOGRAPHICAL INFO SYSTEMS	Graduate Certificate	Esra Ozdenerol *(see note 27)	Ph.D. Geography	Bio [102]
28.45.0901.00	INTERNATIONAL STUDIES	BA	Catherine Phipps *(see note 28)	Ph.D. History	Bio [103]
28.45.1001.00	POLITICAL SCIENCE	BA	William Madlock	Ph.D. Political Science	Bio [104]
28.45.1001.00	POLITICAL SCIENCE	MA	Eric Groenendyk	Ph.D. Political Science	Bio [105]
28.45.1002.11	LOCAL GOVERNMENT MGMT	Graduate Certificate	John Topinka *(see note 26)	Ph.D. Public Administration	Bio [95]
28.45.1101.00	SOCIOLOGY	BA	Junmin Wang	Ph.D. Sociology	Bio [106]
28.45.1101.00	SOCIOLOGY	MA	Joseph Lariscy	Ph.D. Sociology	Bio [107]
28.45.1201.00	URBAN AFFAIRS	PhD	Charlie Santo	Ph.D. Urban Studies	Bio [108]
28.54.0101.00	HISTORY	BA	Dennis Laumann	Ph.D. History	Bio [109]

28.54.0101.00	HISTORY	MA	Andrew Daily	Ph.D. History	Bio [110]
28.54.0101.00	HISTORY	Graduate Certificate	Andrew Daily	Ph.D. History	Bio [110]
29.49.0101.00	COMMERCIAL AVIATION	BS	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
29.49.0199.11	AVIATION HUMAN FACTORS	Graduate Certificate	Joanne Gikas *(see note 11)	Ed.D. Instruction and Curriculum Leadership	Bio [27]
30.50.0408.00	INTERIOR ARCHITECTURE	BFA	Michael Chisamore	MArch Architecture	Bio [4]
30.50.0501.00	THEATRE	BFA	Jacob Allen	MM Stage Direction	Bio [111]
30.50.0501.00	THEATRE	MFA	Sarah Brown	MFA Theatre /Directing	Bio [112]
30.50.0701.00	ART	BFA	Bryna Bobick	Ed.D. Art Education	Bio [113]
30.50.0701.00	ART	MFA	Joshua Roberson	Ph.D. Egyptology	Bio [114]
30.50.0703.00	ART HISTORY	BA	William McKeown	Ph.D. Art History	Bio [115]
30.50.0703.00	ART HISTORY	MA	William McKeown	Ph.D. Art History	Bio [115]
30.50.0706.11	MULTIMEDIA STORYTELLING	Graduate Certificate	Thomas Hrach *(see note 6)	Ph.D. Mass Communications	Bio [12]
30.50.0901.00	MUSIC	BM	Ken Kreitner	Ph.D. Musicology	Bio [116]
30.50.0901.00	MUSIC	MMU	Marcin Arendt *(see note 29)	DMA Performance	Bio [117]
30.50.0901.00	MUSIC	DMA	Marcin Arendt *(see note 29)	DMA Performance	Bio [117]
30.50.0901.00	MUSIC	PhD	Marcin Arendt *(see note 29)	DMA Performance	Bio [117]
30.50.0901.11	ARTIST DIPLOMA IN MUSIC	Graduate Certificate	Marcin Arendt *(see note 29)	DMA Performance	Bio [117]
30.50.0908.11	VOCOLOGY	Graduate Certificate	Kyle Ferrill	DM	Bio [118]

				Vocal Performance	
30.50.0999.02	MUSIC INDUSTRY	BM	Jon Frazer *(see note 30)	MS Instruction and Curriculum Leadership	Bio [119]
31.51.0202.00	AUDIOLOGY	AUD	Jani Johnson	Ph.D. Communication Sciences and Disorders Au.D. Audiology	Bio [120]
31.51.0204.00	SPEECH LANGUAGE PATHOLOGY	MA	Naomi Eichorn	Ph.D. Speech, Language, and Hearing Sciences	Bio [121]
31.51.0204.00	COMMUNICATION SCIENCES AND DISORDERS	PhD	Gavin Bidelman	Ph.D. Hearing Science	Bio [122]
31.51.0299.11	AUGMENTATIVE & ALTERNATIVE COMMUNICATION	Graduate Certificate	Vicki Haddix	M.S. Communication Disorders	Bio [123]
31.51.0702.00	HEALTH ADMINISTRATION	MHA	Paige Powell	Ph.D. Health Policy and Administration	Bio [124]
31.51.1508.11	CLINICAL MENTAL HEALTH COUNSELING	Graduate Certificate	Eraina Schauss *(see note 31)	Ph.D. Counselor Education and Supervision	Bio [125]
31.51.1699.11	NURSING EXECUTIVE LEADERSHIP	Graduate Certificate	Teresa Richardson	DNP Nursing	Bio [126]
31.51.2201.00	PUBLIC HEALTH	BS	Debra Bartelli *(see note 23)	DrPH Sociomedical Sciences	Bio [127]
31.51.2201.00	PUBLIC HEALTH	MPH	Vikki Nolan	DSc Epidemiology	Bio [128]
31.51.2201.00	SOCIAL AND BEHAVIORAL SCIENCES	PhD	Ken Ward	Ph.D. Clinical Psychology	Bio [129]
31.51.2201.11	HEALTH ANALYTICS	Graduate Certificate	Hongmei Zhang *(see note 23)	Ph.D. Statistics	Bio [69]
31.51.2208.11	POPULATION HEALTH	Graduate Certificate	Vikki Nolan	DSc Epidemiology	Bio [128]
31.51.2211.11	HEALTH SYSTEMS LEADERSHIP	Graduate Certificate	Paige Powell	Ph.D.	Bio [124]

				Health Policy and Administration	
31.51.2310.11	DISABILITIES STUDIES	Graduate Certificate	Chrisann Schiro-Geist *(see note 5)	Ph.D. Counseling Psychology	Bio [9]
31.51.3102.00	NUTRITION	MS	Marie van der Merwe	Ph.D. Molecular Pharmacology	Bio [130]
31.51.3203.12	NURSING EDUCATION	Graduate Certificate	Brad Harrell	DNP Nursing	Bio [131]
31.51.3801.00	NURSING	BSN	Joy Hoffman	DNP Nursing	Bio [132]
31.51.3801.00	NURSING	MSN	Brad Harrell	DNP Nursing	Bio [131]
31.51.3805.11	FAMILY NURSE PRACTITIONER	Graduate Certificate	Belinda Fleming	Ph.D. Nursing	Bio [133]
31.51.3808.00	NURSING	PhD	Annapoorna Mary	Ph.D. Nursing	Bio [134]
32.52.0201.00	BUSINESS ADMINISTRATION	MBA	Carmen Astorne-Figari	Ph.D. Economics	Bio [135]
32.52.0201.00	BUSINESS ADMINISTRATION	MS	Pankaj Jain	Ph.D. Business Administration /Finance	Bio [136]
32.52.0201.00	BUSINESS ADMINISTRATION	PhD	Tom McInish	Ph.D. Business Administration /Finance	Bio [137]
32.52.0201.01	MANAGEMENT	BBA	Alex Lindsey	Ph.D. Industrial-Organizational Psych.	Bio [138]
32.52.0203.00	SUPPLY CHAIN MANAGEMENT	BBA	Jeff Thieme *(see note 33)	Ph.D. Marketing	Bio [139]
32.52.0203.11	FREIGHT TRANSPORTATION	Graduate Certificate	Roger Meier *(see note 33)	Ph.D. Civil Engineering	Bio [46]
32.52.0203.12	SUPPLY CHAIN MANAGEMENT	Graduate Certificate	Jeff Thieme *(see note 33)	Ph.D. Marketing	Bio [139]
32.52.0206.11	PHILANTHROPY AND NONPROFIT LEADERSHIP	Graduate Certificate	Erin Nelson *(see note 34)	Ph.D. Nonprofit Management	Bio [140]
32.52.0301.00	ACCOUNTING	BBA	Peter McMickle	Ph.D. Accounting	Bio [141]
32.52.0301.00	ACCOUNTING	MS	Steve Lin	Ph.D.	Bio [142]

				Accounting & Finance	
32.52.0302.11	TAXATION	Graduate Certificate	Kenton Walker	Ph.D. Accounting	Bio [143]
32.52.0601.00	BUSINESS ECONOMICS	BBA	Jamein Cunningham	Ph.D. Economics	Bio [100]
32.52.0701.11	ARTS ENTREPRENEURSHIP	Graduate Certificate	Ryan Fisher *(see note 35)	Ph.D. Music Education	Bio [144]
32.52.0801.00	FINANCE	BBA	Jeffrey Black	Ph.D. Finance	Bio [145]
32.52.0801.11	FINANICAL ANALYSIS AND PLANNING	Graduate Certificate	Pankaj Jain	Ph.D. Business Administration /Finance	Bio [136]
32.52.0904.00	HOSPITALITY & RESORT MGMT	BA	Radesh Palakurthi	Ph.D. Hospitality Management	Bio [146]
32.52.0904.11	HOSPITALITY MANAGEMENT SPECIALIST	Graduate Certificate	Carol Silkes	Ph.D. Hospitality & Tourism Management	Bio [147]
32.52.1101.00	INTERNATIONAL BUSINESS	BBA	Kurt Kraiger	Ph.D. Industrial-Organizational Psych.	Bio [148]
32.52.1101.00	INTL MASTER'S OF BUSINESS ADMIN	IMBA	Balaji Krishnan	Ph.D. Business Administration	Bio [16]
32.52.1201.00	BUSINESS INFORMATION AND TECHNOLOGY	BBA	Srikar Velichety *(see note 36)	Ph.D. Management Information Systems	Bio [149]
32.52.1207.11	BUSINESS INFORMATION ASSURANCE	Graduate Certificate	Sandra Richardson	Ph.D. Management Information Systems	Bio [21]
32.52.1301.11	DATA ANALYTICS FOR TECHNOLOGY	Graduate Certificate	Sandra Richardson	Ph.D. Management Information Systems	Bio [21]
32.52.1301.12	DATA ANALYTICS FOR MANAGEMENT	Graduate Certificate	Sandra Richardson	Ph.D. Management Information Systems	Bio [21]
32.52.1301.13	BUSINESS ECONOMICS	Graduate Certificate	Jamein Cunningham	Ph.D. Economics	Bio [100]
32.52.1301.14	APPLIED ECONOMIC ANALYTICS	Graduate Certificate	William Smith	Ph.D. Economics	Bio [150]
32.52.1401.00	MARKETING MANAGEMENT	BBA	Jeff Thieme	Ph.D. Marketing	Bio [139]

			*(see note 33)		

Additional Qualifications for Program Coordinators

In some instances, the academic credentials of the faculty program coordinator may not match up perfectly with the academic program areas under the program coordinator's purview. Therefore, additional information has been provided for those coordinators to show additional qualifications.

Notes:

1. *Charlie Santo
Dr. Santo teaches courses that focus on urban economic analysis, public finance and planning, and planning research methods. He is the co-editor of *Sport and Public Policy: Social, Economic, and Political Perspectives* and the author of multiple articles on public investment and urban revitalization that have appeared in the *Journal of Urban Affairs*, and the *Journal of Planning Education and Research, and Community Development*. Before entering academia, Dr. Santo worked as a principal planner for housing and neighborhood preservation with the City of Richmond, Virginia, where he coordinated the implementation of the city's innovative Neighborhoods in Bloom program, which has been recognized with the HUD Secretary's Opportunity and Empowerment Award.

2. *Ladrica Menson-Furr
Dr. Menson-Furr's research and publications are found within the areas of English literature, specifically African American literature, and dramatic/theatrical literature and performance. Hence, like the design of the African and African American Studies program, her work is inter-disciplinary or cross-disciplinary. Within the African and African American Studies program, she teaches the program's research methods course (AAAS 3100), capstone course (AAAS 4100), and facilitates the AAAS program's internship experience/course. These courses enable her to keep abreast of Africana studies research practices, theories and methodologies and models and encourage cross-disciplinary research practices for both African and African American Studies and Department of English students. Dr. Menson-Furr serves as member of the university's Eradicating Racism Initiative as a co-lead on both the existing programs and new program development committees.

3. *Terrence Tucker
Dr. Tucker's literary work focuses on late 20th century and 21st century African American literature. His research interests center around post-Civil Rights, or post-soul, literature and drama. They involve expressions of humor and militancy, representations of the black elite, black masculinity, Afrofuturism, and black popular culture. He is currently the chair of the host committee for the College Language Association, the premier organization for the study of African American literature, which will bring its annual convention to Memphis in 2020.

4. *Kathy Schultz
Poet-scholar Dr. Kathy Lou Schultz's areas of research include African American and Afro-Diasporic literature and culture, multi-ethnic American literature, poetry and poetics, modernism, critical theory, gender studies, and the epic. She has a continuing interest in the relationship between literary histories and national histories, as well as the role of the arts, especially poetry, in the social world.

5. *Chrisann Schiro-Geist
Dr. Schiro-Geist initial research interest focused on AAT with adults and children with disabilities. His first collaborative projects were housed at the Rehabilitation Institute of Chicago and the Illinois School for Physically Disabled Youth. These projects allowed his team to create a protocol and instruments for future studies such as Measure of Pet Intervention (MOPI), which was eventually included in the book *Assessing the Human Animal Bond: A Compendium of Actual Measures* (Anderson, 2007). The instruments were further developed and tested with significant results at a later project in Springfield, Illinois at the Hope School. This was major breakthrough in the literature regarding the use of AAT with children with disabilities because the positive results were assessed outside of the therapeutic setting.

6. *Thomas Hrach

Thomas J. Hrach's journalism career includes working as an editor and reporter at The Marietta Times in Marietta, Ohio, for more than 18 years before returning to school in 2005 to pursue his doctorate degree. His passion for journalism started young as an avid newspaper reader in his hometown of Cleveland, Ohio. His most recent publication was *Beyond the Bounds of Tolerance: Commercial Appeal Editorials and the 1968 Memphis Garbage Strike*, which appeared in the spring 2015 edition of *Journalism History*. He also has research articles published in *Journalism History, Newspaper Research Journal* and *The Tennessee Historical Quarterly*. He has contributed articles to two published books - *The New Encyclopedia of Southern Culture*, and *African Americans in the History of Mass Communication*. As well as teaching, Hrach is the faculty advisor for the U of M student chapter of the Society of Professional Journalists and chair of the Student Publications Board, which oversees *The Daily Helmsman*.

7. *Mark Gillenson

Dr. Gillenson worked for the IBM Corp. for 15 years in a variety of positions, including seven years as a faculty member of the prestigious IBM Systems Research Institute. Subsequently, he was a professor at the University of Miami, Miami FL. Dr. Gillenson's areas of interest are software testing, database management systems, particularly database administration and database design, and electronic commerce. He is an associate editor of the Journal of Database Management. Dr. Gillenson's research has appeared in MIS Quarterly, Communications of the ACM, Methods of Information in Medicine, and other leading journals. His books include Strategic Planning, Systems Analysis, and Database Design, 1984, Database: Step-by-Step, 2nd edition, 1990, and Fundamentals of Database Management Systems, 2nd edition 2012, all published by John Wiley & Sons.

8. *Vasile Rus

Dr. Rus conducts state-of-the-art research and teaching in the area of language and information processing. He has been exploring fundamental topics such as natural language based knowledge representations, semantic similarity, and question answering as well as applications such as intelligent tutoring systems and software defect knowledge management. Dr. Rus has received research awards to support his work from the National Science Foundation, Institute for Education Sciences, Office of Naval Research, and other federal agencies. For his work on automated methods to handle software defect reports in large-scale software development projects, Dr. Rus has been named a Systems Testing Research Fellow of the FedEx Institute of Technology.

9. *Dipankar Dasgupta

Dr. Dasgupta is one of the founding fathers of the field of artificial immune systems, making major contributions in applying bio-inspired approaches to intrusion detection, spam detection, and building survivable systems . His latest book, Immunological Computation, is a graduate-level textbook published by CRC Press in 2008. He has also edited a Springer-Verlag book on artificial immune systems and another book on genetic algorithms. In addition to Prof. Dasgupta's research and creative activities, he spearheads the University of Memphis' education, training, and outreach activities on Information Assurance. He is the founding Director of the Center of Information Assurance, which is a nationally designated Center for Academic Excellence in Information Assurance Education and Research.

10. *Tim Flohr

Timothy Flohr has over 25 years of leadership experience in the food and beverage industry throughout the Mid-Atlantic Region and New York City. He was recently the Food and Beverage Operations Manager, Project Manager, and Adjunct Instructor at Drexel University, where he was an integral part in the creation of the new Center for Hospitality and Sport Management.

11. *Joanne Gikas

Currently the Associate Dean of the College of Professional & Liberal Studies, Dr. Joanne Gikas has also worked in the roles of Assistant Dean and Interim Dean for the college. As Interim Dean, Dr. Gikas worked to implement the BS in Commercial Aviation, where enrollment has now reached 80 students. Additionally, she worked to implement the Doctor of Liberal Studies, the third doctorate of its

nature in the US, with enrollment of over 50 students since its inception. Prior to her work with the College of Professioanl & Liberal Studies, Dr. Gikas was Director of Undergraduate Programs for the Regents Online Campus Collaborative (now TN eCampus) at the Tennessee Board of Regents in Nashville, TN and utilized her experience and education in instructional design to assist University of Memphis faculty as they developed many of our fully online programs as the Director of Online Education with (then) Extended Programs. Dr. Gikas earned her doctorate in Instructional Design & Technology and her research interests include effective instructional design strategies for online, hybrid and face to face; mobile learning; technology integration; and gaming and simulation for the learning environment.

12. *Beverly Cross
Dr. Beverly Cross serves as the Lillian and Morrie Moss Chair of Excellence in Urban Education at the University of Memphis. In this role, she provides leadership in the College of Education's mission to enhance educational success for urban learners. She came to the U of M from the University of Wisconsin-Milwaukee, where she was an associate professor of curriculum theory and urban education. Dr. Cross is nationally recognized for her record of teaching, research, scholarship and service in urban education. She has conducted research in the areas of teacher diversity, urban education, multicultural and anti-racist education and curriculum theory, and she has written frequently on urban education, particularly issues of race, class, and culture in urban schools and achievement.

13. *William Hunter
Prior to working in higher education, Dr. Hunter worked as an administrator, special education teacher, and children's mental health intervention specialist in several school districts in Ohio and Kentucky. His research interests include classroom management strategies, evidenced based instructional practices in inclusive and self-contained classrooms, positive behavior supports, and culturally responsive teaching.

14. *Laura Casey
Dr. Casey has worked as a behavior consultant in Georgia public schools, a behavior specialist in Mississippi public schools, and a children's behavior therapist for a community counseling agency in Mississippi. She has recently published in *Education and Training for Autism and Developmental Disabilities*, *Research in Autism Spectrum Disorders*, *Journal of Applied Behavior Analysis, Beyond Behavior, Children & Schools*, and *The Family Journal*. Her publications are cited nationally and recognized internationally as she was recently on a dissertation committee for a doctoral student in Australia who was replicating her work with families of children with autism. Her research interests include assessment and early intervention, working with parents and families of children with autism, and merging applied behavior analysis with other disciplines.

15. *Michelle Brasfield
Dr. Brasfield's research and expertise includes burnout and vicarious traumatization, wellness intervention, college and career readiness, and creative counseling for youth. Dr. Brasfield is Coordinator of the School Counseling Program.

16. *John Haddock
Dr. Haddock's honors and awards include the Thomas W. Briggs Foundation Teaching Award, Dunavant Professor of Mathematics, Member: National Selection Committee (Mathematics) for the President's Award for Excellence in Mathematics and Science Teaching (PAEMST). His research interests includes ordinary and functional differential equations and STEM Education.

17. *Celia Rousseau Anderson
Dr. Anderson holds a Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison, an M.Ed. from the Harvard Graduate School of Education, and a B.S. in Mathematical Sciences from the University of Memphis. Her scholarship focuses on equity in mathematics education; mathematics teacher professional development; and critical race theory in education. Dr. Anderson also conducts professional development initiatives for K-12 teachers involving mathematics and STEM education, and her work as been funded by the National Science Foundation.

18. *Rebecca Adams
Dr. Adams is an applied linguist with interests in classroom second language learning. Rebecca's work focuses on the role of peer communication in classroom settings in providing opportunities for learners to collaboratively construct second language knowledge as they work together in meaningful, authentic language tasks. Her publications have focused on topics including the second language task complexity in peer interactions, the role of feedback in peer interactions and learning, and collaborative peer writing and second language noticing and focus on form.

19. *Laurie MacGillivray
Dr. MacGillivray's research over the past dozen years has focused on literacy practices in and out of schools in urban areas. She has worked with elementary children in traditional and multiage classrooms, the families of these ethnically diverse students, first generation Latina teachers and other school-based educators, multiethnic teen-agers, and mothers and children living in homeless shelters. By examining literacy from these multiple perspectives, she has been seeking to improve education in urban schools. She is currently on the review board of *The Journal of Adolescent and Adult Literacy* and *The Reading Teacher.*

20. *Roger Meier
Dr. Meier's research interests are primarily in the areas of soil mechanics, pavement mechanics, highway materials, and numerical methods. He teaches graduate and undergraduate courses in soil mechanics, pavement design, highway materials, and engineering economics, among others. His research interests include collapsible soils, unsaturated soil mechanics, pavement mechanics, highway materials, and soft computing methods.

21. *William Duffy
Dr. Duffy specializes in composition and rhetorical theory, with particular interests in collaborative writing, first-year composition, and the institutional history of writing studies. He is also interested in discourse ethics, pragmatist philosophy, and religious rhetoric. From 2014-16, he served as the founding director of the UofM's Center for Writing and Communication.

22. *Lee Allen
Dr. Allen has served as technology consultant on numerous federal and state grants, and is the Principal Investigator for the Institute of Library & Museum Services' Laura Bush 21st Century Librarian grant in partnership with the Memphis City Schools and two rural West Tennessee school districts. His research interests include Library Information Specialists and their role in education.

23. *Hongmei Zhang
Dr. Hongmei Zhang is the Bruns Endowed Professor. Her research focus is on statistical methodology development in variable selection, joint clustering, and Bayesian networks with application to phenotypic data and genetic and epigenetic data. She is the recipient of several NIH research grants for her collaborative work in cancer and allergic disease studies.

24. *Andrew Olney
Dr. Olney's primary research interests are in natural language interfaces. His specific interests include vector space models, dialogue systems, unsupervised grammar induction, robotics, and intelligent tutoring systems. His publications and projects focus on task-oriented natural langu!age interfaces with specific focus on conversational intelligent tutoring systems, computational representations of meaning, and dyadic interaction and engagement. He is the Editor of the *Journal of Educational Data Mining*, Coordinator for the Cognitive Science Graduate Certificate, and Coordinator for the Undergraduate Minor in Cognitive Science.

25. *Dan Baker
Dr. Baker's research focuses on the analysis and characterization of bioactive lipids (lysophosphatidic acid, sphingosine 1-phosphate, and phosphatidic acid) and their roles in human biochemistry and disease. The overall goal of his lab is to better understand the mechanisms by which these specific bioactive lipids are produced and how they elicit their responses. Dr. Baker's expertise lies in the application of analytical biochemistry to the study of enzyme function.

26. *John Topinka

Dr. Topinka was the Finance and Administraton director for the Miami-Dade Housing Agency from 2001-2006. He directed day-to-day operations of a 70 plus employee support division with responsibilities for budget, finance, human resources, information technology, procurement and emergency management. He also served as their Budget Coordinator and Budget Analyst from 1987-2001. His academic career began in earnest after several decades of local government budget and financial management experience. His research focuses on fiscal health, debt, and performance management. He has published articles in the *American Review of Public Administration* and most recently in the *Journal of Budgeting, Accounting and Financial Management*.

27. *Esra Ozdenerol

Dr. Ozdenerol is the director of the GIS Certificate Program at the University of Memphis. She also directs the Spatial Analysis and Geographic Education Laboratory in the Department of Earth Sciences. Dr. Ozdenerol specializes in geographic information systems and has served as a technical consultant to various public, government, and international agencies. Her current research interests entail use of the geospatial technologies (including geographic information, remote sensing, cartographic and geostatistical analyses) in a diverse range of public and environmental health issues and gender inequalities.

28. *Catherine Phipps

Dr. Phipps is an associate professor in the History Department specializing in modern Japanese history, maritime empires, and historical geography. She earned her Ph.D. at Duke University and teaches courses on Japan and modern East Asia, as well as in comparative and global history. Her current research projects examine Japan's coastal security, policing, smuggling in maritime East Asia, and the historical, material, and cultural impact of Japan's empire on the port and metropolis of Osaka.

29. *Marcin Arendt

Dr. Marcin Arendt is an active chamber musician, soloist, & teacher. As a professor of violin at the University of Memphis' Rudi E. Scheidt School of Music, Dr. Arendt enjoys teaching a thriving studio of undergraduate and graduate students as well as playing with his colleagues on the string faculty in the Ceruti String Quartet. Arendt has been a soloist with several orchestras including Iris Orchestra and the Memphis Symphony Orchestra. He is the co-founder of Memphis Mix, a blues & crossover band that has performed internationally and was the featured ensemble of the first Memphis in Poland Festival. He was a member and regular concertmaster of Colorado's premiere conductor-less string orchestra, The Sphere Ensemble, and was the featured violinist with the nationally touring crossover-fusion band FEAST.

30. *Jon Frazer

Mr. Frazer has over 25 years of experience in studio recording and live sound reinforcement. He has recorded projects for RCA, Atlantic, Columbia, Warner Bros., and Universal as well as independent labels; has toured nationally and internationally spanning 14 different countries, and has been awarded gold and platinum records for his work in those areas. Mr. Frazer's professional affiliations include membership in the National Academy of Recording Arts and Sciences, and the Audio Engineering Society.

31. *Eraina Schauss

Dr. Schauss's research and expertise includes child cognitive, behavioral, emotional and neurodevelopment, family systems therapy, career development and coaching. Dr. Schauss is Coordinator of the Clinical Mental Health Counseling Program.

32. *Debra Bartelli

Dr. Bartelli worked for a national research firm conducting evaluations for non-profits, foundations, and government agencies. She also directed a multi-sector initiative in Shelby County designed to improve health outcomes, improve quality of care, and reduce healthcare costs. Dr. Bartelli's public health interests are diverse and include the built environment, environmental policy, food insecurity, and

urban health. Recently, she has been engaged in the University's efforts to address adverse childhood experiences (ACEs) through the iIMPACT Center. She also conducts fieldwork focused on improving public health infrastructure, access to clean water and reducing food insecurity in rural Haiti.

33. *Jeff Thieme

Dr. Thieme received his Ph.D. from Michigan State University and has an MBA (Emphasis in Operations Management) and BS Mechanical Engineering from the University of Missouri - Columbia. Prior to joining the faculty at the University of Memphis, Dr. Thieme was Assistant Professor of Marketing at Syracuse University. He has published in major marketing journals including: Journal of Marketing Research, Journal of the Academy of Marketing Science, and Journal of Product Innovation Management. Outside of academia, he has worked for a variety of companies including: Ford Motor Company, Purina Mills, Union Electric, and McDonnell Douglas.

34. *Erin Nelson

Dr. Nelson received her M.P.A. and Ph.D., both with emphases in nonprofit management, from the Bloch School of Management at the University of Missouri-Kansas City. Her research interest is in career decision-making, and examines how people learn about and select careers in the nonprofit sector. This research interest stems from her own experience as an "accidental nonprofiteer," and highlights the sometimes-unintentional nature of nonprofit careers. Dr. Nelson also researches nonprofit career trajectories, nonprofit management education, and nonprofit leadership and talent development.

35. *Ryan Fisher

Dr. Fisher serves as artistic director of Memphis ChoralArts, a community choral organization which serves children to mature senior adults. He also served as the President-Elect of the Arkansas Music Educators Association and on the National Association for Music Education-Choral Council and Tennessee Music Education Association state board. He currently serves on the Tennessee ACDA state board and Update: Applications of Research in Music Education editorial committee.

36. *Srikar Velichety

Dr. Velichety's research interests are in business and big data analytics with a focus on developing and applying social network analysis, econometrics and data mining methods in Online Communities and Social Media. His research demonstrates ways to tackle problems where there is very little social science or economic theory but a large, diverse dataset is available. His research has been published in major journals including *JMIS* and all major Information Systems and Computer Science conferences including ICIS, INFORMS and WWW. One of his articles was nominated for the Best Conference Paper at the Workshop on Information Technology and Systems (WITS) in Milan, Italy.

Conclusion

In the narrative for 6.2.c, the institution laid out the method by which it would explain how it assigned appropriate responsibility for the coordination of its academic programs. It achieved this by explain how programs are developed and the roles of program coordinators. Additionally, the institution explained the curriculum approval process, though it should be noted that a richer description of this process is included in 9.1. Next, the institution explained how it defined an academic program as those programs contained in the Academic Program Inventory (API). The API serves as the official documentation that displays all local and state-approved academic programs available at the institution. Finally, a chart was provided that showed who the program coordinator was for each of the institution's academic programs. The chart contained the 2020 CIP code, the name of the program, the degree credential awarded, the name of the program coordinator, the highest degree of the coordinator, and a link to a bio for each coordinator. Finally, when the credentials of the program coordinator was different than the academic program under that person's purview, the institution provided additional qualifications (including links to bios).

Evidence

[1]   2019_faculty_handbook

Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* [CR]

Compliance Status: Compliant

Narrative

The University of Memphis' strategic plan[1] titled "Leading Through Innovation" encompasses the years 2019 through 2023. The plan includes a vision, mission, priorities, and values of the institution that is appropriate for the type of student the university serves and the kinds of programs that are offered. The mission of the University of Memphis is derived from the strategic plan and reads: "We provide the highest quality education by focusing on research and service benefiting local and global communities." The mission of the university, in concert with the strategic plan, informs the criteria and thresholds of acceptability for this core requirement.

The criteria that were chosen to be measured were determined by a subcommittee of the Institutional Effectiveness Council[2] (IEC) and approved by the IEC. The subcommittee was made up of active IEC members. Additional input on the criteria was sought from the office of institutional research; the division of student academic success; the provost's office; and the office of institutional effectiveness, accreditation and academic assessment. All data and calculations that utilized internal data was provided by the office of institutional research.

Five student achievement criteria were chosen and these include: six-year graduation rate of first-time, full-time undergraduate students; licensure pass rates of undergraduate students in engineering, nursing, and education; first-time completion pass rates of general education courses in English, math, and science; one-year and four-year retention rates of first-time, full-time students; and the graduation numbers for specific focus populations that include African-American students, first-generation students, students in health programs, low-income students, and student veterans. A detailed justification for each of the criteria and threshold of acceptability is included below. Achievement goals with subsequent justification is provided as well.

Criteria 1 - Graduation rate - Six-year graduation rate of first-time, full-time undergraduate students (including disaggregating by socioeconomic status, race, and gender)

The University of Memphis places an emphasis on tracking and improving six-year graduation rates. This emphasis is derived from the 2019-2023 strategic plan[1] where "student success" is listed as a value of the university and "student success, access and affordability" is listed as one of the highest priorities. In both cases, the university tracks six-year graduation rates of first-time, full-time students as one way to measure achievement in this area. Also, the university recognizes degree completion as an indicator of student success. Additionally, the Tennessee Higher Education

Commission (THEC) serves as the governmental entity that oversees the Outcomes Based Funding Formula for the state of Tennessee. The funding formula uses six-year graduation rates as one way to reward institutions for success in graduating its students in a timely manner. For the 2015-2020 Outcomes Based Funding Formula[3], the University chose to rank six-year graduation rates among the highest of the nine outcomes, so that 17.5% of the outcomes formula funding rests on this metric. Consequently, there are financial incentives for improving these rates. In summary, the justification for the criteria "six-year graduation rate of first-time, full-time undergraduate students" is tied directly to the 2019-2023 strategic plan of the University of Memphis, which values student success, and to the 2015-2020 Outcomes Based Funding Formula.

This criteria addresses specifically the overall six-year graduation rate of first-time, full-time undergraduate students. It also examines the graduation rates for first-time, full-time undergraduate students for the disaggregated populations of socioeconomic status (Pell versus non-Pell), race, and gender (male versus female). The disaggregated populations were chosen specifically because the University of Memphis' Strategic Plan has several core values, one specifically addresses student success[4]. This value states that "we provide every student with the opportunity to excel." Additionally, student demographics are such that disaggregating by gender, race, and socioeconomic status (Pell versus non-Pell) makes sense because of a history of gaps in completion rates between the populations. The male/female first-time population is 59% female and 41% male. Pell eligible students make up 47% of the first-time freshmen population, while non-Pell make up 53%. Finally, the race disaggregation reflects IPEDS report categories and include: Asian (3%), Black (36%), Hispanic (9%), White (44%), Multirace (4%) and American Indian (less than 1%).

Threshold of Acceptability for Criteria 1: The threshold of acceptability for the six-year graduation rate of first-time, full-time undergraduate students is 44%. This threshold was chosen for two reasons. First, in 2018 the University of Memphis was required by SACSCOC to choose an undergraduate completion metric. The University could choose from among the IPEDS Graduation Rate, IPEDS 8 Year Outcomes, National Student Clearinghouse Total Completion Rate, or the SACSCOC Institutional Profile Graduation Rate. The University of Memphis chose the SACSCOC Graduation Rate as its undergraduate completion metric because of the emphasis on student completion including students who transfer out. The SACSCOC graduation rate provided at that time was 43.5%. The second reason why 44% was chosen as a threshold of acceptability is because it represents the average graduation rate of the five-year entering classes from 2008-2012. This time frame was chosen to serve as a baseline against which to compare students who graduate in 2019 and beyond (during the time frame of the 2019-2023 strategic plan). It will then be possible to compare the new strategic plan efforts to improve graduation with previous strategic plans. The threshold of acceptability of 44% will be applied to the first-time, full-time graduation rate for all students and for the disaggregated populations (socioeconomic status, race, and gender). By using the same threshold for all groups, it will be easier to identify gaps in graduation rates that can then be addressed through strategic efforts. In summary, the threshold of acceptability represents an internal goal and a desire to not fall below the SACSCOC graduation rate.

Achievement Goals for Criteria 1: The University of Memphis has established a six-year graduation rate goal of 61%. A graduation rate of 61% is similar to the graduation rate of fifteen other schools who have achieved Carnegie 1 research status. The university has an aspirational goal to reach Carnegie 1 research status, therefore, it would need to increase its undergraduate graduation rates to be competitive for this potential ascent. Additionally, the six-year graduation rate of institutions identified as Urban-13 schools is 60% (the UofM is one of the Urban-13 schools as well). Therefore, setting an aspirational goal of 61% would meet or exceed similar graduation rates of some Carnegie R1 institutions and exceed the average of Urban-13 institutions.

Criteria 2 – Licensure pass rates of undergraduate students in engineering, nursing, and education: Quality Assurance Funding[5] is a funding mechanism administered by the Tennessee Higher Education Commission to reward institutions in Tennessee based on various measures of quality. These measures of quality include general education, quality of academic programs, quality of student learning environment and engagement, improving adult learner graduation rates, institutional satisfaction, and student access and success. Within the category of "quality of student learning

environment and engagement", undergraduate licensure programs are assessed (THEC 2015-2020 QAF Funding Guidebook[6]). The three licensure-track programs that the University of Memphis reports for QAF are Engineering, Nursing, and Education. Engineering uses the Fundamentals of Engineering (FE) exam, Nursing uses the National Council Licensure Examination (NCLEX), and Education uses the edTPA. Since the results of each of these licensure exams are used annually in the QAF formula, and since these tests provide a way to measure student success using national benchmarks, it is important for the university to include them as one of the criteria of student achievement.

Threshold of Acceptability for Criteria 2: The threshold of acceptability for licensure pass rates for engineering (FE) and education (edTPA) is the 2019-2020 national pass rates for each licensure exam. The threshold of acceptability for Nursing (NCLEX) is the benchmark that is established by the Commission on Collegiate Nursing Education (CCNE). In this case, the 2019-2020 national pass rates are:

Engineering (FE) – Civil Engineering (73%), Electrical Engineering (73%), and Mechanical Engineering (78%)
Nursing (NCLEX) – 80%
Education (edTPA) – 97%

The Quality Assurance Funding formula provides the maximum amount of points when the mean pass rates of all the students who took each licensure exam meets or exceeds the national pass rates for each exam. If the mean pass rate for each of the licensure exams for University of Memphis students falls below the national mean, then points are lost in the formula. Each point that is lost in the funding formula means that the institution does not maximize the funding that is available through the formula. Therefore, the threshold of acceptability serves as the line between full funding for this portion of the formula and loss of funding.

Achievement Goal for Criteria 2: Aspirational goals were established in concert with each of the colleges represented in the licensure exam pass rates metric (engineering, nursing, education). The nursing aspirational goal is an 88% pass rate for the NCLEX. This goal is based on the 2019-2020 national pass rate for the NCLEX. Therefore, the aspirational goal is to meet or exceed the national pass rate. Engineering has set an aspirational goal of a 75% pass rate on the FE. Most University of Memphis students who take the FE come from three concentrations (civil, mechanical, electrical). The national pass rates for each of these areas vary year-to-year but are usually under 75%. For example, in January 2019, the national pass rate for civil engineering was 67%, mechanical engineering was 78%, and electrical was 69%. The aspirational goal for the edTPA is a first-time pass rate of 98% for undergraduate majors. This demanding goal was established by the College of Education because program graduates must pass the edTPA to graduate from the UofM with the respective degree.

Criteria 3 – First-time completion pass rates of general education courses in English, math, and science: The general education core curriculum serves as the gateway courses students need to progress to their major field of study. Students who earn an A, B, or C are more likely to move on to other required general education courses or their major field of study. Undergraduate students who struggle in these courses must retake the course or choose a different general education class in that area. Therefore, it is important for the university to track success rates in these subject areas. In addition, the 2019-2023 Strategic Plan: Leading Through Innovation[1], places a strong emphasis on student success. For example, one of the "Values" is Student Success, while one of the "Highest Priorities" is Student Success, Access and Affordability. Since the largest attrition occurs from freshman to sophomore year (23%) and then from sophomore to junior year (12%), it makes sense to focus on student success in the general education courses generally taken by freshmen and sophomores.

Threshold of Acceptability for Criteria 3: 71%. The threshold of acceptability for this criterion has been derived from the first-time pass-rates of (earning an A, B, or C on the first attempt in the three general education content areas that are tracked English, math, and science) over a three-year

average (spring 2016 through spring 2019). This three-year period, using local data, serves as an internal benchmark to allow the institution to measure success upon implementation of the most recent strategic plan (2019-2023 Strategic Plan: Leading Through Innovation[1]).

   Achievement Goal for Criteria 3: 72%. The aspirational goal for criteria three is that the first-time pass rates (an A, B, or C) for English, math, and science general education courses would be 72%. This percentage was chosen because it represents an improvement over the threshold of acceptability and could potentially show that the 2019-2023 Strategic Plan had some impact on student success.

Criteria 4 – Retention rate of first-time, full-time undergraduate students based on a one-year retention rate: Successfully retaining students is a critical component of the health of the University of Memphis and a reflection of its mission to encourage student success. In fact, student success is listed in the 2019-2023 Strategic Plan[1] as a value and priority of the institution. In addition, the University of Memphis (UofM) is currently pursuing Carnegie R1: Very high research activity and a study of Carnegie R1 institutions found that the lowest four-year graduation rate of R1 universities is 50%. Finally, the outcomes-based funding formula for four-year higher education institutions in the state of Tennessee is tied directly to the number of students who reach certain credit hour milestones (30, 60, and 90 credit hours). The university prioritized these outcomes out of the nine formula metrics so that they represent 15% of the UofM funding formula outcomes in the 2015-2020 funding cycle. Therefore, retaining first-time, full-time students is critical for upholding the values and priorities in the strategic plan, as an important component of Carnegie R1 research status, and because successfully retaining students is a scored metric in the state funding formula. The UofM chose one-year retention rates to track for this measure. The 1-year fall-to-fall retention rate will allow the university to track year-to-year fluctuations in first-time, full-time student retention.

   Threshold of Acceptability for Criteria 4: Average 1-year retention rate from academic years 2013-2017: 78%. The threshold of acceptability for the 1-year fall-to-fall retention rate was created by using internal data that determined the average retention rate for the entering cohort over a five-year period from 2013-2017. Since the 1-year rate represents annual fluctuations, 2013-2017 was the most recent data available before the new strategic plan was implemented.

   Achievement Goal for Criteria 4:1-year fall-to-fall retention rate of 81%. Institutional historical data were used to determine the aspirational goal for the 1-year retention rate. In 2015, the UofM had a record high one-year fall-to-fall retention rate of first-time, full-time students of 80%. Therefore, the aspirational goal for the one-year rate represents a full percentage point better than the previous high. This rate of 81% would represent a new record for the university.

Criteria 5 – Raw graduation numbers for specific focus populations associated with Quality Assurance Funding (African-American students, first generation students, students in health programs, low income students, and student-veterans): The Student Access and Success standard [7]for Quality Assurance Funding provides financial incentives when institutions graduate certain focus populations. In fact, 25% of the Quality Assurance Funding formula is assigned to this standard. If the UofM can meet or exceed a three-year benchmark, then the institution will earn the maximum amount of points for this standard. Additionally, the university's 2019-2023 strategic plan is to ensure the success of all students. The University of Memphis is a minority-serving institution, has a veteran friendly designation, enrolls high percentages of low-income and first-generation students, and supports the health services areas of the local community (which is world renowned for it's children's and research hospitals). Therefore, ensuring the success of these particular populations is vital for the institution and the community.

   Threshold of Acceptability for Criteria 5: 3-year benchmark (2016-2019) for all five focus populations. This benchmark is used by the Tennessee Higher Education Commission to determine whether the UofM earned the full points for the focus population metric in Quality Assurance Funding.

   African-American students: 1000

First-generation students: 1116
Students in health programs: 317
Low-income: 1762
Student-veterans: 87

To receive the maximum amount of funding in the QAF formula, the UofM must graduate more than the 3-year benchmark for each of the focus populations. The minimal level of acceptability therefore is that the UofM would not fall below the three-year benchmark for each of these focus populations.

Achievement Goal for Criteria 5: The aspirational goal for each focus population represents the highest graduation number of the population over a four-year period, 2015 through 2019. Therefore, for African-American students the aspirational goal is to graduate 1052 students because this was the highest total in 2016-2017. The aspirational goal for first-generation students is 1127, which was attained in 2017-2018. The aspirational goal for student in health programs is 349, which was reached in 2017-2018. The aspirational goal for low income students is 1863, the high in 2016-2017. Finally, the aspirational goal for veterans is 103, the high in 2017-2018.

African-American students: 1052
First-generation students: 1127
Students in health programs: 349
Low income: 1863
Student Veterans: 103

Discussion and Evaluation of Results

Five student achievement measures were tracked and reported for 8.1. These five measures included six-year graduation rates of first-time full-time undergraduate students (disaggregated by socioeconomic status, race, and gender), licensure pass rates, first-time completion pass rates of general education courses (English, math, and science), retention/persistence rates of first-time full-time undergraduate students based on a one-year retention rates, and raw graduation numbers for five focus populations (African-American students, first-generation students, students in health programs, low-income students, and student-veterans). The results for each of these measures draws on the most recent complete academic calendar year (2019-2020) and is included in the chart below and published online[8].

Discussion of Measure 1: The first measure tracked the six-year graduation rates of first-time, full-time undergraduate students. Results for this measure included the overall six-year rates and the six-year rates disaggregated by socioeconomic status (Pell eligible versus non-Pell eligible), race (American Indian, Asian, Black, Hispanic, Multi-race, and White), and gender (male/female). The rationale for why the institution chose these disaggregated populations were included in the early section on the criteria/measure. The threshold of acceptability was 44% and was determined by a five-year average between 2008-2012, and by examining peer data. The achievement goal was 61% and was determined as a comparative rate to other institutions that are Carnegie 1 research institutions with similar socio-economic profiles. For the most recent six-year cohort (2014), the six-year graduation rate was 51.40%, far exceeding the threshold of acceptability, but less than the achievement goal. When disaggregating by gender, the six-year graduation rate for females was 55.7%, while the six-year graduation rate for males was 45.3%. Both the female and male cohorts had higher six-year graduation rates than the threshold of acceptability, but less than the achievement goal. When disaggregated by race, the six-year graduation rates for American-Indians was 50%, Asian was 56.8%, Black was 41.8%, Hispanic was 58.9%, multi-race was 51.5%, and White was 55.9% Of the six race categories that were tracked, Black students fell below the threshold of acceptability. All of the others were above the threshold of acceptability, but not above the achievement goal. Finally, the university disaggregated socioeconomic status by the categories of non-Pell eligible and Pell-eligible. The six-year graduation rates for non-Pell eligible students was 60.2% and Pell-eligible students was 43.2%. The Pell-eligible cohort was below the threshold of acceptability, while the non-Pell eligible students were close to the achievement goals.

Though the six-year graduation rate of first-time, full-time undergraduate students as a whole exceeded the benchmark, when disaggregation occurs, the populations of Black students and Pell-eligible students fell below the threshold of acceptability. Both the Pell-eligible and Black student populations are critically important to the University of Memphis. As mentioned earlier, Pell-eligible students make up 47% of the incoming freshmen, while Black students make up 36%. Therefore, improvement actions have been implemented to improve student achievement for these populations. For Pell-eligible students, internal analysis has found one of the strongest predictors of whether a first-time, full-time undergraduate student will graduate from the University of Memphis is their expected family contribution. Undergraduate students who are financially at-risk, have a greater likelihood of not persisting. The student achievement data for this cycle further proves this point as the graduation gap between the Pell-eligible and non Pell-eligible is twenty percentage points. Recognizing the financial challenges of students, the university announced[9] in summer 2020 that there would be no tuition increase for the 2020-2021 academic year. This represented the fourth time in seven years that the university did not raise tuition. Over the past seven years, the University of Memphis has had the lowest average total tuition increase compared to the other state public institutions (see chart[10]). Additionally, the university has implemented a guaranteed tuition plan, set a tuition cap for Tennessee residents (for undergraduate and graduate students), established uniform tuition rates for online and on-campus courses, simplified the student fee structure to reduce and then eliminate the online course fee over the next couple of years, moved to a standard per credit hour structure applicable to all courses, and adjusted rates for non-resident and international students.

The disaggregated population of Black students had a six-year graduation rate of 41.80%, which fell below the threshold of acceptability of 44%. Though the University of Memphis is recognized regularly by *Diverse* magazine as one of the Top Producers of African American graduates (Top 20 in the nation for undergraduate degrees awarded to African-American students), the graduation gap between this population and others warrants attention. Therefore, in August 2020, the President announced[11] a broad, university-wide effort to tackle systemic racism and promote social justice. Fourteen working groups were established and began work in September 2020. Several of these working groups are focused on the improvement of success metrics for this specific population and include: Closing Gaps in Retention and Completion of Students from Historically Underrepresented, First-generation and Low-income populations; and Curriculum: Infusing Diversity, Equity, Inclusion and Social Justice into Existing Courses/Curriculum.

Discussion of Measure 2: The second measure that was tracked was licensure pass rates which is directly tied to the Quality Assurance Funding formula. The three academic programs that are scored in the QAF formula for undergraduate performance on licensure exams include Engineering (Fundamentals of Engineering exam), Nursing (NCLEX), and Education (edTPA). For engineering, the threshold of acceptability was the 2019-2020 national pass rates for each area of the exam: Civil Engineering (73%), Electrical (73%), and Mechanical (75%). The achievement goal for this licensure exam was 75% across all concentrations and was determined using historical success rates of University of Memphis undergraduate students. For 2019-2020, six civil engineering students took the exam and 93% passed, two electrical engineering students took the exam and 50% passed, and thirty-five mechanical engineering students took the exam and 48.60% passed. The civil engineering students far exceeded both the threshold of acceptability and the achievement goal, while electrical and mechanical engineering students fell below the threshold of acceptability. It should be noted though, that only two electrical engineering students took the exam because it is not needed for practice in their field. Most students who took the exam came from the field of mechanical engineering. It should be noted that the Fundamentals of Engineering exam was canceled in the spring 2020 semester due to COVID-19, therefore the total number of students who took the exam was lower than in previous years. Additionally, all university classes in the spring semester were transitioned to an online format. Therefore, opportunities for the department to conduct practice sessions, training, and incorporation of exam content into the courses were diminished greatly. In response, the Herff College of Engineering now offers earlier test preparation for the 2020-2021 exam and has incorporated testing fundamentals into fall 2020 and spring 2021 courses.

Nursing students take the National Council Licensure Examination (NCLEX). The threshold of acceptability was established by the Loewenburg College of Nursing at 80%, a benchmark set by Commission on Collegiate Nursing Education. The achievement goal was set at 88%, which represents the 2019-2020 national pass rate for the exam. In 2019-2020, 256 students took the NCLEX and 87.9% passed the exam. Therefore, nursing students exceeded the threshold of acceptability and almost met the aspirational goal. The Nursing program continues to produce graduates who passed the NCLEX at high levels.

Undergraduate education students take the edTPA, a licensure examination. The Tennessee Higher Education Commission (THEC) uses licensure exam pass rates, including the edTPA, to determine funding for Quality Assurance Funding. When programs meet or exceed the national comparative pass rates, then the institution has the potential to earn more points in the formula, thus increasing funding from the state. Therefore, the threshold of acceptability for the undergraduate education students who take the edTPA is 97%, which represents the national pass rate. The aspirational goal was set at a 98% pass rate. This was established by an internal department goal and represents achievement that exceeds the national pass rate. In 2019-2020, 78 undergraduate education students took the edTPA exam and 96.15% (75 of 78) passed the exam. The 96.15% pass rate was .85% less than the threshold of acceptability, meaning that only one additional passing student was needed to exceed the threshold of acceptability. Nevertheless, the department has implemented improvement actions designed to improve student success with the edTPA exam. Beginning in fall 2020, content from the edTPA exam has been incorporated into the coursework. Students are now required to complete tasks such as writing lesson plans that relate to P-12 student knowledge, skills, and experiences; assessing P-12 students and planning new lessons to meet their needs, and reflecting on on teaching experiences to help build a stronger based from which to then write to the edTPA writing prompts. Furthermore, incorporation of edTPA resources such as *Understanding Rubric Level Progressions* and *Thinking Organizers* have been incorporated into the coursework and study preparations.

Discussion of Measure 3: The third measure/criteria was first-time completion rates of general education courses in English, math, and science and was tracked by the percentage of students who earn an A, B, or C grade. This measure was chosen because general education courses in these content areas often serve as the gateway courses for other general education classes and/or classes in the students' major field of study. Therefore, successful completion of these courses is paramount to keeping students on track to graduate in a timely manner. The threshold of acceptability was determined from internal data that used three years of data (spring 2016 through spring 2019). During that time, 71% of students had a first-time pass rate for general education courses in the three content areas, therefore 71% was set as the threshold of acceptability. The aspirational goal was set at 72%, which would represent a full percentage point better than the threshold and could be tied back to efforts to improve student success in the strategic plan that was implemented in 2019. For the 2019-2020 academic year, 77% of students passed the general education courses in English, math, and science. The high passage rates reflects a significant increase in Math success rates that came after the Math department began using the MATH ACT sub-scores instead of non-proctored ALEKS tests for initial math placement in fall 2019, with success rates increasing from an average of 71% before fall 2019, to 76% after fall 2019. In addition, the more successful fall 2019 math grades fueled an increase in general education science success rates in spring 2020, which reached an all-time high of 81%. The results are encouraging when considering the importance of these gateway courses for students' timely graduation.

Discussion of Measure 4: The fourth measure/criteria was the retention/persistence rates of first-time, full-time students using a one-year retention rate. The threshold of acceptability for the one-year rate was the average retention rate from 2013-2017, 78%. The aspirational goal for the one-year rate would represent a record high for the university. The aspirational goal for the 1-year retention rate was 81%. The results revealed that the one-year retention rate from fall 2019-2020 was 79.5%, which met the threshold of acceptability but did not meet the aspirational goal. The university's 2019-2023 strategic plan emphasizes student success and it appears that efforts from the strategic plan could be positively impacting the one-year retention rate. Also, the university is pursuing Carnegie R1 research status, therefore, it is encouraging that the one-year rate met the threshold.

Discussion of Measure 5: The fifth measure/criteria tracked raw graduation numbers for student populations that are a part of the focus populations metric used in the Quality Assurance Funding formula. The focus populations that were tracked were African-American students, first-generation students, students in health programs, low income students, and student veterans. The threshold of acceptability was determined using a three-year benchmark (2016-2019). The Quality Assurance Funding formula rewards institutions when they meet or exceed the three-benchmark. The aspirational goal represents the record high number of graduates for each population during the 2015-2019 years. For African-American students, the threshold of acceptability was 1000 and the aspirational goal was 1052. In 2019-2020, 968 African-American students graduated from the university, therefore the threshold of acceptability was not met. For first-generation students, the threshold that was established was 1116 and the aspirational goal was 1127. In 2019-2020, 1085 first-generation students graduated from the university, therefore the threshold was not met. The threshold of acceptability for students in health programs was 317 and the aspirational goal was 349. In 2019-2020, 269 students in health programs graduated from the university, therefore the threshold was not met. The threshold of acceptability for low income students was 1806 and the aspirational goal was 1863. In 2019-2020, 1841 low income students graduated from the university. This number exceeded the threshold of acceptability but did not meet the aspirational goal. The threshold of acceptability for student veterans was 87 and the aspirational goal was 103. In 2019-2020, 95 student veterans graduated from the university. This result exceeded the threshold of acceptability but did not meet the aspirational goal.

   The three focus populations that did not meet the threshold of acceptability were African-American students, first-generation students, and students in health programs. A further analysis of these results revealed the difficulty in using raw numbers as opposed to percentages to track success. While the university was successful in graduating a greater percentage of African-American, first generation, and healthcare program students from the senior class, the cohort sizes were smaller, making it nearly impossible to meet the benchmarks set. The Tennessee Higher Education Commission has agreed with this sentiment as well and for the 2020-2025 Quality Assurance Funding cycle, they will no longer use raw numbers to track graduation numbers for focus populations. Instead, they will use graduation per full-time-enrollment (FTE). When using FTE to track graduation, the African-American students, first generation students, and students in health programs would have all met or exceeded a threshold that was also based on FTE. However, the university chose to use raw numbers for this past academic year and recognizes that future years will switch to graduation numbers using FTE. In the meantime, the efforts to improve graduation of African-American and first-generation students is similar to the efforts described in the first measure/criteria. This includes a university-wide effort to tackle systemic racism and promote social justice. Fourteen working groups were established and began work in September 2020. Several of these working groups are focused on the improvement of success metrics for these specific populations and include: Closing Gaps in Retention and Completion of Students from Historically Underrepresented, First-generation and Low-income populations; and Curriculum: Infusing Diversity, Equity, Inclusion and Social Justice into Existing Courses/Curriculum. Additionally, in January 2020, the university received a 1.4 million private support gift[12] [static link][13] from the Suder Foundation and an anonymous donor to create the Office of First Generation Student Success and establish an endowed scholarship for first-generation students. The creation of an office that supports first-generation students and the endowed scholarship will most definitely impact success rates for this population. Finally, the number of students in health programs who graduated did not meet the threshold of acceptability. Several initiatives have been created to impact success in this area. First, the School of Health Studies has now been changed to the College of Health Studies. This change will increase recruiting and access into this college in order to grow the number of degrees awarded to students in health programs. Additionally, a new campus recreation center is in the process of being built and will open in spring 2021. This building has classroom space and laboratories built within it to further promote health programs. Finally, one of the fastest growing degree fields at the university is in the area of health programs, within the College of Health Studies. Therefore, the university should see an increase in the number of degrees awarded to students in this focus population over the next four to five years.

Published

The data that are presented for 8.1; including the five measures/criteria, thresholds of acceptability, achievement goals, and results; are published[8] **[**static link**]**[14] to the website of the Office of Institutional Effectiveness, Accreditation, and Academic Assessment.

8.1 Student Achievement Data
The chart below was created to summarize the 8.1 student achievement measures, thresholds of acceptability, achievement goals, and results. Further explanation of the justification for measures, thresholds, and achievement goals are contained in the narrative.

MEASURES	THRESHOLD OF ACCEPTIBILITY	ACHEIVEMENT GOAL	RESULTS
Six-year graduation rate of first-time, full-time undergraduate students (including disaggregating by socioeconomic status, race, and gender)	5-year average from cohorts of entering students in 2008-2012: 44%	61%	Over all 6-year rate (2014 cohort): 51.4% Female: 55.7% (n=1345) Male: 45.30% (n=961) Amer-Indian: 50% (n=4) Asian: 56.8% (n=74) Black: 41.8% (n=710) Hispanic: 58.9% (n=124) Multi-race: 51.5% (n=101) White: 55.9% (n=1252) Non-Pell: 60.2% (n=1122) Pell: 43.2% (n=1184)
Licensure pass rates of undergraduate students in engineering, nursing, and education Engineering (FE) Nursing (NCLEX) Education (edTPA)	The threshold of acceptability is the 2019-2020 national/state comparative pass rates for the licensure exams for Engineering and Education. Nursing's threshold represents the	Achievement goal for 2018-2019 pass rates of Engineering (FE)- 75% Nursing (NCLEX)- 88%	2019-2020 licensure results Engineering: Civil 93.8% (n=16)

	benchmark established by CCNE
	
	.
	Engineering –
	  Civil (73%)
	  Electrical (73%)
	  Mechanical (78%)
	
	Nursing – 80%
	Education – 97%
		Education (edTPA)- 98%
		
		Achievement goal for Engineering /Education established by departmental goals. Nursing uses the national pass rate as the aspirational goal.
			Electrical 50% (n=2)
			  Mechanical 48.6% (n=35)
			
			Nursing: 87.9% (n=256)
			
			Education: 96.15% (n=78)

First-time completion pass rates of general education courses in English, Math, and Science. The percentage of students who earn an A, B, or C in these general education content areas	71%	72%	77% (Fall 19 /Spring 20)
Retention/persistence rate of first-time, full-time undergraduate students based on a one-year retention rate.	Avg 1-year retention rate from cohorts entering fall 2013-2017: 78%.	1-year retention rate: 81%	1-year retention rate: 79.5% (Fall 2019 to Fall 2020)
Raw graduation numbers for specific focus populations associated with Quality Assurance Funding (African-American students, first generation students, students in health programs, low income students, and student-veterans)	3-year (2016-2019) benchmark for QAF African-American students: 1000 First generation students: 1116 Students in health programs:317 Low income:1806 Student Veterans: 87	The previous record high for each focus population for a four-year period of time (2015-2019). African-American students:1052 First generation students:1127 Students in health programs:349 Low income:1863 Student Veterans: 103	2019-2020 Results African-American students: 968 First-generation students: 1085 Students /health programs: 269 Low income: 1841 Student veterans: 95

Conclusion

The University of Memphis' response to 8.1 contained a description of the five measures/criteria that were tracked and the justification for why those measures were chosen. Each measure contained a threshold of acceptability with appropriate justification for how that threshold was determined. An achievement goal, often referred to as an aspirational goal in the narrative, was provided for each measure as well. Justification was provided for each achievement goal. The results were presented for each measure that reflected the most recent data available. Also, for each of the measures/criteria, the results were discussed and evidence of seeking improvement was provided. Finally, student achievement data that were reflected in the narrative were published to the Office of Institutional Effectiveness, Accreditation, and Academic Assessment website.

Evidence

[1] UofM Strategic Plan tri-fold FINAL

[2] IEC ROSTER

[3] 2015-2020 Outcomes Based Funding Formula Overview

[4] uofmvalues

[5] QAF_One_Pager

[6] THEC_2015-20_Quality_Assurance_Funding_Guidebook 15

[7] QAF Focus Populations

[8] 8.1 Published Site

[9] ZERO Tuition Increase for AY20-21

[10] Total Tuition Increase

[11] Eradicating Systemic Racism and Promoting Social Justice Initiative

[12] Suder Foundation

[13] Screenshot of Suder Foundation

[14] Screenshot of 8.1

8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
   a. student learning outcomes for each of its educational programs.
   (Student outcomes: educational programs)

Compliance Status: Compliant

Narrative

To demonstrate compliance with core requirement 8.2.a, this section is divided into the following parts: Definition of Academic Program, the Institutional Effectiveness Process, Institutional Effectiveness Calendar, Sample of Academic Programs, Justification of the Sampling Procedure, Components of the Program Assessment Reports, and Program Assessment Reports for the Sample.

Definition of Academic Program
The University of Memphis engages in an ongoing and systematic process to assess student learning for each of its educational programs. An educational program is a credential that a student can earn through the university. The Tennessee Higher Education Commission (THEC) provides a list of all approved educational programs for each of the community colleges, applied technology colleges, and public four-year institutions in the state of Tennessee. These educational programs were approved at the university level and at the state level. The list of approved academic programs provided by THEC is unique to each institution and is referred to as the Academic Program Inventory[1] (API). The API

will serve as the list of all eligible academic programs that participate in the institutional effectiveness process at the University of Memphis.

The Academic Program Inventory list is presented in three columns. The first column contains the 2010 CIP code, the second column contains the name of the academic program, and the third column displays the credential level. The third column also displays undergraduate credentials levels such as the B.A. (Bachelor of Arts) and B.S. (Bachelor of Science), and graduate level programs (masters, doctoral, and graduate certificate programs). Graduate certificates are defined in the third column as "C4."

Institutional Effectiveness Process
Academic programs at the University of Memphis participate in an annual institutional effectiveness process that is systematic and ongoing. This process occurs at multiple layers with academic programs evaluating student learning, analyzing the results produced by assessing student learning, and using those results to inform improvement actions. Additionally, multiple layers of review ensure that assessment results are shared within the academic department, the college or school, and the university.

Since the University of Memphis's last decennial review (2015), the university has made a targeted effort to improve its institutional effectiveness process by creating a culture of assessment within its educational programs. This has been accomplished by empowering academic programs to create learning outcomes that are reflective of their curriculum, training program coordinators on best practices in institutional effectiveness, regularly assessing student learning, and by sharing results with fellow faculty in order to create improvement actions that are designed to improve student learning. Furthermore, the process of program assessment has been improved with the creation of an institutional effectiveness manual[2]. Each program coordinator receives the manual at institutional effectiveness workshops that are held each fall semester.

The cycle of program assessment at the University of Memphis focuses on four areas. First, academic programs identify expected learning outcomes within their academic program. Second, they assess the achievement of those outcomes. Third, they use the results to inform improvement actions. Fourth, they repeat the cycle.

The institutional effectiveness process at the University of Memphis is a four-step process that includes: Planning, Assessing and Analyzing, Improvement, and Review.

   Step 1 - Planning: All academic programs that are included in the Academic Program Inventory[1] must participate in the institutional effectiveness process. Therefore, all programs are required to create learning outcomes. The faculty of each academic program decide the learning outcomes for the program. In the case of larger departments, the creation of the learning outcomes may be decided on by an assessment committee and then discussed amongst the faculty at a departmental meeting. For smaller academic programs that have few faculty, the learning outcomes are decided by all faculty and may occur at a monthly faculty meeting, pre-semester administrative meeting, faculty retreat, or a meeting solely focused on assessment. Regardless of where or how these learning outcomes are created, the faculty have control over the creation of learning outcomes for their program.

Once the academic programs have determined the learning outcomes, the faculty then decide how each of those learning outcomes will be assessed. Some academic programs choose to use measures that are already embedded in their courses to determine students' proficiency in a learning outcome, while others may choose to create new measures and incorporate them into the courses or curriculum.

   Step 2 – Assessing and Analyzing: The assessment of learning outcomes takes place on a yearly basis and includes feedback from faculty within the academic programs. The assessment step is a critical component of the institutional effectiveness process because it is the step where the academic program can identify gaps in student learning. The program can ask what the results of their

analysis are telling them about student learning within their program. Each academic program utilizes benchmarks as the primary way to gauge the extent to which students meet the learning outcomes. Benchmarks are determined by the faculty and are unique to each of the learning outcomes.

Step 3 – Improvement: A key hallmark of the University of Memphis institutional effectiveness process is that academic programs analyze the results of their assessments and determine how they are going to seek improvement of student learning. This continuous seeking of improvement occurs as academic programs annually analyze the assessment of student learning, compare results to the benchmarks that were established, and then seeks improvements based on this data. The data informs any gaps in student learning and helps the academic program decide how it will improve student learning.

Step 4 – Review: The final step in the institutional effectiveness process is the review of program assessment reports. These reports, created at the academic program level, are reviewed by the faculty of each academic unit; by department chairs; by the Dean or Assistant Dean of each college or school; by the Institutional Effectiveness, Accreditation, and Academic Assessment Office; and by the Institutional Effectiveness Council. By having multiple layers of the review process, the university attempts to decrease the likelihood that program assessment occurs in a silo and it ensures that results are shared widely.

The review and feedback stage is critical for the continuous assessment cycle. As mentioned above, several entities are included in the review of information and the sharing of results. An explanation of each unit and their role is provided below:

Faculty of the Academic Unit: Each step of the institutional effectiveness process is very important, but it can be argued that the academic department where the assessment plan originates, has the most important role. After all, it is in this department or program where student learning outcomes are created, decisions on how to assess those outcomes are designed, where results are analyzed, and where improvement actions are determined. Therefore, the practice is to have many individuals, most notably faculty, involved in this assessment process. Historically, as reflected in its last decennial reaffirmation, the University of Memphis has had an institutional effectiveness approach where assessment results were often the responsibility of one person within an academic program. Consequently, results were rarely shared with colleagues or the college/school. Therefore, a hallmark of the current institutional effectiveness process is that faculty within the department are made aware of the assessment that is occurring within their department and the results and improvement actions are communicated widely. Evidence of how assessment results are shared amongst faculty is included in agenda meeting minutes from Communication[3], Criminal Justice[4], Counseling Educational Psychology and Research[5], Journalism and Strategic Media[6], Law[7], and Public Health[8].

Department Chair/Dean's Office: Once faculty have had the opportunity to analyze assessment results and create improvement actions, the assessment report is delivered to the department chair and the dean's office of the specific college/school. These individuals have a stake in the success of the program and have the opportunity to provide feedback[9]. Evidence of a Department Chair/Dean review of assessment plans is provided for Anthropology[10], Counseling[11], School Library Information Specialist[12], Teaching All Learners[13], and Law[14].

The Institutional Effectiveness, Accreditation, and Academic Assessment (IEAAA) Office: The IEAAA office oversees compliance with all institutional effectiveness standards and gathers all the assessment reports across campus. The head of this office has been trained by SACSCOC as an institutional effectiveness evaluator and is able to offer feedback on assessment reports to ensure compliance.

The Institutional Effectiveness Council (IEC): The IEC has the responsibility to ensure high quality academic and non-academic programs and services across campus. This council [15]is made

up of faculty, staff, and students. A subcommittee of this council, the program assessment committee, meets in October every year to review program assessment reports for all academic programs across campus, general education assessment reports, and assessment of faculty/student support services. While the subcommittee reviews program assessment reports in October, it is able to provide feedback by November so units can incorporate the feedback into their assessment plan.

Institutional Effectiveness Calendar:

The institutional effectiveness process is continual and ongoing. Therefore, the University of Memphis employs a calendar to provide direction to all of the academic programs. The table below displays the calendar for the annual institutional effectiveness process. Early in the fall semester (September), institutional effectiveness workshops are held for program coordinators. These workshops explain and reinforce the institutional effectiveness process, including information on how to submit program assessment reports. The academic programs implement their assessment plan and gather data through the fall and spring semesters, represented below as September through May. At the end of the assessment cycle, each academic program analyzes the results and creates improvement actions. This review of results is most effective when done through the faculty of each department before the spring semester ends. The academic department reviews the assessment data, analyzes the results, and identifies improvement actions by June 1. Program assessment reports are then submitted to the department chair and the dean or assistant dean of their respective college or school by July 1. Once the data has been reviewed by the faculty (by June 1) and department chair and administration of the college/school (July 1), it is then sent to the Institutional Effectiveness, Accreditation, and Academic Assessment (IEAAA) office. The deadline for this submission is August 1st. Finally, the last stage of review occurs in October of each year when the Institutional Effectiveness Council reviews all program assessment reports.

Included below is the institutional effectiveness calendar for all areas that report within the institutional effectiveness process (8.2.a, 8.2.b., 8.2.c). For the purpose of core requirement 8.2.a, the due dates for academic programs are included in the row titled, "8.2.a Academic Programs."

Type of Unit /Dept.	IE Workshops	Implement IE Plan	Faculty or Staff Committee Review	Dept. Chair /Dean Review	IE Report Due to IEAAA Office	IEC Review
8.2.a Academic Programs	September	Sept-May	June 1	July 1	August 1	October
8.2.b General Education	*Occurs twice a year at general education committee meeting	Sept-May	June 1	*Reviewed by University Undergraduate Council by July 1	August 1	October
8.2.c Academic /Student Support Services	September	Sept-May	June 1	July 1	August 1	October

Internal Departmental Timeline

In order to ensure that academic programs are staying on task throughout the academic year, an internal departmental timeline was created. This timeline expands upon the academic calendar provided previously, as it lists what should be happening within the academic department to meet the obligations of effectively assessing student learning, sharing those results, and implementing improvement actions. As you will see below, the timeline reflects that the process is systematic and ongoing.

August Pre-semester	At a departmental meeting: 1. Discuss assessment results from previous assessment cycle; implement improvement actions 2. Establish or modify student learning outcomes for upcoming year
September	Have academic program coordinators attend institutional effectiveness workshop
September-May	1. Implement improvement actions from previous cycle 2. Collect data for current plan
November	Receive feedback on program assessment reports from institutional effectiveness council committee
By June 1st	With faculty committee, analyze results of program assessment. Create improvement actions based on an analysis of all learning outcomes.
By July 1	Submit assessment report to department chair and college dean/assistant dean
By August 1	Submit assessment report to IEAAA office
	REPEAT CYCLE

Sample of Academic Programs

Thirty-seven academic programs have been chosen for the sample for core requirement 8.2.a. The justification of the sample is provided in the next section.

College/School	Baccalaureate	Masters	Doctorate	Grad. Certificate
College of Arts & Sciences	Anthropology (BA)	Criminal Justice (MA)	Mathematical Sciences (PhD)	Women's and Gender Studies
College of Communication and Fine Arts	Music (BM)	Journalism & Strategic Media (MA)	Communication (PhD)	Museum Studies
College of Education	Teaching All Learners (BSED)	Counseling (MS)	Educational Psychology & Research (PhD)	School Library Information Specialist
Cecil C. Humphreys School of Law			Law (JD)	
College of Professional & Liberal Studies	Professional Studies (BPS)	Liberal Studies (MALS)		Liberal Studies
Fogelman Business & Economics	Management (BBA)	Business Administration (MBA)	Business Administration (PhD)	Business Project Management
Herff College of Engineering	Electrical Engineering (BSEE)	Civil Engineering (MS)	Engineering (PhD)	Applied Lean Leadership
Hospitality and Resort Management	Hospitality & Resort Management (BA)	Sport & Hospitality Management (MS)		
	Nursing (BSN)	Nursing (MSN)		

Loewenberg College of Nursing				Family Nurse Practitioner
School of Communication Sciences & Disorders		Speech Language Pathology (MA)	Audiology (AuD)	
College of Health Sciences	Health Studies (BS)	Nutrition (MS)		Sport Nutrition and Dietary Supplementation
School of Public Health		Public Health (MPH)	Epidemiology (PhD)	Population Health

Justification of the Sampling Procedure

In section 8.2 of the SACSCOC Resource Manual for the Principles of Accreditation (pages 66-68), there is a section that outlines the parameters involved in the sampling of programs to demonstrate institutional effectiveness. Sampling must include the following three elements:

1.)   A representation that is mindful of the institution's mission.

2.)   A valid cross-section of programs from every school or division (across all levels), with every major division and level of program represented. Sampling should be inclusive of off-campus sites and distance or correspondence education offerings, as applicable; at a minimum the institution should clarify that assessment activities are inclusive of these modes of delivery and explain that process.

3.)   A compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs and its <u>academic</u> and student support services. Sampling does not preclude the institution from having effectiveness data/analysis on all programs and units.

Each of the following three elements of the sample procedure are addressed below.

A representation that is mindful of the institution's mission:

The University's mission, according to the 2019-2023 Strategic Plan[16], is that "We provide the highest quality education by focusing on research and service benefitting local and global communities." The sample of academic programs provided shows a wide range of academic programs that address research and/or service. Many of these academic programs have a strong research emphasis and include the Engineering PhD, Audiology AuD, Epidemiology PhD, Nutrition MS, Civil Engineering MS, Public Health MPH, Business Administration PhD, Math PhD, Educational Psychology and Research PhD, Speech Language Pathology MS, Nursing MSN, and Sport Nutrition and Dietary Supplementation graduate certificate. It should be noted that most of the tenure-track faculty listed within each of these academic programs conduct research and scholarship as a component of tenure and promotion[17]. Therefore, research is conducted amongst faculty in the academic programs at the University of Memphis.

The university's mission also indicates a desire to focus on service. The sample includes academic programs that have a service component within the curriculum or specific classes, these include the Music BM, Teaching All Learners BSED, Hospitality and Resort Management BA, Nursing BSN, Health Studies BS, Counseling MS, Criminal Justice MA, Sport and Hospitality Management MS, Nursing MSN, Speech Language Pathology MA, Public Health MPH, Law JD, Family Nurse Practitioner graduate certificate, School Library Information Specialist graduate certificate, and the

Population Health graduate certificate. In summary, the University of Memphis is providing a cross section of academic programs in its sample that relates to its mission of providing the "highest quality education that focuses on research and service."

A valid cross section of programs from every school or division (across all levels), with every major division and level of program represented:

The University of Memphis contains twelve colleges and schools[18] **[**static link[19]**]** and these include: the Cecil C. Humphreys School of Law, the College of Arts and Sciences, the College of Communication and Fine Arts, the College of Education, the College of Professional and Liberal Studies, the Fogelman College of Business and Economics, the Herff College of Engineering, the Kemmons Wilson School of Hospitality and Resort Management, the Loewenberg College of Nursing, the School of Communication Sciences and Disorders, the College of Health Sciences, and the School of Public Health.

The sample provided contains thirty-seven academic programs. The programs are representative of every school and college and across all levels, where appropriate. As you'll notice from the chart depicting the sample, most of the colleges and schools are represented with a sample that includes one baccalaureate program, one master's program, one doctoral program, and one graduate certificate. However, not all of the colleges and schools offer all four types of credentials. For example:

The Cecil C. Humphreys School of Law only contains the juris doctorate (JD)

The College of Professional and Liberal Studies recently created a Doctor of Liberal Studies (DLS). However, at the time of the writing of this compliance certification, students were in their first semester in the program. Assessment results for this program will not be available until students have matriculated through the program since the assessment plan pulls data from a comprehensive exam and the dissertation phase.

The Kemmons Wilson School of Hospitality and Resort Management does not have a doctoral program. Also, the school does have a graduate certificate in Hospitality Management Specialist. However, there are no students enrolled in the program. An assessment plan[20] is on file with the Office of Institutional Effectiveness, Accreditation, and Academic Assessment and data will be tracked once students enroll and matriculate through the program.

The Loewenburg College of Nursing had a PhD in Nursing approved in 2018. However, their assessment plan uses information gathered from a dissertation research proposal, comprehensive examination, submission of scholarly publications, and program evaluation. All assessment methods are drawn from the latter part of the students' doctoral work. Since the program is a recent addition to the academic program inventory, students have not progressed to the point that data can be collected. However, an assessment plan[21] for the PhD in Nursing is being followed and available for review.

The School of Communication Sciences and Disorders does not have undergraduate or graduate certificate programs. An undergraduate program in American Sign Language is under development but has not been approved at all levels at the time of submitting the interim report.

The College of Health Sciences does not have a doctoral program.

The School of Public Health does not have an undergraduate program.

Program assessment activities, across all the colleges and schools, are inclusive of students who are on the main campus, off campus instructional sites, and online. Each academic program is required to include students in their program assessment regardless of location and/or modality of delivery. The institutional effectiveness manual[22], the guiding document for program assessment at the University of Memphis, states "*…it is the requirement to assess all students in the academic degree program*

regardless of modality and location. Therefore, your assessment should include students who are on-ground, online, dual enrollment, and located at off-campus instructional sites." Furthermore, faculty are reminded of this requirement during the fall institutional effectiveness workshops (see slide 5[23] of the institutional effectiveness workshop powerpoint).

A compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs and its academic and student support services.

The University of Memphis gathers annual institutional effectiveness data for all of its academic programs contained within the Academic Program Inventory[1]. However, the institution has chosen to provide a sample that is reflective of the mission of the university, including a cross section of programs across all the colleges/schools and across all levels. The institution chose thirty-seven academic programs for its sample. The process for choosing this sample considered the mission of the university and included consultation with the Provost, the Office of Institutional Research, academic deans of each of the colleges and schools, and the Office of Institutional Effectiveness, Accreditation, and Academic Assessment.

The Office of Institutional Research pulled data for all of academic programs and provided information such as the program level, number of students enrolled in the academic program, whether the academic program was offered at the main campus and/or off-campus sites, and whether courses or the programs were offered online. With this data, the university was able to craft a sample that considers a broad range of factors that include the mission of the university, programs from every school/college, programs across all credential levels (baccalaureate, masters, doctoral, and graduate certificate), student enrollment, off-campus instructional sites, and online students/programs. Therefore, the institution believes that the sample and the assessment findings are representative of its educational programs.

Components of the Program Assessment Reports

All thirty-seven academic programs that are included in the sample have provided program assessment reports for review and reflect the 2019-2020 assessment cycle (see chart below: Program Assessment Reports for the Sample). The 2019-2020 assessment cycle is the most recent full assessment cycle and will show evidence of identifying learning outcomes, assessing the extent to which it achieves those outcomes, and evidence of seeking improvement. The assessment reports included below have been created and approved by the faculty of the academic programs, shared amongst faculty, communicated to department chairs and the dean's office of their respective college, and reviewed by the institutional effectiveness council and the Office of Institutional Effectiveness, Accreditation, and Academic Assessment. Assessment reports are uploaded to a software program called Nuventive Improve.

Nuventive Improve

Nuventive Improve (formerly known as TracDat) is the software program used by the Office of Institutional Effectiveness, Accreditation, and Academic Assessment to track the University of Memphis' assessment activities. This software program provides a flexible framework to help academic and administrative units organize and document their assessment activities. The assessment reports created by the software system provide a picture of the assessment activities undertaken by the academic units.

Components of the Program Assessment Report

Each program assessment report contains the following components:

Name of the academic program – includes the name as referenced on the Academic Program Inventory[1] and the credential level (BA, MS, PhD, etc.).

Executive summary – the executive summary provides a quick reference as to the assessment activities for that specific assessment cycle. It describes the extent to which the academic programs achieved the outcomes that were established, and it provides evidence of seeking improvement. The executive summary has two writing prompts that supports the efforts described above, "Provide an executive summary of the assessment results for this cycle" and "Describe the improvement actions that have been taken."

Year of the assessment cycle – the assessment cycle presented is the most recent full assessment cycle, 2019-2020.

Outcomes – each academic program, with input from faculty and department chair, chooses the student learning outcomes that best describe what the programs believe students should be learning. Please note that when the term "Outcomes" is used in the assessment reports, it refers to student learning outcomes. Since the University of Memphis uses Nuventive Improve for compliance with 8.2.a, 8.2.b, 8.2.c, "Outcomes" is used as the general nomenclature for all three areas.

Assessment method details – the assessment activities listed in this column are specific to each of the student learning outcomes and explains how the program intends to assess those outcomes. Faculty for the academic programs are responsible for determining how each learning outcome will be assessed. Some academic programs choose to use rubrics as one way to assess student learning outcomes. Rubrics that are departmentally created have been designed based on best practices in the specific field of study and tied directly to the outcomes being measured. The faculty of the program, as content experts in their field, craft the rubrics to best assess the specific learning outcomes being measured. Examples of departmentally created rubrics include the Criminal Justice MA rubrics[24], the MS in Civil Engineering[25] rubrics[26], and the Nursing MSN rubric[27]. Other examples of rubrics used can be found here[28].

Benchmarks – benchmarks are established by the faculty of each academic program for each of the learning outcomes and are unique to those outcomes. Benchmarks are used because it is one way that the academic program can assess the extent to which it achieves the learning outcomes for the program. If results reveal that the benchmark was not met, then the program can seek improvement for that area. If the benchmark was met, then there may still be room for improvement which may require a deeper analysis of the data.

Results – the results column provides the result for each learning outcome in the 2019-2020 assessment cycle. The results should be presented in a way that reflects how the assessment method was created. This column will also show whether the benchmark was met or not met by using terms such as "Criterion Met" or "Criterion Not Met."

Actions taken – this column references the improvement actions that the academic program has utilized based on an analysis of the assessment of all the learning outcomes. The majority of the improvement actions are described in-depth in the executive summary since the columns do not provide enough room for a lengthy narrative. Therefore, it is common for this column to read "See Executive Summary for Improvement Actions."

Program Assessment Reports for the Sample

College/School	Baccalaureate	Masters	Doctorate	Grad. Certificate
College of Arts & Sciences	Anthropology (BA)[29]	Criminal Justice (MA) [30]	Mathematical Sciences (PhD) [31]	Women's and Gender Studies [32]
College of Communication and Fine Arts	Music (BM)[33]	Journalism & Strategic Media (MA)[34]	Communication (PhD)[35]	Museum Studies [36]

College of Education	Teaching All Learners (BSED)[37]	Counseling (MS)[38]	Educational Psychology & Research (PhD) [39]	School Library Information Specialist[40]
Cecil C. Humphreys School of Law			Law (JD)[41]	
College of Professional & Liberal Studies	Professional Studies (BPS) [42]	Liberal Studies (MALS)[43]		Liberal Studies [44]
Fogelman Business & Economics	Management (BBA)[45]	Business Administration (MBA)[46]	Business Administration (PhD)[47]	Business Project Management[48]
Herff College of Engineering	Electrical Engineering (BSEE)[49]	Civil Engineering (MS)[50]	Engineering (PhD)[51]	Applied Lean Leadership[52]
Hospitality and Resort Management	Hospitality & Resort Management (BA)[53]	Sport & Hospitality Management (MS)[54]		
Loewenberg College of Nursing	Nursing (BSN) [55]	Nursing (MSN) [56]		Family Nurse Practitioner[57]
School of Communication Sciences & Disorders		Speech Language Pathology (MA) [58]	Audiology (AuD) [59]	
College of Health Sciences	Health Studies (BS)[60]	Nutrition (MS) [61]		Sport Nutrition and Dietary Supplementation [62]
School of Public Health		Public Health (MPH)[63]	Epidemiology (PhD)[64]	Population Health [65]

Conclusion

The institution's response to 8.2.a focused on providing a comprehensive view of how the institution approached institutional effectiveness for its educational programs. First, the institution explained how an academic program was defined using the Academic Program Inventory as the guiding state-approved document. Second, the institution explained the institutional effectiveness process that covered areas of planning, assessing and analyzing, improving, and review. The review stage provided evidence that faculty, department chairs, and deans reviewed assessment reports. Additionally, the institutional effectiveness process was further explained through the use of time lines and internal deadlines. Third, the institution provided a sample of thirty-seven academic programs that meet the criteria for sampling as described in 8.2. This criteria includes a sample that is representative of the institution's mission, a valid cross-section of programs from every school or division and across all levels, a sample that is inclusive of off-campus sites and distance education (all program assessment reports were inclusive of this), and a compelling case as to wy the sampling and assessment findings are an appropriate representation of the institution's educational programs. Fourth, program assessment reports were provided for each of the thirty-seven academic programs in the sample. These program assessment reports provided an executive summary of the assessment cycle and improvement actions. Additionally, the assessment reports provided evidence that the institution identifies expected outcomes, assesses the extent to which it achieves these

outcomes, and provides evidence of seeking improvement based on analysis of the results for each of its educational programs.

Evidence

[1]	API July 24 2020
[2]	IE Manual Master
[3]	Dept meeting minutes 8-10-20
[4]	Email to Faculty April 2020
[5]	Sharing SACS with CEPR
[6]	August2020JRSMfacultymeeting
[7]	Faculty Meeting Minutes 021420
[8]	MPH Curriculum Committee Meeting - 12-13-19
[9]	IE Manual evaluation form
[10]	Abby Parrill Baker - Anthropology
[11]	Counseling MS Program Assessment Evaluation
[12]	Library Science Program Assessment Evaluation
[13]	Teaching All Learners – BSED (Elementary Education Faculty)
[14]	Program Assessment Evaluation.KTS.062520
[15]	IEC ROSTER
[16]	UofM Strategic Plan tri-fold FINAL
[17]	Faculty Handbook Research
[18]	UofM Colleges and Schools
[19]	Screenshot of UofM Colleges and Schools
[20]	Hospitality Management Specialist certificate
[21]	PhD Nursing
[22]	IE Manual Pg 8 all locations
[23]	Institutional Effectiveness Workshop Slide 5 All locations
[24]	Rubrics for PLO1-PLO3
[25]	Rubric_Civil_MS_Comprehensive
[26]	Rubric_Civil_MS_Thesis
[27]	Nursing MSN Rubric
[28]	Program Rubrics
[29]	BA Anthropology
[30]	Criminal Justice MA Assessment Report
[31]	Mathematical Sciences PhD
[32]	Women's and Gender Studies Graduate Certificate
[33]	Music BM
[34]	JRSM MA
[35]	Communication PhD
[36]	Museum Studies Graduate Certificate
[37]	Teaching All Learners BSED
[38]	Counseling MS
[39]	Educational Psychology and Research PhD

[40]   School Library Information Specialist Grad Certificate

[41]   Law JD

[42]   Professional Studies BPS

[43]   Liberal Studies MALS

[44]   Liberal Studies Graduate Certificate

[45]   Management BBA

[46]   Business Administration MBA

[47]   PhD Business Administration

[48]   Business Project Management graduate certificate

[49]   Electrical Engineering BSEE

[50]   Civil Engineering MS

[51]   Engineering PhD

[52]   Applied Lean Leadership Graduate Certificate

[53]   Hospitality and Resort Management BA

[54]   Sport and Hospitality Management MS

[55]   Nursing BSN

[56]   Nursing MSN

[57]   Family Nurse Practitioner Gr Cert

[58]   Speech Language Pathology MA

[59]   Audiology AuD

[60]   Health Studies BS

[61]   Nutrition MS

[62]   Sport Nutrition and Dietary Supplementation Grad Certificate

[63]   Public Health MPH

[64]   Epidemiology PhD

[65]   Population Health Graduate Certificate

Section 9 Educational Program Structure and Content

9.1   Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. *(Program content)* **[CR]**

Compliance Status: Compliant

Narrative

The narrative for 9.1 contains an explanation of the curriculum approval process, coherence of undergraduate and graduate curriculum, suitability for higher education, compatibility with the mission of the University of Memphis, and quality assurance of educational programs.

Coherence, compatibility with University of Memphis' (UofM) stated mission and goals, and suitability for higher education of all undergraduate and graduate programs at the UofM are assured by a rigorous faculty-driven curriculum approval process internally and through oversight by the UofM Board of Trustees (BOT) and the Tennessee Higher Education Commission (THEC).

The Tennessee Higher Education Commission (THEC) was created in 1967 by the Tennessee General Assembly and given statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, schools, and departments) and new instructional locations for public institutions of higher education in the State of Tennessee, including the UofM. Prior to 2017 the UofM was governed by the Tennessee Board of Regents (TBR), with oversight of curriculum decisions resting with TBR reporting to THEC. Through legislation and via a systematic transition process, governance of the UofM and five other four-year universities was transferred from TBR to local Boards of Trustees in 2017 and is in place presently. The current University of Memphis Board of Trustees is made up of ten members[1] **[** static link[2]**]** and contains three committees[3] **[**static link[4]**]**. The Academic, Research and Student Success[5] committee serves to "ensure, protect and advance the educational quality of the University and its academic programs" and "advise the Board regarding major changes to the academic programs of the University, such as the creation, merger or closure of degree programs, schools or colleges within the University."

Curriculum Approval Processes

Curricula for all educational programs, undergraduate and graduate, and for all modes of delivery (on ground and online) at the UofM is faculty driven. New programs—new degrees, majors, concentrations, minors, certificates--and courses, as well as any program or course revisions begin at the department level (departmental curriculum committees are separated into undergraduate and graduate committees) for all colleges and schools that are organized by departments. For academic units organized differently, curriculum decisions and proposals are made at appropriate levels within academic disciplines analogous to departments.

Typically, colleges or schools have Curriculum Councils (sometimes two, undergraduate and graduate) made up of a representative cross-section of faculty within the college or school who review and make decisions about curricula. From the college/school level of review, proposals proceed to either the University Undergraduate Council (UUC) or the University Council of Graduate Studies (UCGS) for review and vote. Both the UUC and UCGS are representative groups with voting members from faculty from each of the UofM academic units and the Faculty Senate.   Ex-officio members of the UUC also include a student representative from the Student Government Association, and staff members from the Academic Advising Center, the Academic Advising Network, and the Office of the Registrar. All decisions of the UUC and the UCGS are made as recommendations to the Provost/Executive Vice President, the chief academic officer of the UofM. Most UUC and UCGS curriculum decision recommendations involve new courses; course revisions (including course titles, descriptions, pre-requisites, credit hours); new majors, concentrations, and minors; and revisions to majors, concentrations, and minors. Proposals for new degree programs and majors or program revisions over twenty-four credit hours are subject to review and approval by the Board of Trustees and THEC. For a number of other decisions the UofM is required to provide notification[6] to THEC three times a year.

New academic program proposals that come from faculty/departments through the UUC and the UCGS and then to the BOT are in the proposal format required by THEC and contain the Letter of Notification (LON) and the New Academic Program Proposal (NAPP), with specific guidelines[7] . Proposals are reviewed and voted on by the BOT after presentations made at quarterly meetings. The LON is then submitted to THEC staff for review and feedback, with the LON put forth on the THEC website for fifteen days for the purpose of receiving public comments. THEC staff provide feedback, may express concerns and/or questions, including any public comments, with the proposing academic unit through the Office of the Provost. THEC may accept the LON, request revisions to address questions or concerns, or reject the proposal at this time. At such time that the LON is deemed acceptable, THEC requests that the proposing academic unit submit a NAPP to THEC staff for review. At this time THEC also requests names of potential external reviewers (for undergraduate and masters degree proposals one external reviewer is selected, for doctoral graduate proposals two are selected) for an on-site or virtual visit and comprehensive review of the proposal as well. Upon completion of the external review and a report of findings, THEC provides feedback incorporating reviewer questions, concerns, comments from the reviewer report with any specific

additional feedback or revision requirements.   When THEC staff deem the LON/NAPP ready for review by the THEC members, the proposal is put on the agenda for vote at the appropriate Commission meeting (in Nashville or virtual).

(A) Coherence

All undergraduate and graduate academic programs, regardless of mode of delivery, originate with faculty and are subject to the approval processes outlined previously.

Undergraduate Curriculum
Completion requirements for undergraduate programs are identified for each degree program in the undergraduate catalog. The catalog specifies the total number of credit hours (minimum of 120 hours) to be earned for graduation, any specified distribution of general education credits, minimum grade-point average required for graduation and other requirements that students must meet to receive a degree (varies by degree program). As a residency requirement[8] [static link[9]], the university stipulates that 25% of the total hours needed for the baccalaureate degree must be earned through coursework taken at the UofM.

Individual academic programs specify requirements for each major and area of concentration, the number of upper division credit hours within the major or concentration, residency requirements, and requirements for demonstrating satisfactory progress. Requirements for prerequisite and corequisite coursework also are contained in the course descriptions[10] [static link[11]] section of the catalog and are included in the sample course sequences. Typical four-year sequences are provided for each major, and in some cases, each concentration. Examples of four-year course sequences include the BBA Business Information Technology[12] [static link[13]] and the BA in Political Science[14] [static link [15]].

To ensure timely notice of any required coursework still needed to meet degree requirements, a student may request a program review by the graduation analyst at the beginning of the student's senior year, or the student may access the electronic degree audit while completing requirements for the degree. Attached is an example of a typical electronic degree audit, known at the UofM as UMDegree, for a student in the BBA Accounting[16].

General Education
The foundation of coherence of the undergraduate programs at the UofM may be found in "general education", mentioned above. Every undergraduate major requires a 41 credit hour general education core in addition to courses which comprise the major core and electives for the 120 credit hour degree. The general education core emphasizes breadth of knowledge and is designed to help students become lifelong learners in the ever-changing global community. General education course credit hours are distributed among the discipline groupings[17] [static link[18]]. A current list of approved general education courses[19] show the breadth and depth of the general education core curriculum. These general education course requirements were established when UofM was a part of the Tennessee Board of Regents (TBR) system and is retained currently to assist in the seamless transfer of students from the state community colleges and other four-year locally governed public state institutions. All academic program requirements are documented in the undergraduate online catalog[20] [static link[21]].

Graduate Curriculum
The University of Memphis offers master's degrees in 55 majors, the Doctor of Philosophy (Ph.D.) in 23 majors, the Doctor of Education (Ed.D.) in three majors, the Doctor of Audiology (Au.D.), the Doctor of Musical Arts (D.M.A.), the Doctor of Liberal Studies, and the Doctor of Social Work, as well sixty graduate certificates. The College of Education also awards the degree of Education Specialist (Ed. S.) with a major in education.

The University of Memphis has established policies governing all aspects of completion requirements. Master's degree programs[22] consist of at least 30-36 hours of coursework beyond the

bachelor's degree. Doctoral degree programs[23] consist of at least seventy-two hours of coursework beyond the bachelor's degree, although many programs require more. Thesis and dissertation requirements vary according to degree program and credit is posted only upon completion and acceptance of the thesis or dissertation. In order to receive a master's degree, a student must have an overall 3.00 grade point average and pass a written or oral (or both) comprehensive examination. Recipients of the doctoral degree must have an overall 3.00 grade point average and pass a written and oral comprehensive examination. Examinations are given in various methods and are administered only to students who are in good academic standing. Program requirements for all graduate programs are outlined in the online graduate catalog[24] **[**static link[25]**]**. As an example of how graduate program degree requirements display coherence, the degree requirements for the MS Engineering Management, Transportation Concentration[26] **[**static link[27]**]** is included. Additionally, some academic programs derive coherence for their course sequence from their national or international association's or accrediting bodies proposed courses of study in the field.

(B) Mission Compatibility

The mission and goals of the University of Memphis are contained within the 2019-2023 strategic plan [28]. The mission states, "The University of Memphis is an internationally recognized, urban public research univesrity preparing students for success in a diverse, innovative, global environment." The goals of the university, listed as "Priorities" in the strategic plan, include: Student Success, Access, and Affordability; Academic Excellence; Research and Innovation; Diversity and Inclusion; Community, Alumni, and External Collaborations; Brand Enhancement and Global Visibility; and Sustainability.

As a significant part of the curriculum approval process mentioned earlier, the Tennessee Higher Education Commission (THEC) considers the following criteria in order to maximize state resources in evaluating academic programs, both graduate and undergraduate, and regardless of location or modality: alignment with state master plan, alignment with institutional mission, and evidence that all proposed academic programs align with the state's economic and workforce development. THEC uses institutional mission differentiation in their discernment of efficient and effective use of state resources in terms of degree offerings, research focus, etc. The UofM School of Public Health proposal for a Bachelor of Science in Public Health[29], recently accepted by THEC for implementation in Fall 2020, is provided as an example of how an academic program proposal must meet the criteria of mission compatability at the university level and at the state level. As far as internal curriculum decisions, the UUC and the UCGS also require evidence of compatibility with UofM mission in new academic programs and concentration proposals. New concentrations are the most expedient and effective way that academic units maintain currency and focus in their degree programs. A sample new concentration proposal from the undergraduate curriculum council is provided to show compliance with mission compatability with new concentration proposals (Data Science concentration for the B.S. [30]). The Neuroscience concentration[31], in the Communication Sciences and Disorders Ph.D. program, is provided as an example of a new concentration proposal that shows alignment with state master plan, alignment with the institutional mission, and evidence that it will contribute to the state's economic and workforce development.

(C) Suitability for Higher Education

As discussed above, the curriculum approval process at the University of Memphis is faculty-driven. Faculty with discipline-specific academic training are deemed most qualified to understand areas of study within their own discipline, possessing significant experience and in-depth knowledge of fields of study appropriate to higher education. As such, these faculty determine suitability of all academic programs regardless of modality or location (including distance education). Faculty membership rosters of the UUC and UCGS for the 2019/2020 academic year are located at https://www.memphis.edu/uuc/members/index.php and https://www.memphis.edu/gradschool /resources/ucgs_members.php. Discussions of curriculum proposals, including all aspects of curriculum (coherence, mission alignment, and suitability for higher education) take place in face-to-face or virtual monthly meetings of the UUC and the UCGS and in the comments section of the curriculum approval workflow platform Curriculog. For example, a most recent new direction for the undergraduate curriculum in the Kemmons Wilson School of Hospitality and Resort Management has

been in the culinary arts field. Faculty not familiar with this area of study[32] had questions about curriculum design, specifically how this new area fit with our hospitality program as well as at the university as a whole, and whether this area of study was typical for higher education and for institutions with research missions in particular. Discussions included comparisons of the culinary proposals being considered with curriculum at institutions like Florida International University as well as Drexel University, both schools with research missions and in the Carnegie R-1 classification.

Quality Assurance of Educational Programs

The curricula at the University of Memphis are consistent with good practices in higher education. All undergraduate and graduate degree programs at the UofM that are eligible for accreditation are accredited [33]and in good standing.

The UofM participates in Quality Assurance Funding (QAF), a funding mechanism of the state of Tennessee that rewards four-year public institutions and community colleges on categories that reflect quality education. QAF is facilitated by the Tennessee Higher Education Commission (THEC) and it is designed to financially reward institutions based on categories such as: general education, student proficiency in the major field of study, increasing graduation numbers of specific populations, improving success of adult learners, institutional satisfaction studies, and accreditation and evaluation. In the accreditation and evaluation category, institutions are rewarded when academic programs achieve programmatic accreditation through an outside accrediting body. However, some academic programs do not have an accrediting body available to accredit their programs. In that case, those academic programs are required to conduct a program review once every seven years. The program review consists of creating a self-study, choosing an evaluator/s from outside of the state, and having the evaluator/s conduct a two-day review of the academic program. The evaluator/s would then create a narrative of their findings and complete a THEC-provided rubric that would assess the program's level to which it accomplished the criterion.

The THEC program review rubric contains a section entitled "Curriculum." Evaluators are required to assess the academic program's proficiency on eight to ten questions focusing on curriculum (eight for undergraduate programs and ten for graduate programs) and must choose one rating of Poor, Fair, Good, Excellent, or N/A for each question. The ten areas of curriculum that are addressed and evaluated for undergraduate programs include: ensuring curriculum content and organization are reviewed regularly, program has developed a process to ensure courses are offered regularly, program incorporates pedagogical and/or technological innovations to enhance student learning, the curriculum is aligned with and contributes to mastery of program and student learning outcomes, the curricular content reflects current standards, the curriculum fosters analytical and problem solving skills, the design of the degree program provides students with a solid foundation, the curriculum reflects a progressive challenge to students, the curriculum encourages the development of and presentation of results and ideas effectively, and the curriculum exposes students to discipline-specific research. The eight areas assessed in the curriculum portion of the graduate program rubric are: the curriculum content and organization is reviewed regularly, the program has developed a process to ensure courses are offered regularly, the program reflects progressively more advanced academic content than its related undergraduate programs, the curriculum is structured to include knowledge of literature of the discipline, the curriculum strives to offer ongoing student engagement in research, programs offered entirely through distance education are evaluated regularly to assure achievement of student learning, and program incorporates appropriate pedagogical and/or technological innovations.

Included below are program reviews from academic years 2015-2016, 2016-2017, 2017-2018, and 2018-2019. Due to COVID-19, all program reviews for 2019-2020 were rescheduled to spring 2021 and will not be reflected in this response due to them occurring after the deadline for the submission of the Fifth-Year Interim Report. Of the twenty-seven academic programs (broken down by undergraduate and graduate programs), twenty-three (85%) scored a Good or Excellent on all eight to ten questions in the curriculum category.

2015-2016
	Educational Psychology and Research (MS and PhD[34])

Engineering Technology (MSET[35])
Professional Studies (BPS[36])
Liberal Studies (MALS[37])

2016-2017
Chemistry (BS[38], MS[39], PhD[40])
Civil Engineering (MS[41])
Economics (BA[42])
Electrical and Computer Engineering (MS[43])
English (MA[44])
Engineering (PhD[45])
International Studies (BA[46])
Mechanical Engineering (MS[47])

2017-2018
African and African-American Studies (BA[48])
Criminal Justice (BA[49], MA[50])
Communication Sciences and Disorders (PhD[51])
Physics (BS, MS[52])

2018-2019
Biology (BS[53], MS[54], PhD[55])
Earth Sciences (BA[56], MS/MA[57], PhD[58])
Journalism and Strategic Media (MA[59])

Summary

The narrative for 9.1 began with an explanation of the entities that play an important role in the creation of educational programs. Namely, that all educational programs are faculty-driven and go through an extensive curriculum approval process that requires approval from faculty, department, the college/school, curriculum councils, the Tennessee Higher Education Council (THEC), and the Board of Trustees. This approval process ensures that educational programs embody a coherent course of study. Additionally, information regarding the undergraduate curriculum (including general education) and graduate curriculum were included to explain the coherence in the number of credit hours required and course sequencing. To ensure mission compatibility, the most recent strategic plan was provided to explain the mission and goals of the university. The curriculum approval process plays an important role in ensuring that educational programs are compatible with the mission and goals, and THEC requires mission compatibility in its new program proposal process. To explain how the University of Memphis's educational programs are based upon fields of study appropriate to higher education, the narrative included how faculty-driven curriculum councils drive the creation and review of academic programs. Additionally, all educational programs that can be accredited by a programmatic accreditor are accredited and in good standing. These programmatic accreditors have a rigorous process for ensuring that educational programs are appropriate and have a coherent course of study. Furthermore, those educational programs that do not have an accrediting body are required by THEC to undergo a program review once every seven years. The review is conducted by evaluators from other universities outside of the state and results over the past four years show that the University of Memphis scores incredibly well on areas that relate to curriculum and course of study.

Evidence

[1] BOT Members

[2] Screenshot of BOT Members

[3] BOT Committees

[4] Screenshot of BOT Committees

[5] academic-research-and-student-success-committee-charter-20170317

[48] AAAS Rubric 1

[49] CCJUS baccalaureate program checklist

[50] CCJUS graduate program checklist

[51] CS&D THEC_Revw_Rubric

[52] Physics BS_MS_Program_Review_Rubric

[53] Biology BS rubric

[54] Biology MS rubric

[55] Biology PhD rubric

[56] Earth Sciences BA Rubric

[57] Earth Sciences MS Rubric

[58] Earth Sciences PhD Rubric

[59] JRSM M.A. Rubric

9.2 **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program length)* [CR]**

Compliance Status: Compliant

Narrative

Undergraduate and Graduate Degree Program Academic Credit

The University of Memphis (UofM) offers degree programs at the baccalaureate, master's and doctoral levels, as well as undergraduate and graduate certificates. No associate degrees are offered at the UofM. Faculty in each discipline determine program length and establish credit-hour requirements when a program is initiated or revised, subject to review and approval by the appropriate college or school, and the University Undergraduate Council or the University Council for Graduate Studies. New programs and program revisions over twenty-four credit hours are reviewed and approved by the UofM Board of Trustees and the Tennessee Higher Education Commission (THEC).   Per THEC policy A1.5[1], UofM is required to notify THEC of a change (increase or decrease) in the number of hours of an existing academic program.

Program Length

All academic credit at UofM is measured in credit hours, with all undergraduate programs at the UofM requiring a minimum of 120 credit hours. An example of an undergraduate program with a minimum of 120 hours is the B.S. in Biology[2]. Master's programs require a minimum of 30 credit hours, although some programs require more. An example of a masters degree that requires at least thirty credit hours is the M.A. in Criminal Justice[3]. Doctoral programs require at least 72 credit hours beyond the bachelor's degree; however, many programs require additional hours. An example of a doctoral program that requires at least 72 hours beyond the bachelor's degree is the PhD in Clinical Psychology [4]. The credit hour requirements of 120 for undergraduate programs; 30 for masters programs; and doctoral programs requiring 72 hours beyond the bachelor's degree is a requirement regardless of modality and/or location. Distance learning programs and programs located at off-site locations are held to the same program length requirements as on ground courses. Distance education programs are located within the UofM Global compendium of academic programs and compliance with program

length for these academic programs are included in the list of UofM Global undergraduate programs[5] **[**static link[6]**]**. The Masters in Professional Studies[7] **[**static link[8]**]** is an example of a distance education masters program that meets program length requirements, and the Doctorate in Education in Instructional Design and Technology[9] **[**static link[10]**]** is an example of a distance education doctoral program that requires 72 hours beyond the bachelors.

The UofM does offer one undergraduate certificate program (Culinary Essentials[11]) at twenty-three hours of credit and a variety of graduate certificates[12] **[**static link[13]**]** that range from 12-23 credit hours.

Undergraduate and graduate academic programs and courses at the UofM are delivered both onground and online. Onground courses are scheduled on the basis of 750 contact minutes for each credit hour awarded. Laboratory instruction requires 1,500 contact minutes for the same amount of credit. Semester length of instruction time is approximately 15 weeks. Course scheduling is centralized through the Office of the Registrar to ensure that onground courses at all locations adhere to these contact minute-course credit stipulations.

Additional assurance that program length is appropriate is conducted through accreditation reviews for all academic programs that have an outside accrediting body. At the time of this report, all academic programs that can be accredited [14]by an outside accrediting body, are accredited and in good standing. For those academic programs that do not have an accrediting body, the Tennessee Higher Education Commission requires these programs to conduct an academic program review once every seven years. This requires the use of outside evaluators who determine the adequacy of program length, faculty, support services, and curriculum. The completed program review rubrics[15] for all academic program reviews since the last decennial reaffirmation has been provided and will show that the institution has scored well in all areas regarding curriculum.

Combination/Dual Degrees

The UofM Graduate School offers six different combination/dual master's degrees[16] from six different academic units. Curriculum and other requirements of all degrees were approved by the appropriate departments and college graduate committees, as well as the University Council of Graduate Studies (UCGS). They are also periodically reviewed by a task force/subcommittee of the UCGS. The listing of these programs and their degree requirements, including explanation of overlapping curricula, may be found in the online Graduate Catalog[17] **[**static link[18]**]**.

Overlapping or double-counted credits range from nine to sixteen hours, in all cases this represents less than 20% of the total credit hours for the combined degree programs. Further, for each combination degree, the overlapping courses represent curriculum (such as research methods) common to both disciplines and common concentration areas (such as law) or common integrative internship or practicum experiences representative of associated careers. All programs with discipline-specific accrediting bodies are accredited by those groups.

Students who are enrolled in a degree program not already identified as an established combination degree program as described above may apply to pursue a second master's degree in a related discipline that complements their first degree. They must be accepted by the academic unit of the second master's program and their combined program of study must be approved by both academic units and the Graduate School. Fifteen hours or up to 20% of the total combined credit hours (whichever is greater) may be shared in the two degrees. Known as "Second Master's Degrees", these combination programs are also be reviewed periodically by a sub-committee of the UCGS. Several redacted transcripts have been provided to show how credits are posted for combination/dual degree programs. The examples include transcripts reflecting the MBA/JD and MPH /JD[19], the MSW/MPH and MPH/JD[20], and an additional transcript for the MBA/JD[21].

Accelerated Bachelor's to Master's (ABM)

UofM Accelerated Bachelor's to Master's (ABM) programs allow qualified undergraduates to earn up to 12 credit hours toward completion of both bachelor's and master's degrees simultaneously. Admission to ABM programs is competitive and selective and are designed to appeal to high-ability undergraduate students to offer opportunities to access more advanced experiences and contact, it exposes high performing undergraduate students to graduate-level study, it connects undergraduate students to graduate programs that meet their professional aspirations, and it provides highly qualified candidates with the opportunity to accelerate their graduate program upon admission to the program.

Departments participating in ABM programs conduct comprehensive reviews[22] **[**static link[23]**]** of the qualifications and backgrounds of high ability undergraduate students, including:
1. Invitation or sponsorship from a program faculty member and the student's undergraduate program advisor;
2. Undergraduate GPA, minimum cumulative 3.25;
3. Progress toward UG degree--within 30 semester hours of completion (exact hours may vary and are determined by the specific academic program);
4. Consideration of other factors based on discipline-specific guidelines or criteria.

Academic departments determine which graduate courses are appropriate substitutes for undergraduate major requirements, given major program and individual course learning outcomes. An example of an ABM program that follows these qualifications is one from the College of Health Studies, which requires students to complete a contract[24] that outlines the requirements, deadlines, the courses that can be counted, and the signatories. Additionally, an excerpt of a transcript[25] has been provided to show how the courses of an ABM are displayed. These qualifications for accelerated bachelor's to master's degree programs have been approved by both the University Council for Graduate Studies as well as the University Undergraduate Council, and departments may impose more stringent selection criteria. A listing of all ABM programs is found in the Undergraduate Catalog, under Accelerated Bachelors/Masters[26] **[**static link[27]**]**.

Combination Undergraduate and JD Degrees

The UofM has "3+3" programs in which exceptional undergraduate students (in the BA Philosophy[28] **[** static link[29]**]** and Bachelor of Liberal Studies-Legal Studies[30] **[**static link[31]**]**) may complete their undergraduate degree and their law degree, combined, in six years, with the first year of law school curriculum (30 hours) substituting for the final year in their undergraduate program. Law School admission standards for these students are more rigorous than standard admissions, with successful applicants expected to possess an undergraduate GPA at or above the University of Memphis School of Law's median for the current first-year class and a LSAT score at or above 75th percentile, in addition to the other admission standards required for law school applicants.   First-year law school curriculum substitutes for upper division electives for the philosophy major, with similar content in logical argumentation, analytic reasoning, exegesis, and focus on writing clarity. For legal studies students, the law school curriculum substitutes for legal-related electives and program requirements. Both "3+3" programs were implemented in academic year 2019-2020. Due to the recent nature of this implementation, there are no students enrolled in either program, therefore there are no transcripts available as documentation.

Conclusion

The University of Memphis offers one more degrees programs based on at least 120 semester credit hours at the baccalaureate level. Proof of compliance was provided through the degree requirements of the B.S. in Biology. The University also has graduate programs that are at least 30 semester credit hours beyond the baccalaureate. The degree requirements for the M.A. in Criminal Justice were provided as proof of compliance. Also, the University provided degree requirements for the Ph.D. in Clinical Psychology and Culinary Essentials (undergraduate certificate) to show examples of program length for a doctoral program and an undergraduate certificate. Program length was addressed

through specific examples and reinforced through reference to programmatic accrediting bodies and academic program review. Additionally, the narrative contained explanation of combination/dual degrees, Accelerated Bachelor's to Master's programs, and an example of a "3+3" program.

Evidence	
[1]	THEC_A1.5_Academic_Actions_Notification_Policy
[2]	BS Biology
[3]	MA Criminal Justice
[4]	PhD Clinical Psychology
[5]	UofM Global Undergraduate Programs
[6]	Screenshot of UofM Global Undergraduate Programs
[7]	Master of Professional Studies
[8]	Screenshot of Master of Professional Studies
[9]	Instructional Design and Technology
[10]	Screenshot of Instructional Design and Technology
[11]	Culinary Essentials
[12]	graduatecertificates
[13]	Screenshot of graduatecertificates
[14]	Accreditation Schedule
[15]	Combined Program Reviews
[16]	Combo Degree Programs
[17]	Graduate Catalog Degree Programs
[18]	Screenshot of Graduate Catalog Degree Programs
[19]	Combo MBA JD_Redacted
[20]	Combo MSW MPH_Redacted
[21]	Combo MBA - JD_Redacted
[22]	ABM Requirements
[23]	Screenshot of ABM Requirements
[24]	ABM College of Health Sciences
[25]	Transcript of ABM
[26]	List of ABM Programs
[27]	Screenshot of List of ABM Programs
[28]	3plus3philosophy
[29]	Screenshot of 3plus3philosophy
[30]	3plus3legalstudies
[31]	Screenshot of 3plus3legalstudies

Section 10 Educational Policies, Procedures, and Practices

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)

Compliance Status: Compliant

The University of Memphis makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. The University of Memphis website is located at http://www.memphis.edu[1] [static link[2]] and information concerning calendars, catalogs, courses, registration, financial aid, and more can be located on the institution's website. This information is available to both the public and to students.

Additionally, there is a University of Memphis portal, myMemphis, that is located at http://my.memphis.edu[3] [static link[4]]. University of Memphis students, faculty and staff are able to access the portal with their username and password. Only admitted students are able to access the myMemphis portal. Students can log into the myMemphis portal to pay tuition balances, accept financial aid awards, register for classes, and set up advising appointments.

The following is a list of resources and direct links that include academic calendars, academic catalogs, grading policy, academic grade appeal, academic fresh start, academic renewal, repeat policy, and financial aid information.

Academic Calendars

The University of Memphis provides the following academic calendars on the Registrar's website:

- **Academic Year (AY) Calendars** - These record only the major activity dates (class start/end dates, exam periods, breaks, etc.) for each term and its parts. Each academic year begins with the Fall term and ends at the conclusion of the Summer term.

- **Semester Dates & Deadlines calendars** – These list key dates pertaining to registration, add/drops, grades, holidays and breaks, etc., for the term.

- **Semester Final Exam Schedules** - These semester calendars allow students and faculty to determine exactly when course final exams will be given.

- **Undergraduate Graduation Filing Deadlines** - Undergraduate students should visit the Commencement Office's Apply to Graduate Deadlines page.

- **Graduate Graduation Filing Deadlines** - Graduate students should visit the Graduate School's Graduation Deadlines for Degree Candidates page for these deadlines as well as deadlines for submitting theses and dissertations.

- **Registrar Office Calendars** – These calendars list duties that the Registrar's Office staff will accomplish in particular time periods.

All of these academic calendars can be found on the Registrar's Office website[5] [static link[6]].

Academic Catalogs

There is an academic catalog for each of the levels at the University of Memphis. The levels are Undergraduate, Graduate, and Law.

- **Academic catalog 2019-2020 (Undergraduate)**[7] [static link[8]]

- **Academic catalog 2019 – 2020 (Graduate)**[9] [static link[10]]

- **Academic catalog (Law)**[11] [static link[12]]

Grading Policy in Undergraduate and Graduate Catalogs

At the end of each session, instructors report to the Office of the Registrar the standing of all students in their classes. The grade of a student in any course is determined by class standing and examination, combined in such proportion as the instructor in charge of the course may decide. The instructor's grading scale will be provided to students on the course syllabus. More information about grading for undergraduate courses can be found in the undergraduate catalog at the following link[13] [static link[14]]. The graduate catalog[15] [static link[16]] also provides information on its grading system and other academic regulations.

Academic Grade Appeal Policy

Students have the option to appeal grades that they receive. The purpose of the grade appeal process is 1) for a student to understand the reasons why the grade was assigned, 2) for the instructor to become aware of and correct possible errors, 3) for appropriate supervisors at the department and college level to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action, or other reasons not related to academic performance. More information on the academic grade appeal process may be found in the graduate catalog[17] [static link[18]] and the undergraduate catalog[19] [static link[20]].

Academic Fresh Start

Academic Fresh Start[21] [static link[22]] is a plan of academic forgiveness which allows undergraduate students who previously experienced academic difficulty to improve their academic record upon returning to college after an extended absence. The Academic Fresh Start allows eligible students to resume study without being penalized for past unsatisfactory scholarship and signals the initiation of a new grade point average (GPA). Information about Academic Fresh Start is found on the website for the Center for Academic Retention and Enrichment Services.

Academic Renewal

Academic Renewal[23] [static link[24]] is a plan of academic forgiveness that allows undergraduate students with previous academic difficulty to improve their academic record when they change programs of study (majors). Academic Renewal allows students to exclude a limited number of undergraduate courses in which they received a D or F at the University of Memphis from their GPA calculation. It is intended to forgive grades of D or F in courses that do not apply to the new major. Academic Renewal information is found on the Registrar's website.

Repetition of courses (Repeat policy)

A student may repeat most courses in an attempt to improve the grade previously earned. There are some courses that may not be repeated for this purpose. Information concerning these courses may be obtained from the office of the chair of the department in which the course is offered. In some degree and major programs, there are restrictions on course repetitions even after drops or withdrawals. The student should always check with the major advisor before enrolling in a course a second or subsequent time(s).

Grades earned in the second and each subsequent attempt will count towards the student's GPA. However, only earned hours from the final attempt are counted in the cumulative earned hours. A student may not attempt the same course more than three times. Exceptions to this policy will be granted only on appeal to the dean of the college in which the course is offered. The record will continue to reflect grades for all attempts of repeated courses with the appropriate repeat notations. Courses repeated after a degree is awarded may not be used to replace grades earned prior to the awarding of the degree. The Registrar's Office website[25] [static link[26]] provides additional information on how repeated courses may impact the grade point average.

Financial information / Tuition information

Additional information regarding financial aid, tuition, and fee information may be found at the following websites.

General website for University Student and Business Services (USBS)
https://www.memphis.edu/usbs/[27] **[**static link[28]**]**

Fee information (including tuition/fee costs)

https://www.memphis.edu/usbs/fees/index.php **[**static link[29]**]**

Refund policy

https://www.memphis.edu/usbs/fees/feeadjustment.php[30] **[**static link[31]**]**

Cost of attendance estimator

https://umwa.memphis.edu/estimator/[32] **[**static link[33]**]**

The University of Memphis provides online fee charts and fee payment information[34] **[**static link[35]**]** for undergraduate, graduate, and law school information. These fee charts and payments provide information on undergraduate and graduate tuition and fees for oncampus resident/non-resident students, international students, and resident/non-resident/international students who utilize the university's online compendium of programs called UM Global. The website also provides fee chart information for TN eCampus, a cooperative academic agreement with other four-year public universities (addressed in more detail in 10.9).

University Fees and Charges Policy

The policy that outlines the process, procedures, and guidelines regarding university fees and charges is policy BF4020 – University Fees and Charges[36]. Students have the option to appeal the assessment, application, calculation, or interpretation of any University fee, charge, deposit, refund, or any University action connected with fees, charges, refunds, and collection procedures. More information regarding the appeal process may be found on the Bursar's website[37] **[**static link[38]**]**.

Financial aid

The Student Financial Aid Office[39] **[**static link[40]**]** administers federal, state, and institutional aid programs to qualified students. Financial Aid forms, checklists and frequently asked questions can be found on the following link.

Summary

The University of Memphis provides information regarding academic calendars, grading policies, cost of attendance, and refund policies that are available to students and the public. This information is included in academic catalogs and websites. Additionally, the academic calendars, grading policies, cost of attendance, and refund policies are accessible and inclusive of all students regardless of location or modality.

Evidence

[1] University of Memphis website

[2] Screenshot of University of Memphis website

[3] myMemphis portal

[4] Screenshot of myMemphis portal

[5] Master List of Academic Calendars

[6]   Screenshot of Master List of Academic Calendars

[7]   Academic Catalog 2019-2020 (Undergraduate)

[8]   Screenshot of Undergraduate Catalog

[9]   Academic Catalog 2019-2020 (Graduate)

[10]   UofM Graduate Catalog 2019-2020

[11]   Academic Catalog (Law)

[12]   Screenshot of Law Catalog

[13]   Grading Policy in Undergraduate Catalog

[14]   Screenshot of Grading Policy in Undergraduate Catalog

[15]   Grading System in Graduate Catalog

[16]   Screenshot of Grading System in Graduate Catalog

[17]   Grade Appeal - Graduate Catalog

[18]   Screenshot of Grade Appeal - Graduate Catalog

[19]   Academic Grade Appeal Policy

[20]   Screenshot of Academic Grade Appeal Policy

[21]   Academic Fresh Start

[22]   Screenshot of Academic Fresh Start

[23]   Academic Renewal

[24]   Screenshot of Academic Renewal

[25]   Repeating of Courses

[26]   Screenshot of Repeating of Courses

[27]   University Student and Business Services

[28]   Screenshot of University Student and Business Services

[29]   Fee Charts & Fee Payments

[30]   feeadjustment

[31]   Screenshot of Refund Policy

[32]   Cost of Attendance Estimator

[33]   Cost of Attendance Estimator screenshot

[34]   Fall 2020 - Spring 2021 Fee Charts and Payments

[35]   Screenshot of Fall 2020 - Spring 2021 Fee Charts and Payments

[36]   BF 4020 - University Fees and Charges

[37]   Student Financial Appeals

[38]   Screenshot of Student Financial Appeals

[39]   Financial Aid Website

[40]   Screenshot of Financial Aid Website

10.3   The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

Compliance Status: Compliant

Narrative

Every academic year the University of Memphis (UofM) maintains two official catalogs, the Undergraduate Catalog and the Graduate Catalog, which provide detailed and relevant information regarding course and degree requirements for prospective, current, and former students. These two documents are extensive, currently available online, updated annually, and published in March to reflect the current UofM mission and degree requirements and policies for the following academic year.

Responsibility and Publication of Catalogs

The Office of the Registrar and the Graduate School are responsible for the maintenance of content in the Undergraduate and Graduate Catalogs, respectively.

The UofM utilizes the integrated platforms (from the vendor Digarc) Curriculog (curriculum approval and management workflow system) and Acalog (catalog management system) to translate faculty-driven curriculum decisions and proposals into accurate up-to-date degree program descriptions, requirements, and course descriptions into the undergraduate and graduate catalogs. Curriculog also serves as the mechanism for documentation and archiving of the curriculum approval process from faculty committees at the department/college/school, to the University Undergraduate Council (UUC) for undergraduate proposals and the University Council for Graduate Studies (UCGS) for masters, doctoral, and graduate certificate proposals.

The Assistant Registrar for Curriculum Data Management, in consultation with the UUC, oversees a team of staff from the Colleges/Schools to ensure the accuracy of undergraduate catalog input. For graduate curriculum, Graduate School staff work closely with key staff from the academic units to update the catalog to reflect UCGS decisions. Proposals for new academic programs, at both the undergraduate and graduate levels, requiring Board of Trustees (BOT) and Tennessee Higher Education Commission (THEC) approval, go through the same internal approval process to get to that stage but are inputted to the appropriate catalog only after THEC approval has been obtained.

Catalog Availability

Current and previous academic year undergraduate and graduate catalogs are readily available to students and the public via the University of Memphis website. These catalogs can be found in a drop-down menu on the Catalogs site[1] **[**static link[2]**]**. The drop-down menu provides the current catalog (2020-2021) and previous years' catalogs (2019-2020, 2018-2019, and 2017-2018). Interactive digital undergraduate and graduate catalogs from 2017 to present are hosted in the cloud using Digarc's Acalog system with redundant off-site backups. Information regarding course and degree requirements for former and returning graduate students can be found in the graduate catalog[3] **[** static link[4]**]**. Degree requirements for former and returning undergraduate students can be found in the undergraduate catalog[5] **[**static link[6]**].**

Digital online PDF versions of undergraduate catalogs[7] **[**static link[8]**]** from 1995 to 2020 and graduate catalogs[9] **[**static link[10]**]** from 1997 until 2016 are hosted on UofM's servers with off-site redundant backups and accessible from the UofM website. Print copies of undergraduate and graduate catalogs from 2003 – 2016 are housed and available for use in the Special Collections section of the University of Memphis McWherter Library on the Memphis campus. All other copies of catalogs, including those earlier than 1995 for undergraduate and 1997 for graduate are available for reference in the Office of the Registrar, as well as in the Graduate School.

Conclusion

The University of Memphis ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. Evidence of this is included with references to the online catalogs website, which contains several years' worth of catalogs, including the current catalog. Archived undergraduate and graduate

catalogs are available in print and online versions and locations for each were provided. In addition, links were provided that showed where degree requirements are located in the undergraduate and graduate catalogs.

[1]   Catalog Drop Down Menu

[2]   Screenshot of Catalog Drop Down Menu

[3]   Degree Requirements Graduate School

[4]   Screenshot of Graduate School Degree Requirements

[5]   Undergraduate Catalog Degrees

[6]   Screenshot of Undergraduate Catalog Degrees

[7]   Undergraduate Catalog Archive 95-2020

[8]   Screenshot of Undergraduate Catalog Archive 95-2020

[9]   Graduate Catalog Archive 97-2018

[10] Screenshot of Graduate Catalog Archive 97-2018

10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)

Compliance Status: Compliant

Narrative

Undergraduate Admissions - Graduate Admissions - Law School Admissions

At the University of Memphis, the admissions process is managed by three distinct units that are independent of each other. Undergraduate Admissions and Orientation is a unit in Enrollment Services along with New Student Orientation and the Registrar's Office. These units report to the Vice Provost for Academic Affairs and Strategic Enrollment. Graduate Admissions is a unit in the Graduate School and reports to the Dean of the Graduate School. Law School Admissions is a unit in the Cecil C. Humphreys School of Law and reports to the Dean of the Law School. These three units function autonomously and are guided by unique standards appropriate for their populations. The Vice Provost for Academic Affairs and Strategic Enrollment, Dean of the Graduate School and Dean of the Law School all report to the Executive Vice President for Academic Affairs/Provost. Therefore, this document provides admission information divided into three parts to reflect the units that provide admission services for the University. The fourth part of the document outlines programs that have specific admissions criteria.

NOTE: Graduate Admissions is the only unit utilizing international agents for recruiting and they maintain all the contracts and communications with those organizations. This will be addressed in Part II.

Part I   Undergraduate Admissions

Part II   Graduate Admissions

Part III   Law School Admissions

Part IV   Programs with Specific Admissions Criteria

Accreditation Status of the University

The University of Memphis accurately represents its accreditation status by posting it's institutional accreditation status and the programmatic accrediting bodies that accredit its academic programs. The University's statement of its institutional accreditation status can be found on the university's website under general information - accreditation information[1] **[**static link[2]**]**. That statement reads, "*The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404.679.4501) to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates.*" All academic programs that can be accredited [3] by an outside accrediting body are accredited and in good standing.

Part I Undergraduate Admissions

The Office of Undergraduate Admissions utilizes a holistic approach to the admissions process, which supports the institution's priority of access to higher education. Additionally, the institution is cognizant of indicators of student ability that predict the likelihood of student success. In addition to looking at the historic data of its own student population, the institution also utilizes the data from organizations such as ACT and College Board (standardized testing). Students may also submit supporting materials/recommendations if they are required to go through supplemental review to address concerns over high school or transfer grade point average (GPA) and/or standardized test score results. While access is a priority, the institution also attempt to admit students who have a reasonable likelihood of academic success.

First-time Freshman Applicants
A high school graduate who has no post-high school college enrollment may be considered for admission as a first-time freshman by completing the application for admission and submitting the following to the Office of Undergraduate Admissions and Orientation:

1. A final transcript of all high school credits: Early decisions can be made by submitting partial transcripts (6th or 7th semester). Transcripts hand delivered by the student must be received in a sealed envelope with school's official insignia. If any courses have been taken for dual enrollment credit, the institution(s) granting credit must be contacted by the applicant and asked to send an official transcript to the University of Memphis, Office of Undergraduate Admissions and Orientation. Students who do not present one unit of American History are required to register for the course during their first or second year at the University.
2. The score report of the American College Testing program (ACT) or the Scholastic Aptitude Test (SAT): The score report is a necessary part of the application and the test date should be no more than five years old at the time of enrollment.
3. A non-refundable application fee of $25.00.
4. Any additional items and information requested in the application materials by the Office of Undergraduate Admissions and Orientation.

High School Curriculum Required for Admission
No high school curriculum can assure that a given student will acquire desired learning outcomes; however, the absence of certain components greatly increases the likelihood that the student will not acquire those outcomes and reduces the likelihood that the student will enjoy maximum benefits of a college experience. The justification for colleges' recommending or requiring specific high school units for admission is to reduce the likelihood that a student will be unprepared for effective work in college and to increase maximum benefits a student may enjoy. The following specific high school units will receive strong consideration in the review for admission of a freshman applicant. Students who do not take one or more of these required courses, may still be considered for admission.
- English (4 units recommended): Units in this category must address reading and literature, writing, speaking and listening, and principles concerning the English language. Extensive experience in reading and writing should characterize all courses.

- Visual and/or Performing Arts (1 unit recommended): Units in this category should include a survey of the arts (visual arts, theater, music, and dance) or active participation in one or more of the arts.
- Mathematics (4 units recommended): Units in this category should include Algebra I, Algebra II, geometry and an advanced course with geometry as a major component. Students are recommended to take a fourth unit in computing, advanced mathematics, or statistics. All college freshmen will benefit by having studied mathematics as seniors.
- Natural and Physical Sciences (2 units recommended): Units in this category should include mathematical skills, fundamental concepts, and some laboratory and field work. At least one unit must address detailed knowledge in the more traditional fields of biology, chemistry, or physics and must include a laboratory.
- Social Studies (1 unit recommended): For students graduating prior to spring 1993, the unit in this category may include: history, government, geography, economics, sociology, psychology, or anthropology. For students graduating in the spring 1993 or thereafter, this unit must come from the following: modern history, ancient history, world history, world geography, or European history.
- US History (1 unit required): This is in addition to the Social Studies requirement.
- Foreign Language (2 units recommended): Two units in a single foreign language are recommended in this category.

The University of Memphis places students according to their ACT subscores in English, Math, and Reading, provided that those scores are less than 5 years old at the time of enrollment. At the University of Memphis:

- Students with ACT reading subscores below 19 are required to enroll in ACAD 1100 Academic Strategies
- Students with ACT English subscores below 18 are required to enroll in prescribed English courses.
- Students without ACT scores are required to take a placement test, the ALEKS and Accuplacer test, to determine the best course placement for them. The test provides students and their advisors with important information about educational preparation and is a good beginning toward the achievement of academic goals.

Transfer, International, Readmission, and Non-Degree Admission Requirements

Students who choose to transfer to the university must complete an application, pay a non-refundable application fee, and provide official transcript(s) for any post-secondary institution with a cumulative grade point average for all academic work attempted. Students who transfer with less than fifteen hours must also provide a final high school transcript and a standardized exam results. Transfer admission requirements are provided through the website of the Office of Undergraduate Admissions and Orientation. Undergraduate International students, whether first-time students or transfer, must apply to the institution. Admissions of international students[4] **[**static link[5]**]** takes into account a comprehensive review that includes high school grade point average, cumulative grade point average from other institutions, and TOEFL or IELTS scores where appropriate. International applicants must complete the Affidavit of Support Form and have their international documents evaluated by a credentialing agency that holds members with the National Association of Credential Evaluation Services. In addition, students who apply from countries where English is not their first language are required to submit an English-language proficiency score from TOEFL, IELTS, or PTE. Finally, international applicants must submit a certification of finances document.

Occasionally, students who were previously enrolled at the University of Memphis, but who may not have finished a degree program, may seek readmission to the university. In this case, students must follow the readmission requirements[6] **[**static link[7]**]**. Furthermore, some students may choose to apply to the university as a non-degree seeking student. Specific information regarding deadlines and admission criteria for non-degree[8] **[**static link[9]**]** seeking students is contained in the Undergraduate Admissions and Orientation website.

All policies regarding undergraduate admissions review, requirements, and decisions can be found online in the undergraduate catalog[10] **[**static link[11]**]**.

University Strategic Plan Mission

The Office of Undergraduate Admissions' practices and policies align with the mission of the University, "We provide the highest quality education by focusing on research and service benefitting local and global communities." As such, the institution references its mission, vision, and values from the 2019-2023 strategic plan[12] to guide its strategies with the recruitment of undergraduate students. In addition to aligning with the mission of the institution, undergraduate admissions policies and procedures align with the values and highest priorities of the strategic plan.

University Strategic Plan Key Values

Diversity and Inclusion is one of the key values and a priority of the University of Memphis and is referenced in the 2019-2023 Strategic Plan[13]. The practice of holistic admission looks beyond the grade point average and test score numbers in an effort to provide access to the university, and the institution's richly diverse student population reflects this priority. The charts that follow show percentage of undergraduate enrollment in fall 2019 and 2020 across gender and race.

Fall 2019 Undergraduate Enrollment		
Female	59%	
Male	41%	
African American	34%	
White	48%	
Other	17%	

Fall 2020 Undergraduate Enrollment		
Female	60%	
Male	40%	
African American	35%	
White	46%	
Other	19%	

University Strategic Plan Highest Priorities

The University of Memphis' 2019-2023 strategic plan[12] also outlines the highest priorities of the institution and the Office of Undergraduate Admissions' practices are aligned with these priorities, specifically those noted below:

- **Student Success, Access and Affordability** - the institution's holistic admissions approach strives to admit students who, based on internal research, have the opportunity to be academically successful.

- **Academic Excellence -** the institution's robust merit scholarship program attracts outstanding students to the freshmen class annually and the Hardin Honors College is the largest in the state and region.

The chart that follows shows that baccalaureate, undergraduate headcount has remained consistent over the past five years.

Baccalaureate Head Count	
2016	17176
2017	17394
2018	17233
2019	17378
2020	17374

Undergraduate Recruitment Publications

The University of Memphis receives support for the development of print materials and messaging from the University of Memphis Communication and Marketing division. This department ensures consistent and accurate messaging and branding campus-wide. As such, the information accurately depicts the programs offered and reflects the rich student diversity of the campus. Examples of these materials are provided in this narrative through hyperlinks. The University also works with a digital marketing company and an enrollment consultant company. All communications from these sources must be approved by the University of Memphis Communication and Marketing division.

The recruitment viewbook[14], admissions folder[15], and admissions envelope[16] show that the university represents itself honestly and with integrity in regards to its recruitment materials. The 2020 Recruitment Travel Brochure[17] provides accurate data regarding 2020-2021 tuition and fees, housing and meal plans, and estimated costs for books, travel, and miscellaneous. Additionally, the brochure provides information on scholarship opportunities. The 2020 Residence Life Mailer[18] provides information on the housing and residence life process. The 2020 Student Life Mailer[19] provides information on student organizations and involvement on campus. In conclusion, the recruiting materials that the university uses for undergraduate recruitment provides accurate information and proves that the University represents itself honestly and with integrity. Furthermore, the University, through it's recruitment materials, communicates with prospective students the potential costs associated with tuition, fees, and indirect costs.

Tennessee Tuition Transparency and Accountability Act

On August 1, 2019, the state of Tennessee passed the Tuition Transparency and Accountability Act[20] . This act required all colleges and universities to provide predictive cost estimates for students applying for undergraduate degree programs. As such, the University provides this information in the 2020 Recruitment Travel Brochure[17], the Transfer Tuition Flyer[21], and the Freshman Tuition Flyer [22].

Professional and Governance Organizations with Ethical Guidelines that Impact Admission and Recruitment Practices

The University of Memphis is a member of several state and national organizations that promote ethical guidelines in regard to admission and recruitment practices. As one of the universities under the umbrella of the Tennessee Higher Education Commission (THEC)[23] **[**static link[24]**],** the University is bound by the policies and practices of the state of Tennessee. Additionally, the University is a member of the National Association for College Admission Counseling (NACAC). As a member, the University of Memphis is expected to uphold NACAC's Guide to Ethical Practice in College Admissions[25] that includes Truthfulness and Transparency, Professional Conduct, Respect for Confidentiality, and Responsible Practice. Additionally, the University of Memphis is a member of the American Association of Collegiate Registrar's and Admissions Officers (AACRAO). The purpose of AACRAO is to "serve and advance higher education by providing leadership in academic and enrollment services. In the practice of their professions, AACRAO members carry responsibilities for conduct that balance societal, institutional, individual, and professional interests." As a member

institution of AACRAO, the University of Memphis is guided by the professional ethics and practice of AACRAO[26] **[**static link[27]**]** and the high standard of professional practice. Finally, the University of Memphis is a member of the Tennessee Association of Collegiate Registrars and Admissions Officers (TACRAO)[28] **[**static link[29]**]** and as such, is governed by the articles of good practice and ethical standards[30] of the organization.

Part II Graduate Admissions

University of Memphis 2019-2023 Strategic Plan

The University of Memphis is guided by its 2019-2023 Strategic Plan[13] which provides direction through the mission, vision, values, and highest priorities. The Graduate Admissions' practices and policies align with the mission of the University, "We provide the highest quality education by focusing on research and service benefitting local and global communities." In addition, Graduate Admissions align with the Highest Priorities:

- Academic Excellence/Research Innovation - the graduate academic programs attract outstanding students to the graduate school annually from across the globe. Graduate programs have a high priority to produce quality research and to engage graduate students in meaningful research projects throughout their graduate education.

In accordance with its stated mission, the University of Memphis provides the highest quality education by focusing on research and service benefiting local and global communities. The University of Memphis encourages all who believe they can benefit from graduate educational opportunities, to file an application for admission.

Graduate Admissions

The steps for applying to a graduate program includes:

1.) Viewing departmental information[31] **[**static link[32]**]** about admission requirements, test score requirements, application deadlines, etc.

2.) Use the electronic admissions application[33] **[**static link[34]**]** to apply to the Graduate School, file for readmission, or to change the current degree program or student level. Application fees for initial admission are $35 for domestic students and $60 for international students.

3.) Applicants whose highest degree is from a foreign university may be required to have their credentials evaluated by any credentialing agency listed on the National Association of Credential Evaluation Services[35] **[**static link[36]**]**.

4.) If the department decides to recommend the student for admission, Graduate Admissions will be notified and official letters of admission will be sent to the student.

As mentioned above, admission to a University of Memphis graduate program is a two-part process. First, students must apply to and be accepted by the Graduate School[37] **[**static link[38]**]**. Second, students must apply to and be accepted to the graduate program of interest. Admission into graduate programs is a decentralized process whereby each graduate department makes their own admission decisions. Each department also establishes their own admission criteria for their program. Persons holding an accredited bachelor's or master's degree who have completed undergraduate or graduate study of sufficient quality and scope to successfully pursue graduate study may apply to one of the institution's graduate programs through the Graduate School. Prospective students request information about specific programs through the graduate admissions website[33] **[**static link[34]**]**. Electronic letters from graduate coordinators describing program requirements are sent upon request.

All Graduate School policies and admissions criteria are approved by the University Council for Graduate Studies[39] **[**static link[40]**]**. The University Council for Graduate Studies includes faculty members from each of the graduate colleges and schools.

Graduate applications are reviewed by faculty admissions committees for each graduate program. Once a decision has been reached, the graduate coordinator for each program notifies the Office of Graduate Admissions and notification letters are sent to the applicant via e-mail and ground mail. Additionally, some graduate programs send departmental notification of admission.

International Graduate Admissions

The University of Memphis believes that the presence of international students on campus enriches the educational environment for all. The University of Memphis is authorized under Federal law to enroll non-immigrant alien students on the F-1 student visa. The University of Memphis accepts only international students with the equivalent of a U.S. bachelor's degree and this is communicated to prospective students via the graduate admissions website[41] **[**static link[42]**]**.

Non-degree Graduate Admission

The Graduate Non-Degree classification is for domestic students who wish to enroll in graduate courses but who do not wish to pursue a graduate degree at the University or whose applications are incomplete. Graduate non-degree applicants must show proof of having earned a baccalaureate degree at the time of application. Academic units may restrict non-degree students to designated courses.

Graduate Non-Degree students who decide to matriculate for a degree must make application to the Graduate School and must meet all admissions requirements[43] **[**static link[44]**]**. Master's students in programs requiring 36 credit hours or fewer are limited to 12 credit hours while in non-degree status. Students in degree programs requiring more than 36 hours must take at least 2/3 of the credit hours after acceptance into the program.

Recruitment materials

The Office of Graduate Admissions prepares student recruitment publications in coordination with the Office of Marketing and Communications to ensure consistency across programs and to accurately portray the institution and student body. The Graduate School also has on staff a coordinator of recruitment and publications who creates and updates recruitment websites and materials targeting graduate students.

The Graduate School sponsors two Graduate Recruitment Fairs annually. The Dean of the Graduate School works closely with the Office of Marketing and Communications to create attractive, professional advertisements published in local as well as regional newspapers and broadcast on local radio to promote these events. At the student recruitment fair graduate faculty, staff, and graduate student representatives from each college and school provide prospective students with program-specific information.

Graduate coordinators for each program serve as the primary contacts for prospective students. Associate Deans for graduate studies monitor the websites for their respective college or school to ensure that recruitment information accurately represents the institution's policies and practices. The Coordinator for recruitment and publications in the Graduate School and the Dean of the Graduate School attend recruitment activities at various venues on and off campus. The Graduate School uses online recruitment software to quickly distribute recruitment materials electronically and directly to perspective students. Students may request such information via our website. By accessing the website, prospective students can access information about specific programs, assistantships, scholarships, and financial aid. This site is monitored and maintained by the Graduate School's Coordinator for recruitment and publications who also maintains the content of the Graduate School's website as well as the use of social network media as a recruitment tool.

Examples of marketing materials for the Graduate School include a graduate degrees brochure[45] and a graduate certificates brochure[46]. Both materials accurately and honestly represent the practices of the institution.

International Recruiting Agent Contracting

The University of Memphis has partnership agreements with agents across the globe to recruit international students. To ensure that the institution is following best practices for student recruitment, the university has established a vetting process for signing on recruiting agents and is a member of the American International Recruitment Council[47] **[**static link[48]**]**. AIRC holds its members to best practices[49] in regards to international recruitment and the use of agents. The University of Memphis' recruiting agents are members of AIRC and have undergone a rigorous certification process that includes the following:
1. A background check of the agency and its owners to determine any financial or ethical irregularities;
2. an external review of one of the agency's offices;
3. a self-study of the AIRC Certification Standards;
4. a call for comments from the public on applicant agencies;
5. a review of all records and vote by an independent certification commission which is comprised of U.S. institutional members and education professionals.

Additionally, international recruiting agents are required to agree to and sign the Recruiting Services Agreement[50], a contract between the recruiting agent and The University of Memphis. The Recruiting Services Agreement outlines specific requirements of the recruiting agent, referred to in the agreement as the "Partner." These requirements can be found in Article IV of the Recruiting Services Agreement[51] and include, but are not limited to the following. The "Partner" shall:

1. Describe and promote the University's academic programs with integrity and accuracy and recruit prospective students in an honest, ethical, and responsible manner in compliance with all the laws governing the jurisdiction in which the "Partner" does business, as well as all United States (federal and state) and other applicable laws, regulations and policies governing the University.
2. Provide accurate information to prospective students about the University and its academic programs. This can only be done by reference to the materials provided by the University and when not available, through direct communication with the University.
3. Ensure that Partner's employees, agents and representatives, including any affiliates or sub-agencies, comply with the terms of this Agreement.
4. Secure prior written approval from University of all oral and written representations and materials (in any language) that relate or refer to University and/or its programs (including fee schedules or summaries), and provide University with a copy of all written materials (with English translations) no later than twenty (20) business days before Partner distributes or otherwise uses such materials.
5. Provide Prospective Students and Students with immigration and/or visa advice only as it pertains to their Student status.
6. Abide by the privacy and personal information laws identified in Article VII.

Article VII Privacy of Personal Information[52] (found on page 7 of Recruiting Services Agreement) states, University and Partner shall keep confidential at all times any and all information and personal data received from the other relating to teaching strategy, students, employees and tutors, and their performance and progress. Unless required by law, no personal data received from the other party will be divulged to any third party without the prior written approval of the individual to whom such personal data relates. University is, and Partner may be, subject to various privacy and open records laws, and University and Partner agree that they will co-operate and provide all necessary assistance within the legal limits of each country in order to comply with these legal obligations.

Part III Law School Admissions

Admissions Overview and Policy

The Dean of the School of Law appoints a fulltime, tenured law professor annually as Chair of the Admissions Committee. Currently, six fulltime faculty members make up the Law School Admissions Committee. The Assistant Dean of Admissions, Recruiting, and Scholarships, and the Assistant Director of Admissions assist in the file review and make recommendations to the full committee. Each applicant is reviewed holistically. The Law School Admissions Council (LSAC) is a clearing house for applicants to the American Bar Accredited Law School. All applicants must register and take the LSAT with provided transcripts for their Candidate Credential Service Report (CAS). The CAS report includes original transcripts from all undergraduate institutions attended by the applicant, including summer sessions and study abroad, and any graduate level transcripts. Additionally, this report includes letters of recommendation and a copy of the writing sample on the LSAT exam. LSAC in turn evaluates the transcripts and provides a summary of the transcripts to the schools to which the candidate has applied and paid the appropriate fee for the report to be sent. The University of Memphis School of Law's electronic application is available through LSAC.

The University of Memphis School of Law uses an admissions index to guide the review of applicants. The index is an estimated first-year law school cumulative grade point average that is derived by LSAT correlation studies using two predictors, cumulative undergraduate grade point average, and the highest LSAT, to determine first-year grades at a given law school. The correlation study is done yearly by LSAC using three years of data from students who matriculated at the University of Memphis School of Law. The admissions committee reviews this predictive analysis yearly before the start of file review. The Law School admissions process aligns with the university's mission, visions, and values that include student success, access, and affordability; academic excellence; and diversity and inclusion.

Student Success, Access, and Affordability

The Law School Admissions Committee uses a holistic approach which strives to provide the best candidates an opportunity to be successful. The committee uses statistical data to predict success in law school, graduation, as well as, the future probability of licensure. In-state tuition is the lowest in the state and most recently, non-resident tuition was reduced by 25%, and according to data in 2019 ABA 509 reports from accredited law schools, this makes Memphis non-resident tuition the fifth lowest in the nation.

Academic Excellence

The holistic application review ensures that admitted students have the academic background and skills to be successful in a post-baccalaureate rigorous professional degree program. A week long mandatory orientation program provides students an opportunity to receive substantive exposure to legal writing, research, and critical reasoning skills necessary to solve legal problems. Recently, additional attention has been placed on assisting students in preparation for licensure. A mandatory graded third-year bar preparation class was added to the curriculum. A full-time faculty line was dedicated to assisting third-year students with bar preparation, beginning in the third year and throughout the summer leading up to the licensure exam. The 12.9% increase on the recent year-to-year Uniform Bar Exam demonstrates the success of the holistic approach.

Diversity and Inclusion

A holistic review of applicants provides an opportunity to look beyond the credentials for indicators for success in a rigorous professional degree program. Additionally, diverse Tennessee residents who qualify for the admission by performance program (TIP) are evaluated by both the admissions committee and the director of the TIP program, thus giving these candidates access to a summer program that evaluates and provides access to law school after successfully completing this four-week program. This past year, Memphis' diversity enrollment was the best in the state and was named by

pre-Law Magazine as #13 in the country for African American students. Most law schools listed ahead of Memphis Law in this ranking were Historically Black Colleges and Universities, which showcases the truly unique nature of Memphis' diverse law school student body. The American Bar Association (ABA) is the accrediting agency for law schools. The ABA has specific standards for Admissions and Services[53].

The University of Memphis Cecil C. Humphreys School of Law has been fully accredited since 1965. Law schools undergo an accreditation process every ten years. The University of Memphis fulfilled its latest accreditation in 2016. The next ABA accreditation site visit is scheduled for 2024-2025.

Recruitment Materials and Training of Admissions Professionals

Recruitment materials are prepared annually by the Director of Communication for the School of Law. The Director works with the University's main marketing office to ensure all branding standards are followed. The Dean of the Law School reviews all marketing pieces for final approval. Examples of recruitment materials that accurately represent the Law School include a Fact Sheet[54] and a Viewbook[55] **[**static link[56]**]**. Recruitment personnel receive formal training from University of Memphis School of Law professionals. Individuals who represent the law school will accompany a seasoned professional on a limited number of recruiting events to understand how to represent the law school. Additionally, new hires will shadow a seasoned professional when prospective students visit so he/she can observe how to professionally represent the law school. A seasoned professional is an alum who is waiting on licensure results. These individuals go through an application process and a training process as well. Additionally, full-time admissions professionals attend a week-long orientation training offered by the Law School Admissions Council (LSAC) in Newtown, PA.

Part IV Programs with Specific Admissions Criteria

The programs requiring a department level application include Nursing, BFA in Theatre & Dance, Music, and the Helen Hardin Honors College. Rationale for the secondary level of admission criteria can be based on accreditation requirements which may restrict the number of students in relationship to student-faculty ratio and/or required facilities, and/or a prerequisite skill/grade/test score competency requirement prior to program admission.

Loewenburg College of Nursing https://www.memphis.edu/nursing/admissions/bsn.php **[**static link[57]**]**

 The Loewenburg College of Nursing has admissions requirements[58] **[**static link[57]**]** for admissions to its programs. Special admissions requirements are required for the BSN and the RN-to-BSN Program. The BSN admissions criteria include:

- Apply to the University of Memphis as a Transfer or Returning Student.
- Be admitted to the University of Memphis as a degree-seeking undergraduate student.
- Minimum cumulative college GPA of 2.7
- Accelerated BSN applicants must possess a baccalaureate degree.

RN-to-BSN Admissions Criteria

The Loewenberg College of Nursing offers a flexible, accessible, and affordable online RN-to-BSN Program[59] **[**static link[60]**]** via UofM Global. Nursing faculty are committed to providing high quality, individualized, and learner-centered education for existing registered nurses who possess an Associate Degree in Nursing. The online RN-to-BSN program is accredited through the Commission on Collegiate Nursing Education and the Tennessee Board of Nursing.

Theatre & Dance

Admission[61] **[**static link[62]**]** to the BFA in theatre at the University of Memphis is a two-step process. Students should apply first to the University of Memphis and then separately to the Department of

Theatre & Dance. Current Memphis students wishing to transfer into/or add the BFA program need only complete the departmental application. Current BFA students wishing to change their program /concentration need only complete the departmental application. Acceptance to any of our programs is contingent upon successful acceptance to the University of Memphis. When applying to the department students should choose between four areas of study:

- Performance (acting)
- Design and Technical Production
- Musical Theatre
- Dance

All programs require an entrance audition and/or interview. Students are automatically considered for all scholarship opportunities as part of their application and audition/interview provided they complete the in-person or recorded audition/interview by the last scholarship date.

Music

All prospective students must apply to and be accepted by BOTH the School of Music (SOM) and by the University of Memphis (UofM). Acceptance by the SOM is contingent upon UofM acceptance. Undergraduate Applicants should:
1. Apply to the University of Memphis at http://www.memphis.edu/admissions[63] **[**static link[11]**]**.
2. Apply to the School of Music by completing the appropriate School of Music Undergraduate Application via Acceptd[64] **[**static link[65]**]**.

Admissions to the Helen Hardin Honors College

National Merit Finalists and recipients of the Cecil C. Humphreys Presidential Scholarship, the Provost's Scholarship, and the Dean's Scholarship are automatically admissible to the Helen Hardin Honors College upon receipt of their applications. Other incoming freshmen who score a minimum of 27 on the ACT, or its equivalent on other tests, and have a 3.5 high school GPA are invited to apply to the Honors College. Transfer students or students currently enrolled at the University of Memphis are also eligible for the Honors College if they have earned an overall grade point average of 3.00 for freshmen and sophomores and 3.25 for juniors and seniors. Students who do not qualify in one of these ways will be considered for provisional admission upon direct application. Letters of recommendation, though not required, may also be submitted.

To be considered for admission[66] **[**static link[67]**]**, applicants must be admitted to the University of Memphis and complete a separate application for admission to the Honors College. An application for admission may be obtained from the Honors Office or downloaded from the Helen Hardin Honors College website[68] **[**static link[69]**]**. Honors students are expected to maintain good academic standing to continue in the College; normally this is a minimum cumulative GPA of 3.0 in the freshman and sophomore years, and a minimum of 3.25 cumulative GPA in the junior and senior years. Students whose GPAs fall below the minimum will be allowed one probationary semester to raise their GPAs to the expected level. Students in the Helen Hardin Honors College are expected to take a least one honors course each semester in order to maintain the privilege of priority registration and to fulfill scholarship service obligations.

Admission to Distance Education and Off Campus Instructional Sites

Students who apply to take distance education classes or who enroll in programs that are a part of UofM Global, are not processed under separate admissions policies. Students who register for a distance education class or program are required to follow the same admission policy, review, and decision-making process as all other students. Students who enroll in an academic program that is included in the UofM Global compendium of programs, would need to be admitted to the university first, then they would apply[70] **[**static link[71]**]** to a UofM Global program. Additionally, students who apply for programs that are offered at off campus instructional sites do not have any separate admissions policies. Those students are also required to follow the same admission policy, review, and decision-making process as all the other students.

Conclusion

The University of Memphis publishes admissions policies that are consistent with its mission. Evidence of this includes how the admissions policies for undergraduate, graduate, and law school are tied to the 2019-2023 strategic plan that contains the mission, vision, and values of the institution. Recruitment materials were provided for all three areas that show the institution's truthfulness in its admissions practices and polices and clear information regarding the cost of attendance. The university follows ethical guidelines in regards to admissions practices via participation in several professional organizations. The university has not had any violations of code of conduct or ethical considerations regarding admissions practices from these professional organizations. Additionally, the UofM ensures that independent contractors used for recruiting purposes and for admission activities are governed by the same high standards as university employees. Since the graduate school is the only area that works with international contractors, evidence of alignment with this standard is contained in that narrative and include best practices from the American International Recruitment Council, information about the rigorous certification process, the Recruiting Services Agreement, and how privacy of personal information is assured through Article VII of the Recruiting Services Agreement. Furthermore, the UoM provided several examples of specific academic programs that have separate admissions criteria and narrative that explained that the university's distance education offerings do not have separate admissions policies or procedures.

Evidence

[1]   List of Accreditations

[2]   Screenshot of List of Accreditations

[3]   programaccreditationtemplate2019-20

[4]   International Admissions Requirements

[5]   Screenshot of International Admissions Requirements

[6]   Readmission Requirements

[7]   Screenshot of Readmission Requirements

[8]   Non-degree admissions

[9]   Screenshot of Non-degree admissions

[10] Undergraduate Admissions

[11] Screenshot of Undergraduate Admissions

[12] UofM Strategic Plan tri-fold FINAL

[13] UofM Strategic Plan tri-fold FINAL

[14] Recruitment Viewbook_1920

[15] Admissions Packet_FOLDER_v3

[16] Admissions Packet_ENVELOPE_v3

[17] 2020 Recruitment Travel Brochure

[18] 2020 Residence Life Mailer

[19] 2020 Student Life Mailer

[20] Tuition Transparency and Accountability Act

[21] Transfer Tuition TA Flyer

[22] Freshman Tuition TA Flyer

[23] THEC

[24] Screenshot of THEC

[25] NACAC Code of Ethics and Professional Practices

[68]   Honors College website

[69]   Screenshot of Honors College website

[70]   UoM Global Admissions

[71]   Screenshot of UoM Global Admissions

10.6 An institution that offers distance or correspondence education:
   a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
   b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
   c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. *(Distance and correspondence education)*

Compliance Status: Compliant

Narrative

Introduction

The University of Memphis offers courses and programs at off-campus sites and through distance education and correspondence education. As such, the narrative for 10.6 specifically addresses how the institution ensures that the student who registers in a distance or correspondence course is the same student who participates in and completes the course or program and receives credit. Also, the institution will provide evidence of specific policies that address student privacy in these situations. Additionally, the narrative will provide a list of its off-campus locations and information regarding its online programs, coupled with recent enrollment figures in each.

The University of Memphis defines distance education as a formal educational process in which the majority of the instruction in a course occurs when students and faculty are not in the same physical location. The scope of distance learning experiences consists of faculty to student, student to student, and subject matter expert to student interactions. The University of Memphis' distance education programs align with the SACSCOC Distance and Correspondence Education Policy Statement[1].

The University offers the following distance education services:

1. Off-campus locations
   a. University of Memphis Lambuth in Jackson, TN (students can earn 50% or more of credit hours towards a degree program)
   b. Kemmons Wilson Culinary Institute in Cordova, TN (students can earn 25-49% of credit hours towards a degree program)
   c. Dual enrollment sites and other off campus locations[2] (students earn less than 25% of credit towards a degree program)

The University of Memphis Lambuth location is a SACSCOC-approved site, the Kemmons Wilson Culinary Institute is a site that SACSCOC received notification[3] for in 2019, and the off-campus and dual enrollment sites are sites where students earn less than 25% of credits towards a degree program.

2. UofM Global online programs
   a. The University offers 89 online degree programs in its UofM Global[4] **[**static link[5]**]**online program.

b. The University of Memphis is a partner institution in TN eCampus, a collaborative academic agreement with other institutions in the state. A detailed explanation of this agreement is provided in 10.9.

Student Course Enrollments

Student enrollments in spring 2020 for University of Memphis off-campus and online degree programs were reported as follows:

Service	Unique Courses Offered	Course Enrollments
Off Campus	128	3,583
Online Programs		
UofM Global	473	16,370
TN eCampus	205	2,267
Online Totals	678	18,637
Distance Education Totals	**806**	**22,220**

Student enrollments in fall 2020 for University of Memphis off-campus and online degree programs were reported as follows:

Service	Unique Courses Offered	Course Enrollments
Off Campus	90	3,005
Online Programs		
UofM Global	533	20,811
TN eCampus	207	2,398
Online Totals	740	23,209
Distance Education Totals	**830**	**26,214**

10.6 An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Narrative

The University of Memphis ensures that the student who registers in a distance course is the same student who participates in and completes the course or program and receives the credit. This is ensured through the identity management process. The identity management process begins when a student is admitted and enrolled to the University. In the enrollment management process, student data are entered into Ellucian Banner. Ellucian Banner is the authoritative source of student identity information, that is subsequently loaded into the single-sign-on (SSO) system. Desire2Learn (branded locally as eCourseware) is the University's official learning management system (LMS) and is accessed via SSO, which ensures a secure system of controlling each students' credentials. This secure system also ensures that no other staff, faculty, or student can discover the password or login information of University of Memphis students from University servers.

Course Registration and Completion Process

1. Upon admission to the University, students are issued a unique UUID (universal user identification) username and password for accessing all secure University digital services. The unique password is managed by the University's secure Banner iAM Identity Management service (https://iam.memphis.edu) **[**static link[6]**]**. Students may go into the iAM Identity Management site and change their passwords after issued their original password.
2. Each semester, students may register for a distance education course by logging into the Banner myMemphis portal (https://myuofm.memphis.edu[7]) **[**static link[8]**]** via the SSO, which requires the students' unique username and password.
3. The desired distance education course may then be selected by the student for registration within the same secure environment that all University courses are indexed for all classes.
4. During the semester, the student accesses and participates in the registered distance education course via eCourseware, which requires the same SSO secure login environment.
5. All assessment activities for the student during that course are recorded in the eCourseware gradebook.
6. Upon completion of the course semester, only faculty may transfer the students' final grade from eCourseware into Banner Faculty Self Service (https://www.memphis.edu/registrar/faculty /selfserv/grading.php[9]) **[**static link[10]**]**. Banner Faculty Self Service is the site where faculty uploads grades for all of their courses.
7. The course grade and earned credit hours for the distance education course are then transferred by the Registrar's Office to the students' official transcript record.

There are also several policies and procedures that outline how the University ensures that the student who registers in a distance course is the same who participates in and completes the course. These include:
- The integrity, security, and privacy of credentials is governed by UofM Policy IT6003 - Acceptable Use of Information Technology Resources[11], which prohibits the sharing or transferring of access.
- On the eCourseware login page, students are provided the following notice: "By using this service, you acknowledge that you have read and agree to the terms and conditions of the Acceptable Use of Information Technology Resources Policy (IT6003[12])."
- Violations of UofM Policy IT6003 are addressed according to the Code of Student Rights and Responsibilities[13].

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Narrative

The University of Memphis has written procedures for protecting the privacy of students enrolled in distance education courses or programs. These policies and procedures are based on the Family Educational Rights and Privacy Act (FERPA) and are stated under AA3022 - Privacy of Education Records (Compliance with FERPA)[14]. The policies and procedures protecting the privacy of students enrolled at off-campus sites and through distance education courses or programs are the same as those protecting all students.

Access to eCourseware is managed via user roles, each with privileges and restrictions based on AA3022[14]. All faculty and staff at the University are required to abide by AA3022 and can gain access to eCourseware courses and the student information within them only if they have a need to know and only after completing the University of Memphis FERPA Tutorial[15] **[**static link[16]**]**
. Students have access to their courses and program information only. Since students in distance education utilize the same means of verification of identity as do all students, in relation to usernames and passwords to access the learning management system, the institution protects the privacy of usernames and and passwords through the process explained in part (a) of this narrative. Privacy is ensured through the identity management process that begins when a student is admitted to the institution. Student data is entered into Ellucian Banner, the authoritative source of student identity information, that is then loaded into a single-sign-on system. Once a student is admitted to the

institution, they are issued a unique universal user identification username and password that is needed to access all secure University digital services. The unique password is managed and protected by the University's secure Banner iAM Identity Management service.

(c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Narrative

The University does not require any additional charges associated with verification of student identity.

Conclusion

The case for compliance with 10.6 a-c included a narrative explaining how the institution defined distance education and a list of the distance education programs offered through the institution, which included off-site locations and its UofM Global online program. Additionally, the narrative worked through the three components of the standard that included a description of (a) how the institution ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives credit, (b) the written procedure for protecting the privacy of students enrolled in distance and correspondence courses or programs, and (c) that the institution does not have any additional charges associated with verification of student identity.

Evidence

- [1]   DistanceCorrespondenceEducation
- [2]   Off-Campus Inventory THEC
- [3]   SACSCOC acceptance of letter of notification
- [4]   UofM Global Degree Programs
- [5]   Screenshot of UofM Global Degree Programs
- [6]   Screenshot of UofM IAM
- [7]   myuofm.memphis
- [8]   Screenshot of myuofm.memphis
- [9]   Banner Faculty Self Service
- [10] Screenshot of Banner Faculty Self Service
- [11] IT6003
- [12] IT6003
- [13] Code of Student Rights and Responsibilities
- [14] AA3022
- [15] FERPA Tutorial
- [16] Screenshot of FERPA Tutorial

10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*

Compliance Status: Compliant

Narrative

Introduction

 The University of Memphis publishes and implements a process of credit hour determination for its courses regardless of format and delivery. The narrative for 10.7 will provide a description for how the University determines academic credit, the number of contact minutes for each credit hour, the curriculum approval process, and the role that the University Undergraduate Council and the University Council for Graduate Studies play in having qualified individuals provide oversight with the process.

Credit Hours

The University of Memphis (UofM) follows the definition of a credit hour set forth by the Commission on Colleges credit hour policy statement. Further, the Office of the Registrar follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines and standards and the staff routinely engages with AACRAO training, conferences, and literature.

Course numbering and explanation of course levels is outlined in the Curricular Procedures Handbook [1] **[**static link[2]**]** and policies are found on the UofM policytech[3] **[**static link[4]**]** website. Course scheduling involves department personnel but is centralized and coordinated through the Office of the Registrar to ensure that on-ground courses at all locations adhere to these contact minute course credit stipulations. Courses scheduled for online delivery have learning outcomes identical to those delivered on-ground and are subject to an additional level of scrutiny (beyond the faculty-driven curriculum approval process described below). Before courses may be offered online, they are subject to review and approval by staff in UM3D, an instructional design unit of the University's centralized online unit, UofM Global. Courses are evaluated by instructional designers on twenty-two specific review standards in five general standard categories. The online course development, review, and approval process is outlined via the UM3D website[5] **[**static link[6]**]**.

The Department of Education in Code of Federal Regulation (CFR) 34 Section 600.2 requires that accredited institutions comply with the established definition of the credit hour. Undergraduate and graduate academic programs and courses at the UofM are delivered both on-ground and online. On-ground courses are scheduled on the basis of 750 contact minutes for each credit hour awarded. Laboratory instruction requires 1,500 contact minutes for the same amount of credit. This applies to all terms: fall, spring, summer, or compressed sessions. When providing nontraditional class formats, the UofM ensures equivalence in terms of instructional time, student effort, and student achievement. From the student's perspective, the semester hour is defined as the credit earned for the successful completion of one hour per week in a lecture class for one semester, or for two hours per week of laboratory for one semester. A three-credit hour course normally meets for three lecture hours or for two lecture hours and two laboratory hours per week. Each lecture hour presupposes a minimum of two hours of preparation on the part of the student. The level of credit, such as undergraduate or graduate, is defined by the academic rigor and requirements as determined by the faculty and explained in the academic curriculum approval process. Semester length of instruction time is approximately 16 calendar weeks including a registration period and a final exam period. Undergraduate degrees require a minimum of 120 credit hours. Master's degrees require a minimum of 30-36 credit hours; and doctoral degrees require a minimum of 72 hours beyond the bachelor's degree. The University of Memphis' Academic Credit Hour Policy is posted online and includes the policy statement, definitions, and procedures for determining academic credit.

Credit hour determination as explained in this narrative and the academic credit hour policy pertain to all formats and/or modes of delivery. Therefore, the policies and procedures for credit hour determination explained in this narrative pertain to the main campus, off-campus locations, and distance education.

Course Numbering System

The course numbering system serves as a guide to the level and depth of the academic credit hour and can be found in the curricular procedures handbook[7] **[**static link[8]**]**. The undergraduate programs with courses numbering in the 1000-1999 are lower-division courses primarily for freshmen, those in the 2000-2999 are lower division courses primarily for sophomores, courses in the 3000-3999 are upper division courses primarily for juniors, and those in the 4000-4999 range are upper division courses primarily for seniors. For graduate programs[9] **[**static link[10]**]**, courses within the 6000-6999 range are equivalent to 4000 level senior courses for which a limited amount of graduate credit may be earned. Students are required to do more work, such as additional assignments or higher level readings, to receive the graduate credit. Additionally, 6000 level courses are taught by members of the graduate faculty. Courses at the 7000-7999 level are open primarily to master's degree students and are taught by graduate faculty. Courses at the 8000-8999 are open primarily to post-master's students and taught by graduate faculty. Courses at the 9000 level are dissertation hours that are directed by a full member of the graduate faculty.

Academic Credit Determination through the Curriculum Approval Process

Faculty in the University Undergraduate Council and the University Council for Graduate Studies review proposals for new and revised courses, including determining whether the courses exhibit academic rigor appropriate for the level of instruction and amount of academic credit. Bylaws for the University Undergraduate Council[11] **[**static link[12]**]** and University Council for Graduate Studies[13] **[**static link[14]**]** are included. These councils look for redundancy across campus, appropriate numbering for course level and content, rigor and content delivery, and the appropriate number of credits for the amount of content.

Membership in the undergraduate and graduate councils includes all College/School directors as well as elected faculty members based on student enrollment at the respective levels. Criteria for elected membership to the University Council for Graduate Studies include Full or Associate Graduate Faculty status and a minimum of two years of graduate-level teaching experience. Membership to the University Undergraduate Council is determined by the College or School and includes a broad disciplinary representation. The 2019-2020 roster[15] **[**static link[16]**]** of the University Undergraduate Council shows that the faculty who represent the council are academically qualified to make necessary judgements as all voting members have earned the highest degree credential in their field of study. Members of the University Council for Graduate Studies[17] **[**static link[18]**]** have also earned the highest degree credential in their fields.

Faculty scrutiny and oversight of academic rigor of all courses, regardless of delivery mode or location, is exercised through this extensive curriculum review process. An example of a course (and academic credit determination) that was approved by both the University Undergraduate Council and the University Council for Graduate Studies is CJUS 4012/6012[19].

New programs—new degrees, majors, concentrations, minors, certificates--and courses, as well as any program or course revisions begin at the department level (departmental curriculum committees or separated into undergraduate and graduate committees) for all colleges and schools that are organized by departments. Some academic units are organized differently, although curriculum decisions and proposals are made at appropriate levels within academic disciplines analogous to departments.

Typically, Colleges or Schools have Curriculum Councils (typically two: undergraduate and graduate) made up of a representative cross-section of faculty within the College or School who review and make decisions about curricula. From the College/School level of review, proposals proceed to either the University Undergraduate Council (UUC) or the University Council of Graduate Studies (UCGS) for review and vote. Both the UUC and UCGS are representative groups with voting members from faculty from each of the UofM academic units and the Faculty Senate. Ex-officio members of the UUC also include a student representative from the Student Government Association, and staff members from the Academic Advising Center, the Academic Advising Network, and the Office of the Registrar. All decisions of the UUC and the UCGS are made as recommendations to the Provost/Executive Vice

President, the chief academic officer of the UofM. Most UUC and UCGS curriculum decision recommendations involve new courses; course revisions (including course titles, descriptions, pre-requisites, credit hours); new majors, concentrations, and minors; and revisions to majors, concentrations, and minors. Proposals for new degree programs and majors or program revisions over 24 credit hours are subject to review and approval by the UofM Board of Trustees and the Tennessee Higher Education Commission (THEC). For a number of other decisions [20]the UofM is required to provide notification to THEC three times/year.

New program proposals from faculty are considered for approval by either the UUC or UCGS before proceeding to the Board of Trustees. All proposals are configured following the specific guidelines required by THEC[21] including the Letter of Notification (LON) and the New Academic Program Proposal (NAPP). Proposals are reviewed and voted on by the BOT after presentations made at quarterly meetings. The LON is then submitted to THEC staff for review and feedback, with the LON put forth on the THEC website for fifteen days for the purpose of receiving public comments. Afterwards, THEC staff provide feedback, may express concerns and/or questions, including any public comments, to the proposing academic unit through the Office of the Provost. THEC may accept the LON, request revisions to address questions or concerns, or reject the proposal at this time. If the LON is deemed acceptable, THEC requests that the proposing academic unit submit a NAPP to THEC staff for review. At this time THEC also requests names of potential external reviewers (for undergraduate proposals one reviewer is selected, for graduate proposals two are selected) for an on-site or virtual visit and comprehensive review of the proposal as well. Upon completion of the external review and a report of findings, THEC provides feedback incorporating reviewer questions, concerns, comments from the reviewer report with any specific additional feedback or revision requirements. When THEC staff deem the LON/NAPP ready for review by the THEC members, the proposal is put on the agenda for vote at the appropriate Commission meeting (in Nashville or virtual).

CONCLUSION

The University of Memphis publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. The narrative for 10.7 described how the institution follows the definition of a credit hour and provided its academic credit hour policy. The course numbering system and contact hours requirement were explained. The policies and implementation of those policies for determination of academic credit hours is overseen by individuals who are academically qualified to make the necessary judgements. To show compliance with this, the institution explained how academic credit is determined through the curriculum approval process, which is driven by the University Undergraduate Council and the University Council for Graduate Studies. The bylaws and the rosters of both councils were provided to show that the individuals making these decisions have the academic qualifications and experience to participate in the process. As such, an example was provided from a course that was recently approved by both councils, CJUS 4012/6012, to show how these academically qualified individuals participate in the academic credit hour determination process. Additionally, it was explained that faculty scrutiny and oversight of all courses, regardless of delivery mode or format, is overseen by these faculty councils. Finally, a deeper explanation was provided of how academic programs are approved internally, by the institution's Board of Trustees, and finally by the Tennessee Higher Education Council. Credit hour determination as explained in this narrative and the academic credit hour policy pertain to all formats and/or modes of delivery. Therefore, the policies and procedures for credit hour determination explained in this narrative pertain to the main campus, off-campus locations, and distance education.

Evidence

[1]   Curriculuar Procedures Handbook

[2]   Screenshot of Curriculuar Procedures Handbook

[3]   Curriculum Development Policy

[4]   Screenshot of Curriculum Development Policy

[5]   UM3D

[6]   Screenshot of UM3D

[7]   Course-related terminology

[8]   Screenshot of Course-related terminology

[9]   Graduate Course Numbering System

[10]   Screenshot of Graduate Course Numbering System

[11]   UUC Bylaws

[12]   Screenshot of UUC Bylaws

[13]   UCGS Bylaws

[14]   Screenshot of UCGS Bylaws

[15]   UUC Roster

[16]   Screenshot of UUC Roster

[17]   UCGS Roster

[18]   Screenshot of UCGS Roster

[19]   Criminology_Violence_Culture_Course (1) (1)

[20]   THEC_A1.5_Academic_Actions_Notification_Policy

[21]   THEC A1.0 Program Approval New Programs Policy

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. *(Cooperative academic arrangements)*

Compliance Status: Compliant

Narrative

The University of Memphis (UofM) ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The UofM participates in three cooperative academic arrangements that include a collaboration with institutions in Tennessee through TN eCampus, a joint academic program with the University of Tennessee Health Science Center (UTHSC), and a dual academic program with Baptist Memorial College of Health Sciences.

Collaboration with Tennessee Locally Governed Institutions and TN eCampus:
TN eCampus (formerly known as the Regents Online Degree Program or RODP[1]) is a partnership in the state of Tennessee with nineteen colleges and universities. The University of Memphis is one of the participating institutions in TN eCampus, along with the five other locally governed institutions in the state, to offer bachelor's degrees in Liberal Studies and Professional Studies, and master's degree in Professional Studies. According to the University Online Collaborative Transition Agreement[2], each of the participating institutions are responsible for ensuring that all programs and courses offered receive appropriate campus review and approval by its own faculty. Each participating institution also ensures the proper credentialing of faculty teaching the courses. The programs and courses offered through this collaboration are developed and reviewed through the same process as all other UofM academic programs. UofM students who earn credit through TN eCampus will have a transcript[3] that notes that the credit originated with the institution.

The University of Memphis has complete control over course offerings, course development, quality control, and integrity of courses and instruction. This occurs in several ways:

1. Oversight Committee Representation - The Chief Academic Officer (CAO) for each partner institution is required to serve on the TN eCampus Oversight Committee. Meeting at least once per year, but typically quarterly, this steering committee annually reviews and evaluates policies, agreements, and protocols. The Committee also reviews and approves/denies new course proposals, including the proposed syllabus and the credentials of the proposing faculty member. Changes and updates are made by unanimous vote of the committee members.
2. Curriculum Committee Representation - Each partner institution is required to have at least one faculty member on the TN eCampus Curriculum Committee, as well as faculty in content-area or program-level subcommittees for programs that the institution offers. Meeting quarterly, the faculty representatives from each partner institution review and recommend to the Oversight Committee for approval or denial new course proposals and changes to the catalog. This group also provides oversight that the course and program offerings are of acceptable quality to each partner institution. Partner institutions are not required to offer courses that do not align with their local program offerings.
3. Faculty Training and Support - Once a proposal for a new course, or for a course redevelopment, is approved, the developing faculty member is also paired with a Senior Instructional Designer and guided through the TN eCampus course development process, which was developed with participation and input from all partner institutions. Once the course is completed and has met all standards on the TN eCampus course development framework rubric, notification is sent to the developing institution and other partners to review.
4. Developer/Mentor Course Management - A course developer is assigned by the partner institution for each course they manage/maintain for the partnership. The developing institution has first right of refusal to assign instructors for the first six sections of each course they maintain /manage. Sections beyond the first six are staffed by instructors from other partner institutions. These sectional instructors work closely with the course developer to ensure each course is maintained according to the standards of their home institutions.
5. Quality Control Process - The TN eCampus quality control process is the result of the work done by all partner institutions through an ad hoc subcommittee of the Curriculum Committee. The quality control process and rubrics are reviewed and maintained as needed by this subcommittee.
6. Faculty Credentialing System - The partnership operates a system[4] [static link[5]] that contains all faculty credentials from all partner institutions, for any and all faculty members teaching a TN eCampus course. Partner institution CAO's devised the credentialing forms together and review the credentialing process and recommission the system for use through the Oversight Committee annually. Through this process, each partner reviews the credentials[6] of the faculty teaching their students each semester and approve or deny each. Those faculty denied do not teach the institution's students. Through this process, the faculty from the teaching institution, in effect, become the faculty of the sending institution. An example of two UofM faculty who were approved to teach through TN eCampus are provided. One of the faculty completed the TN eCampus Faculty Credentials form[7], while the other faculty member completed the TN eCampus Faculty Alternative Credentials Form[8].

The University Online Collaborative Transition Agreement[2] is reviewed annually and signed by the UofM president.

Joint Academic Programs:.

The University of Memphis (UofM) offers a joint graduate academic degree program with the University of Tennessee Health Science Center (UTHSC): The Master of Science and Doctor of Philosophy in Biomedical Engineering. This partnership[9] was established in 1996 and jointly shares courses and faculty for the requirements of the programs. This program uses facilities on both campuses and in hospitals/research sites throughout the city. Students are admitted to either the UofM or UTHSC and, on completion of degree requirements, receive the degree from their home institution. For both of these degrees, the responsibility for academic quality and integrity of the joint program is the responsibility of the faculty members of both institutions. The names of both institutions appear on the diploma. The program requirements[10] of the joint academic program are provided for public view on the University of Memphis website. The program is evaluated once every five years and the last

evaluation[11] was in 2018. The next evaluation will take place in 2023. A transcript[12] has been provided for a student who completed the PhD and shows that the credits earned through UTHSC are displayed on the transcript as transfer credits, while credits earned through the UofM are displayed as UofM credits.

Dual Academic Programs:

In 2019, the University of Memphis entered into a dual academic award agreement with Baptist Memorial College of Health Sciences (a SACSCOC-accredited institution) to offer degree programs in Bachelor of Science and Bachelor of Health Sciences[13]. This agreement was considered a substantive change according to SACSCOC and a letter of notification was submitted to SACSCOC on April 1, 2019. SACSCOC accepted notification[14] of this agreement on August 1, 2019. The goal of this agreement is to increase the number of students who will graduate with a degree in medical laboratory science (MLS) and to recruit and retain students majoring in Biological, Chemistry or Bio-Chemistry Sciences who are interested in that degree. Per the memorandum of understanding, issues related to course transfers, substitutions, or other curricular matters will be resolved by the designated representative of each institution. The University of Memphis is responsible for all courses that are required for admission into the MLS including ninety credit hours that include general education and core courses in biological, chemistry, or biochemistry sciences. This agreement is evaluated every two years. Since this program started in 2019, the next review will be scheduled for fall 2021. The program was approved in fall 2019 and recruitment of students into the program was to occur in spring 2020. However, due to COVID-19, student recruitment into the program stalled due to both campuses moving to remote learning. Therefore, since there are no students enrolled in the dual program there are no sample transcripts to provide as an example.

CONCLUSION

The University of Memphis participates in three cooperative academic arrangements that include TN eCampus, a joint academic program with UTHSC, and a dual academic program with Baptist Memorial College of Health Sciences. The joint degree program and the dual degree program are in partnership with SACSCOC-accredited institutions in good standing. Through these three agreements, the UofM ensures the quality and integrity of the courses or credits earned through these partnerships. This is evident through the TN eCampus agreement by the way the partnership is set up to provide the UofM complete control over course offerings, course development, quality control, faculty credentialing, and integrity of courses and instruction. The memorandum of understanding for the joint program with UTHSC and the dual program with Baptist Memorial College of Health Sciences provide control to the institution and program affiliated faculty with issues involving admissions, curriculum, faculty, and graduation requirements. All three programs undergo periodic review with TN eCampus occurring annually, the joint academic program being evaluated once every five years, and the dual program with Baptist Memorial College of Health Sciences conducting an evaluation once every two years. Finally, transcripts are provided for each partnership where appropriate to show how courses or credits are transcripted. In the case of TN eCampus, credit is transcripted as UofM credit, while credits earned through UTHSC with the joint program are shown on the transcript as transfer credit.

Evidence

[1]   2001 Charter Letter

[2]   TN eCampus Online Collaborative Agreement

[3]   Sample Transcript

[4]   Faculty Credentials Website

[5]   Screenshot of Faculty Credentials Website

[6]   Screenshot of Faculty Credentialing System

[7]   HutchinsonMichaelFacultyCredentialApproval

[8]   KistenmacherAnnieFacultyAlternativeCredentialApproval

[9] UoM - UT Joint Biomedical Engineering

[10] Biomedical Engineering Degree Requirements (PhD)

[11] Evaluation of UTHSC-UM BME

[12] Transcript for UTHSC - UoM Joint Degree

[13] Dual Degree Baptist Memorial College of Health Sciences

[14] Substantive Change Dual Agreement

Section 12 Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(Student support services)* [CR]

Compliance Status: Compliant

Narrative

The mission of The University of Memphis is guided by its 2019-2023 Strategic Plan: Leading Through Innovation[1]. As stated in the strategic plan, the mission of the university is: "We provide the highest quality education by focusing on research and service benefitting local and global communities." The six core values of The University of Memphis include Accountability, Collaboration, Diversity and Inclusion, Innovation, Service, and Student Success. Additionally, the Highest Priorities include:

- Student Success, Access, and Affordability
- Academic Excellence
- Research and Innovation
- Diversity and Inclusion
- Community, Alumni and External Collaborations
- Brand Enhancement and Global Visibility
- Sustainability

The 2019-2023 strategic plan guides The University of Memphis in its mission of providing high quality education by focusing on research and service benefitting local and global communities. As such, in spring 2019, The University of Memphis engaged in a reorganization of Student Affairs and Academic Affairs in order to provide a holistic portfolio of services that would meet the mission of the University. The long-standing structure limited institutional capacity to coordinate, deliver, and monitor support services for our students. This resulted in the growth of unnecessary administrative roles removed from students and limited coordination around critical program delivery elements. To address this matter, the University consolidated Student Affairs and Academic Affairs and created a new division of Student Academic Success, housed within Academic Affairs. The existing vice president for Student Affairs position was replaced by a Vice President for Student Academic Success. The provost's role expanded to executive vice president for Academic Affairs and Provost, reflecting the addition of oversight responsibilities. To provide greater efficiency and improve service delivery, the Dean of Students assumed additional duties as Associate Vice President for Student Wellness and Dean of Students. Student Health and Counseling Center Services were moved strategically, placing student wellness and accountability under the same supervisor. Additionally, in spring 2020, the Dean of Students began oversight of residence life and police services to more effectively connect those programs to the broader student success initiatives and was named Chief Health and Safety Officer along with the Dean of Students title.

This reorganization strategically aligned historic student affairs and academic affairs units into two key areas, the Dean of Students Office and Student Academic Success. By working in the same division, both units could partner on student success initiatives and effectively eliminate silos that had occurred in the past. This reorganization resulted in immediate outcomes/programs supporting student academic success, including:

1. A graduation coach being added to the Multicultural Affairs department, infusing intervention and academics within a large cocurricular program.
2. Adding Veterans and Military Services staff as a secondary academic advisor to conduct outreach and support when academic alerts are submitted in EAB navigate software.
3. The Dean of Students office performing outreach to students who are not registered for the next semester and connecting those students to additional resources such as emergency funds and food pantry to resolve basic need barriers which may impact academic completion.

The units and supporting departments for each area are listed below. Additionally, there are support services provided to students that do not fall under either unit that are listed under a separate heading.

The Dean of Students Office[2] **[**static link[3]**]** is led by the Dean of Students/Chief Safety Officer[4] . This unit has several departments and programs that include:

- Career Services[5] **[**static link[6]**]**
- Counseling Center[7] **[**static link[8]**]**
- Disability Resources for Students[9] **[**static link[10]**]**
- Multicultural Affairs[11] **[**static link[12]**]**
- Office of Student Accountability[13] **[**static link[14]**]**
- Student Health Center[15] **[**static link[16]**]**
- Student Leadership and Involvement[17] **[**static link[18]**]**
- Veteran and Military Student Services[19] **[**static link[20]**]**
- Religious Life[21] **[**static link[22]**]**
- Adult/Parenting Students[23] **[**static link[24]**]**
- Police Services[25] **[**static link[26]**]**
- Housing and Residence Life[27] **[**static link[28]**]**

Student Academic Success[29] **[**static link[30]**]** is led by the Vice President of Student Academic Success[4]. This unit includes:

- Academic Coaching for Excellence[31] **[**static link[32]**]**
- Academic Counseling Center[33] **[**static link[34]**]**
- Center for Academic Retention and Enrichment Services[35] **[**static link[36]**]**
- Center for Athletic Academic Services[37] **[**static link[38]**]**
- Center for Writing and Communication[39] **[**static link[40]**]**
- Educational Support Programs[41] **[**static link[42]**]**
- First Scholars Program[43] **[**static link[44]**]**
- Office of First Generation Student Success[45] **[**static link[46]**]**
- Opportunity Scholars[47] **[**static link[48]**]**
- Parent and Family Services[49] **[**static link[50]**]**
- Student Success Programs[51] **[**static link[52]**]**
- Testing Center[53] **[**static link[54]**]**
- Upward Bound[55] **[**static link[56]**]**

Programs/Departments within the Dean of Students Office:

Adult/Parenting Students
The Dean of Students office provides a supportive environment for post traditional and parenting students. To enhance retention and graduation rates, the office offers
post traditional and parenting students a variety of learning opportunities including workshops, academic advising, student organization, newsletter, and referrals to other campus services.

Career Services

Career Services provides students career and employment advising, a career library, mock interviews, on-campus interviews, online resume tutorials and personal résumé critiques, job listings, career fairs, and internships. The office offers Tigerlink, powered by Handshake as a career management platform for students and a robust college recruiting platform for employers.

Counseling Center
The Counseling Center fulfills the mission of the university by engaging students in ways that foster the academic, social, and emotional growth of students through development and mental health services. The Counseling Center provides free counseling, wellness, and psychiatric services for University of Memphis students. All services are confidential, and most are available free of charge for currently enrolled students.

Disability Resources for Students
Disability Resources for Students provides access to all programs and activities for students with disabilities at the university to promote and sustain an accessible, safe, and respectful campus that values diversity. Disability Resources for Students arranges, coordinates, and provides academic accommodations and support services to students with disabilities. Its mission is to serve as a catalyst to promote disability-related access through universal design, to educate the UofM community about issues related to disability, and to promote the development and independence of students with disabilities.

Multicultural Affairs
The Office of Multicultural Affairs promotes personal development and academic success for multicultural students. Student groups supported through the office include Black Student Association, Hispanic Student Association, Empowered Men of Color, Black Scholars Unlimited, LGBTQ , and the student chapter of National Association for the Advancement of Colored People. The office coordinates the FRESH (Focusing Resources to Enhance Students in Higher Education) mentoring program for at-risk first-time freshmen. In addition, Multicultural Affairs sponsors or co-sponsors many annual events including Black Scholars Unlimited Breakfast, Hispanic Heritage Month, Black History Month, Multicultural Leadership Retreat, and the Multicultural Festival.

Housing and Residence Life
Housing and Residence Life on both the main campus and the University of Memphis Lambuth campus contributes to the academic and social activities within the university community with a holistic student development philosophy. These goals are met through hundreds of programs that address educational, cultural, spiritual and social, and recreational learning opportunities, including living-learning, residential housing, and special interest housing that support the academic endeavors of students while connecting them with faculty, tutors and tutoring services, academic support initiatives, and special interest activities. Entire residence halls or dedicated floors of residence halls include living learning communities with Emerging Leaders, Honors Floors, Music Scholars, ROTC, and Graduate and Student Family Housing. Resident students have 24-hour access to computers and high-speed Internet.

Police Services
University of Memphis police officers have been state-certified by the Tennessee Peace Officers Standards and Training Commission (POST). The department employs 34 full-time, commissioned officers. University police officers meet the same employment and training requirements as all other police officers and deputy sheriffs in Tennessee.

University of Memphis police officers are responsible for providing all police/law enforcement services to the University community. Their mission is to keep the University of Memphis a safe place to learn, live and work. The University of Memphis was named safest large campus in the State of Tennessee, according to the Tennessee Bureau of Investigation's 2019 Crime on Campus Report. The University received the designation for the sixth time in the last eight years as the safest of the state's 10 universities with a student population of more than 5,000. Over the last eight years, the UofM has consistently held one of the lowest reported crime rates among large public and private universities in Tennessee.

Among the key initiatives designed to protect students and promote a safer campus environment are: furthering the University's commitment to preventing sexual assaults and harassment; offering instant emergency alerts through the LiveSafe app for smartphones; and the Tiger Escort Program, which offers safety escorts for students from dusk until dawn. A deeper discussion of the resources provided by Police Services may be found in 13.8.

Religious Life
Religious Life is on campus to make sure that students can worship, pray, serve others, find fellowship, and express themselves spiritually. Each religious organization has a weekly worship experience or gathering. Students often turn to campus ministers from these organizations for advice, mentorship and counsel concerning their everyday needs. The University of Memphis recognizes the need to maintain close relationships with religious life groups in order to encourage student development and to promote matriculation through the university.

Student Accountability
The Office of Student Accountability supports the university's mission by recognizing the importance of balancing the interests of the individual student and organization with those of the academic community while also preserving the university's integrity and principles. The office administers the Code of Student Rights and Responsibilities and other university policies related to student conduct. To promote student development and to meet the community's expectations of the judicial process, the office provides student ethical programming that addresses issues of academic integrity, civility, and dispute resolution. It establishes high expectations and standards for academic integrity and social behavior of students by imposing creative, thought-provoking discipline or sanctions that foster the educational goals, mission, and values of the university. The office refers students to counseling services, academic support, and monitors student completion of educational sanctions.

Student Health Services
Student Health Services is an ambulatory care facility providing accessible, affordable, and quality primary health care for University of Memphis students. Health Services provides health education to prevent illness, to teach self-help strategies, and to increase awareness of potentially unhealthy practices so that students may develop a healthy lifestyle. Education and professional guidance is provided to help students become self-directed and well-informed consumers of health care services. The Student Health Prevention newsletter is distributed via email to all students, including those at the University of Memphis Lambuth campus and online students.

Student Leadership and Involvement
The Office of Student Leadership and Involvement is the primary campus contact for campus-wide student organizations such as the Student Activities Council and the Student Government Association. It also provides connections for over 200 student organizations including 24 fraternities and sororities with more than 1,180 members. This office also coordinates leadership training programs, cohort-based programs, individual mentoring, and presentations and workshops by community leaders. Additionally, multiple opportunities are offered for students to engage in a variety of community service events.

Veterans & Military Student Services
Veterans & Military Student Services supports students with the transition from military life to civilian life. The center is committed to providing veterans, active duty, National Guard, reservists, and qualified dependents with the services necessary to pursue their academic and personal interests, integrate into the campus community, and ultimately ensure a successful experience in a university setting. The center also serves the needs of spouses and dependents of service members and active-duty service members.

Programs/Departments Within Student Academic Success:

Academic Counseling Center
Undergraduate students who have not declared a major, all pre-nursing students, students in Transitional Academic Studies, and students changing majors are advised in the Academic Counseling Center. The center aids in selecting an academic major, interpreting the general education program requirements, degree planning, and evaluating placement results. It also provides early intervention services to those students identified by faculty as needing support.

Academic Coaching for Excellence
Established in the fall 2015, the extension of academic coaching was the University of Memphis's Quality Enhancement Plan (QEP) for the 2015 decennial review. The development of the QEP was rooted in the institution's strategic plan as well as campus-wide discussions related to improving retention and student success. In selecting and developing the QEP topic, the committees considered statewide trends in higher education, reviewed existing institutional data related to retention, and considered continuing initiatives related to academic coaching. The QEP Impact Report contains a richer description of the learning outcomes, findings, and lessons learned.

Center for Academic Retention and Enrichment Services
The Center for Academic Retention and Enrichment Services (CARES) offers a variety of programs and services designed to help students engage and succeed in their academic courses.
Several programs are designed for first-year students and academically at-risk students that emphasize good study habits, self-management, and decision-making skills to increase persistence, retention, and graduation rates. CARES also provides individualized counseling to assist academically at-risk students in identifying and overcoming personal concerns, academic deficiencies, and life difficulties that may impair their chances of succeeding in college.

Center for Writing and Communication
The Center for Writing and Communication is a combined writing and speaking center that offers free, one-on-one consultations with a trained staff comprised of graduate students from the departments of English and Communication. Staff offers students feedback on their writing and speaking assignments at any stage in the process. Staff offers guidance on presentation or speeches including topic identification, thesis development, argument construction, research, writing, develop, and editing strategies, and implementing standard citation conventions. Students can also practice speeches in a presentation studio.

Center for Athletic Academic Services
Student athletes are counseled in the Center for Athletic Academic Services (CAAS). CAAS is responsible for academic compliance of all NCAA and American Athletic Conference policies and guidelines. Services include counseling (career and personal), monitoring, tutoring, mentoring, and a special section of the Academic Strategies course (ACAD 1100) for first-time freshmen student athletes.

Educational Support Program
Educational Support Program (ESP) Learning Centers are located across the University of Memphis main and Lambuth campuses. ESP services are for University of Memphis undergraduate or graduate students currently enrolled in the course that assistance is requested. Each center is staffed by ESP-certified tutors, including graduate and undergraduate students.

First Scholars Program
The First Scholars Program mission is to dramatically improve the graduation rate of first-generation college students and to prepare each scholar for a life with self-awareness, success, and significance. First Scholars' comprehensive program addresses the holistic development of first-generation students throughout their college experience. The program delivers multiple levels of support, including a full-time program coordinator and peer mentors to help First Scholars address the unique challenges first-generation students face. Each year the First Scholars Program accepts twenty students to participate in this special cohort. Scholars selected to the program receive an annual $5,000 scholarship over a four-year experience at the University of Memphis. In addition to the

scholarship, students will receive several social, academic and leadership activities designed to guide scholars through key transitions pivotal to their success.

Office of First-Generation Student Success
The University of Memphis is recognized as a First-Gen Forward campus by the nationally recognized NASPA Center for First-Generation Student Success. The University received this designation because of an institutional commitment to ensuring first-generation students achieve their goals. The institution aids first-generation students through programs and services as well as working with faculty and staff across the campus to increase understanding of this diverse population of students.

Opportunity Scholars
The University of Memphis is committed to ensuring that anyone who is determined and demonstrates the skills and motivation needed to earn a college degree has access to higher education. The University of Memphis has partnered with Equal Chance for Education, a non-profit organization based in Nashville, TN to provide scholarships to students based on academic excellence, financial need, interview evaluation and without regard to race, religion, or nation of birth.

Parent and Family Services
Parent and Family Services helps engage parents and family members in the academic success of UofM students. Parent and Family Services offers monthly parent e-news, parent chats, parent & family website, parent & family council, a hotline, and an email address.

Student Success Programs
The Student Success Programs (SSP), also known as Student Support Services, are part of an interconnected network of federal TRiO programs which are rooted in advocacy and support for assisting first-generation, low-income, and students with disabilities. Since 1968, federal TRiO programs have instituted processes and mechanisms to increase retention, persistence, and graduation rates of vulnerable student populations. "TRiO" programs have grown from the original three programs to eight distinct programs, serving populations in pre-college (Upward Bound and Educational Talent Search) and postsecondary (Educational Opportunity Centers, Student Support Services, McNair Achievement Program) levels. During 2010, SSP welcomed a STEM variation of Student Support Services. This separately funded initiative provides support and encouragement for Science, Technology, Engineering and Mathematics majors and is intended to mirror strategic outcomes of the original SSS project.

Testing Center
The Testing Center provides testing services to our students including the most relevant national and institutional based testing programs including: CLEP/DSST testing, proctored distance learning exam services, academic competency exams, professional certification and licensure exams and graduate school admission tests administered through our Educational Testing Services (ETS) center.

Upward Bound
Upward Bound (UB) is a federally funded TRiO pre-college program to assist eligible students in their efforts to successfully complete high school and obtain a college education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education. UB provides high school students with comprehensive services designed to promote life-long learning and self-awareness. Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families in which neither parent has graduated from a four-year college or students who need academic support to pursue a program of post-secondary education.

Additional Student Support Programs

Center for International Programs & Services/Intensive English for Internationals [57] **[**static link [58]**]**

The Center for International Programs & Services (CIPS) offers international students support with learning a new culture, language development, entry into graduate programs, and cultural enrichment activities. The University of Memphis study abroad programs are designed to provide students with the opportunity to combine a rigorous academic program with a cross-cultural learning experience that is not available in the United States. International students who are non-native speakers of English are offered intensive English instruction in the Intensive English for Internationals (IEI) program prior to their studies at the university. Instructors help IEI students build their academic English proficiency levels to meet the requirements for study at both the undergraduate and graduate levels. The IEI instructors and staff provide cross-cultural support for these international students, helping them to engage academically and socially within the campus community, to adjust to life in America,and to have positive experiences within the surrounding community. The IEI program also provides these students support with immigration documents and issues related to their F-1 visa status.

Helen Hardin Honors College[59] **[**static link[60]**]**

The Helen Hardin Honors Program enriches the educational experiences of academically talented students. The program offers smaller classes and interdisciplinary seminars and provides many opportunities beyond the classroom such as a living-learning community, a spring break study abroad, domestic exchange with participating institutions in the National Student Exchange program, and a variety of co-curricular events designed to foster community. Additionally, the Honors Program provides support and travel funds for students presenting their research at regional and national conferences.

New Student Orientation [61] **[**static link[62]**]**

New Student Orientation for incoming first-time freshmen and transfer students and is offered prior to each fall and spring term. At New Student Orientation, students ask questions, meet other new students, receive academic advising, and register for classes. Workshops are offered on topics related to student and academic support, informational fairs, receptions, and panel discussions.

Graduate Students [63] **[**static link[64]**]**

Graduate Student Orientation acquaints new graduate students with the University of Memphis, and provides critical information about graduate assistantships, fellowships, the Graduate Student Association, and tours of campus facilities. College and departmental orientations follow this general session. The Graduate School also offers a teaching effectiveness workshop for graduate teaching assistants.

Cecil C. Humphreys School of Law, Student Services [65] **[**static link[66]**]**

The Cecil C. Humphreys School of Law offers services and programs that include new student orientation, academic support programs (i.e., Academic Success Program), and a host of student organizations. The Law School's Career Services Office has available information and support to law students' search for employment in legal professions, including individual career counseling, access to career-related publications, workshops and seminars, listing of current job openings, and mock interviews. The Law Library, which is located in the law building, offers students, faculty, and the public a collection of over 250,000 volumes of books and microforms including statutes, court reports, digests, encyclopedias, treatises, loose-leaf services, periodicals, and government documents.

Campus Recreation and Intramural Services (CRIS)[67] **[**static link[68]**]**

Campus Recreation and Intramural Services is housed within the College of Health Sciences and provides fitness, wellness, intramural, and nutrition services. There are on-site facilities on the main campus and the Lambuth off-site location. Campus Recreation strives to ensure that its facilities, programs, and services are accessible to all students, including those with disabilities.

University Libraries[69] **[**static link[70]**]**

The University Libraries' primary mission is to serve the University and the community and its services are extended to faculty, staff, students, and community members. It offers services such as

interlibrary loans, government publications, cataloging, special collections, research and instructional services, a Center for Writing and Communication, and research databases available onsite and online.

Off-Campus and Online Student Support Services
All student and academic support services are available to students regardless of modality or location. The University of Memphis makes a great effort to offer student support services in a face-to-face context and also in an online or virtual setting to best accommodate its online students, students at the main campus, students at off-campus sites, and students at other locations. The only exception to this is the intramural component of the Campus Recreation and Intramural Services office. While this office does provide intramural sports for the main campus and the off-site Lambuth location, it cannot provide intramural services in an online setting or at other off-site locations. However, it is able to offer online components such as yoga and fitness classes that are accessible regardless of modality or location.

Conclusion

The narrative and supporting documentation for 12.1 explained the mission of the institution and how a recent reorganization of traditional student affairs and academic affairs functions helped to better fulfill the institution's mission. This reorganization, that occurred in 2019, reorganized student support programs, services, and activities into two areas: Dean of Students office and Student Academic Success. This realignment provided a strategic approach to how the institution provides support programs for its students and helped eliminate silos that had historically occurred. Additionally, the narrative contained links to the units in both areas and brief descriptions of the services provided. Finally, for those support programs and services that fell outside of the Dean of Students office and Student Academic Success, a brief description of each was provided to explain the services provided. Therefore, based on the narrative that explained the reorganization of traditional academic /student affairs units, links to the student support services and programs, and descriptions of those units, the UofM provides evidence that it provides appropriate academic and student support programs, services, and activities.

Evidence

[1]   UofM Strategic Plan tri-fold FINAL

[2]   Dean of Students Website

[3]   Dean of Students Website Screenshot

[4]   Organization Chart - Student Wellness and Dean of Students

[5]   Career Services Website

[6]   Career Services Website screenshot

[7]   Counseling Center

[8]   Counseling Center screenshot

[9]   Disability Resources for Students

[10] Disability Resources for Students screenshot

[11] Multicultural Affairs

[12] Multicultural Affairs screenshot

[13] Office of Student Accountability

[14] Office of Student Accountability screenshot

[15] Student Health Center

[16] Student Health Center screenshot

[17] Student Leadership and Involvement

[18] Student Leadership and Involvement screenshot

12.4   The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*

Compliance Status: Compliant

Narrative

The University of Memphis (UofM) has policies and procedures in place to address student complaints that are presented in writing. These policies and procedures are published in the undergraduate catalog[1] **[**static link[2]**]**, the graduate catalog[3] **[**static link[4]**]**, and the Student[5] Code of Rights[5]. The documents are online for the convenience of all students enrolled at the university. A quick student reference point on academic policies is provided at the Office of the Registrar website[6] **[**static link[7]**]**. Students have the option to submit written complaints across many areas of the university that can include admissions, grades, retroactive withdrawals, financial appeals, disciplinary actions, discrimination, and general complaints to the president. For the purpose of this standard, the institution has included descriptions of the types of written complaints with redacted examples. Additionally, the institution defines appeals as a type of complaint. Therefore, some of the examples below are characterized as complaints (disciplinary action and discrimination), while others are appeals (admissions, retroactive withdrawal, grade appeal, and financial appeal).

Admissions. The admission policies of the University of Memphis are clearly delineated in the undergraduate[8] **[**static link[9]**]** and graduate catalogs[10] **[**static link[11]**]**. Prospective undergraduate students may appeal a denied application through the Admissions Appeals Committee. An example of an admissions appeal[12] that was denied through the admission's appeals committee is provided. Prospective graduate students may reapply for admission if they are denied admission to the university. A student who is denied admission to a graduate program can reapply at another time for a re-evaluation of admission materials.

Grades. Undergraduate and graduate students who wish to appeal a grade can do so according to the procedures outlined in the undergraduate catalog[1] [static link[13]] and the graduate catalog[3] **[**static link[4]**]**. After contacting the instructor, the student is directed to appeal in writing to the department, the college, and ultimately the university's undergraduate or graduate grade appeals committees. Written records of these appeals are kept on file in the units in which the appeal originated. An example of a graduate student grade appeal[14] is provided to show the process followed by a graduate student appealing a grade and the review by the grade appeals committee. An example of an undergraduate grade appeal[15] and the subsequent follow-up is provided.

Retroactive Withdrawal. A student may appeal for a retroactive withdrawal[16] **[**static link[17]**]** (withdrawal after a term has ended and grades issued) with proper approval and in those instances in which "serious and unforeseen circumstances" prevented completing that term. Students who seek to pursue a late or retroactive withdrawal must do so through the college in which the student is a

major. The example [18]provided shows a student requesting a retroactive withdrawal and the approval by the Office of the Registrar. An example from the graduate school shows a graduate student's request[19] for a medical retroactive withdrawal and its resolution [20]by the dean of the Graduate School.

Financial Appeals. Information about financial appeals and links to the university's policy and procedures for financial appeals are prominently displayed on the University and Student Business Services (USBS) website[21] **[**static link[22]**]**. An appeal for any fee, charge, refund, or calculation relating to registration fees must be submitted online and may be approved if within university guidelines. If the appeal is denied, the student has ten days in which to file a second appeal to the Executive Director of University Student & Business Services. The decision of the Executive Director of University Student & Business Services may be appealed within ten days to the university's Fee/Refund Appeals Committee. The recommendation of this committee is the final decision which will conclude the appeals process. An example of a financial appeal[23] is provided where a student appealed a charge and the appeal went through the financial appeal process.

All appeals for Residence Life charges, parking citations, or any fee not assessed by University Student & Business Services (USBS) are filed with the appropriate office[24] **[**static link[25]**]**. USBS provided two parking appeals, one that was approved [26]and one that was denied[27].

Disciplinary Actions. The university Code of Student Rights and Responsibilities[28] (Student Handbook) explains the expectations for student behavior. Students charged with violating the university's standards of behavior are afforded procedural and substantive due process through the disciplinary procedures described in the Student Code of Rights and Responsibilities. Information about appeals of student hearings is located on the Office of Student Accountability website[29] **[**static link[30]**]**. An example [31]of a disciplinary appeal of a University Warning and Housing Probation for one year for violating sections 2.j, 2.j.1, 2.t and 2.s of the student code of rights and responsibilities and Section III.c.3 of the housing policies is provided. The decision was affirmed by the University Committee on Student Conduct.

Discrimination. University policies[32] **[**static link[33]**]** and the link to file a complaint[34] **[**static link[35]**]** regarding racial or sexual harassment or discrimination based on race, color, national origin, religion, age, gender, disability, veteran status, or sexual orientation are published on the Office for Institutional Equity (OIE) website. For all complaints except sexual harassment and sexual/gender-based misconduct, OIE investigates each complaint or harassment or discrimination and then presents a final investigative report that issues findings and recommendations to the appropriate division head. For complaints involving sexual harassment under Title IX of the Education Amendments of 1972 or University prohibited sexual/gender-based misconduct, the OIE office investigates and issues a report summarizing the investigative findings. Final determinations of responsibility and sanctions, if appropriate, are then determined in a hearing. Appeals of employee harassment and discrimination findings of responsibility are determined by the university president where appeals of sexual harassment or sexual/gender-based misconduct are heard by an appeal officer with the option, in some cases, for a hearing under the Tennessee Uniform Administrative Procedures Act. All complaints, investigatory notes, evidence, final investigative reports and appeal determinations are maintained by the Office for Institution Equity. An example of a written complaint filed by a student with OIE is provided via an incident report[36]. The findings and recommendations[37] from OIE are included as well to provide documentation of the procedure being followed.

Other Complaints. At times, students send their complaints[38] directly to the university president. When that happens, the complaints are referred to the appropriate office on campus for resolution. An example is provided where a student sent an e-mail to the university president. University Student and Business Services was asked to respond to the student on his behalf.

The process and procedures for addressing written student complaints are the same for all students regardless of location (on-campus/off site) and/or modality (face-to-face or online).

Maintenance of Complaint Records. The University of Memphis uses a decentralized process to maintain records of students complaints. These records are maintained and available upon request. Due to the decentralized nature of the complaint process, records of student complaints are kept in the office in which the student filed the complaint. For the examples provided in this narrative: appeals/complaints about admissions procedures are kept digitally in the Office of Admissions, grade appeals/complaints are kept electronically through the Office of the Registrar, appeals for a retroactive withdrawal are kept digitally in the Office of the Registrar, financial aid complaints/appeals are kept digitally through the University and Student Business Services Office, disciplinary action complaints are kept digitally through Maxient and available through the Office of Student Accountability, complaints regarding discrimination submitted to the Office of Institutional Equity are kept digitally through Maxient, and records of complaints to the university president are kept through the Office of the President.

CONCLUSION

The university's response to 12.4 included documentation that explains the policies and procedures for written student complaints, the types of written complaints the university receives, descriptions of those complaints, and redacted examples of the complaint and how the university followed up on the complaints. Additionally, the institution explained that the process and procedures for addressing student complaints are the same for all students regardless of location and/or modality. Finally, the institution maintains records of student complaints in a decentralized manner. Therefore, the office in which the complaint was submitted is responsible for maintaining those records.

Evidence

- [1] Undergraduate Catalog
- [2] Undergraduate Catalog screenshot
- [3] Graduate Catalog Regulations
- [4] Graduate Catalog Regulations screenshot
- [5] Student Code of Rights and Responsibilities
- [6] Registrar's Student Right to Know
- [7] Registrar's Student Right to Know screenshot
- [8] Undergraduate Admissions Criteria
- [9] Undergraduate Admissions Criteria screenshot
- [10] Graduate Admissions Regulations
- [11] Graduate Admissions Regulations screenshot
- [12] Denial Committee Letter - Admissions
- [13] undergraduate grade appeal procedure
- [14] Grad School Grade Appeal
- [15] Undergraduate Grade Appeal with Response
- [16] Late and Retroactive Withdrawal
- [17] Late and Retroactive Withdrawal screenshot
- [18] Retroactive Withdrawal Approval
- [19] Grad School Late Drop and Withdrawal Packet
- [20] Grad School Late Drop Approval
- [21] Student Financial Appeals
- [22] Student Financial Appeals screenshot
- [23] USBS Student Appeal
- [24] USBS Appeal Website

Section 13 Financial and Physical Resources

13.6   The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)*

Compliance Status: Compliant

Narrative

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the US Department of Education.

The University of Memphis (UofM) financial programs are audited as part of the Single Audit of the State of Tennessee. The Student Financial Assistance Cluster (SFAC), which includes the university financial aid was considered to be a Major Federal Program in the Single Audit for the years 2014[1], 2015[2], 2017[3] and 2020 (as of March 1, 2021, the State of Tennessee Single Audit Report has not been released for fiscal year 2020. However, the institution did provide the Financial and Compliance Audit Report[4] from the Tennessee Comptroller of the Treasury that showed no findings). At least every three years, when the SFAC is required to be audited, UofM's SFAC will be audited to help provide coverage for the SFAC as a whole. The audit was conducted by the state of Tennessee Comptroller of the Treasury, Division of State Audit in accordance with the Single Audit Act Amendments of 1996 and Office of Management and Budget (OMB) Circular 133, Audits of States, Local Governments, and Non-Profit Organizations. The OMB Circular 133[5] provides guidance to auditors for auditing programs for single audits. These annual audits include tests of compliance with applicable federal laws and regulations, as well as review of internal controls used in administering federal financial assistance programs that are used for on-campus, distance learning programs and off-campus instructional sites.

The compliance audits noted no findings or significant deficiencies in internal control for the University of Memphis related to compliance with applicable financial aid and Title IV regulations for the years under audit.

The university also prepares and submits to the federal government an annual Fiscal Operations Report and Application to Participate (FISAP). This report details how the university has spent Federal Title IV funds (Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan Program and Federal Work-Study Program (FWSP) during the previous academic year. FISAP annual reports have been included for years 2014-2020 [5[6]] [6[7]] [7[8]] [8[9]] [9[10]] [10[11]] [11[12]].

The Tennessee Higher Education Commission is the state's coordinating agency for higher education. The Tennessee Student Assistance Corporation (TSAC) is the state agency that provides financial assistance for post-secondary educational opportunities to Tennessee residents and other students who have established eligibility in accordance with program guidelines. TSAC has the authority to conduct a program review at any time but does not audit the state financial aid programs on a regularly scheduled basis. The last program review was completed on April 27, 2020, for the 2018-2019 award year. No substantive discrepancies were identified during the review [12[13]].

The University of Memphis (UofM) meets all audit and review standards for the administration of Title IV federal student aid in accordance with the Program Participation Agreement signed with the U.S. Department of Education (valid through March 31, 2021)[13[14]]. The U.S. Department of Education (DOE) does not conduct audits/program reviews on a regularly scheduled basis. The last DOE program review report at the university was dated January 13, 2014. The review covered the administration of the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C §§ 1070 et seq. (Title IV, HEA programs), for the fiscal years 2011, 2012 and 2013 [14[15]]. All initial findings were addressed and resolved. The university incurred no liabilities as a result of the program review. The university constantly reviews its academic programs, and updates its Eligibility and Certification Approval Report (ECAR) with the U.S. Department of Education [15][16].

CONCLUSION

In 13.6, the institution provided evidence that it is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits its financial aid programs as required by federal and state regulations. For financial aid programs, the institution explained that it is audited as part of the Single Audit of the State of Tennessee and documentation included Single Audit Reports for 2014, 2015, and 2017. The 2020 Single Audit Report will not arrive to the institution until late March 2021 (after submission of the 5th Year Interim Report). The compliance audits found no findings or significant deficiencies in internal control for the University of Memphis related to compliance with applicable financial aid and Title IV regulations for the years under audit. Additionally, the institution prepares and submits an annual Fiscal Operations Report and Application to Participate that details how the institution has spent Title IV funds. The institution provided those reports for 2014 through 2020. The Tennessee Student Assistance Corporation also conducted a program review to audit state financial aid programs and no substantive discrepancies were found during the 2020 review. Finally, the institution meets all audit and review standards for the administration of Title IV federal student aid in accordance with the Program Participation Agreement (valid through March 31, 2021). The institution provided the Department of Education review report from 2014 to show that it incurred no liabilities as a result of the review.

Evidence

[1] 2014 SAR

[2] 2015 SAR

[3] 2017 SAR

[4] 2020 Audit Report

[5] OMB Circular A-133

[6] FISAP - Complete (2)2014

[7] FISAP - Complete (3)2015

[8] FISAP - Complete (4)2016

[9]   FISAP - Complete (5)2017

[10] FISAP - Complete (7)2018

[11] FISAP - Complete (8)2019

[12] FISAP - Complete (9)2020

[13] TSAC Program Review Report - April 27 2020

[14] PPA

[15] doe_program_review_20140312

[16] ECAR

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)*

Compliance Status: Compliant

Narrative

Introduction

The University of Memphis ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. To show compliance with this standard, the narrative will contain a campus overview with information regarding campus maps, acreage, square footage, maintenance appropriations communicated to the Tennessee Higher Education Commission (THEC), and the THEC space allocation report. Also, a detailed discussion and documentation are provided regarding classroom and lab conditions, with an audit of classrooms and a space utilization report included as evidence. Additionally, information regarding additional facilities that are included in the main campus data is provided. Current and ongoing capital outlay maintenance projects and information regarding managing risk, including insurance-related activities has been provided as well. Furthermore, a discussion regarding physical plant and information technology services is provided to show the broad range of support in physical facilities and resources. Finally, survey data from the Graduating Student Survey is provided to show students' satisfaction with the physical space of the university which includes classrooms, laboratories, student areas, and the overall physical condition of the institution.

Campus Overview

The University of Memphis is home to over 20,000 students and 4,700 faculty and staff. It is also a destination for hundreds of community members who gather frequently throughout the year for events and to access campus resources. Still, the primary goal of the campus is to educate our students in an environment that both instructs and provides practical application of concepts being taught in an environment that mimics the workplace that our students will soon become a part of. The campus is committed to providing education throughout the region and subsequently has a main campus in Memphis, Tennessee, an off-campus site in Jackson, Tennessee (University of Memphis Lambuth) and other smaller locations throughout Memphis and surrounding suburbs. These sites allow the university to provide additional opportunities for education to Tennesseans throughout the region.

The primary location in Memphis, Tennessee is the main campus and includes 260 buildings on 1,607 acres. The average age of the buildings on the main campus is 58 years old.   The campus map[1] includes maps of the main campus in Memphis, TN, the Lambuth Campus in Jackson, TN and the Park Avenue Site, a few miles away from the main campus. The Lambuth campus in Jackson, TN, is part of the vital instructional environment provided by the University of Memphis in the Jackson, TN area (located approximately 80 miles east of the main campus). The University of Memphis Lambuth campus includes 26 buildings on 57 acres and reduced class sizes offer the benefit of more hands-on learning experiences in this close-knit community. In addition to the Lambuth and main campus sites,

in fall 2019, the University began offering instruction at the Kemmons Wilson Culinary Institute (KWCI). The KWCI is a separate unit within the Kemmons Wilson School of Hospitality and Resort Management that offers credits towards a BA in Hospitality and Resort Management with a concentration in Culinary Arts. The institute is located in a state-of-the-art, 32,000 sq. ft. culinary training facility that features eight kitchens, eight classrooms, a computer lab, library, and a student-run restaurant.

The campus buildings are defined by their primary use and the way in which their operations are funded. Buildings that house academic functions are referred to in the Tennessee Higher Education Commission (THEC) Physical Facilities Inventory as Education and General (E&G) spaces. Revenue-producing enterprises that provide services to students are referred to as Auxiliary. This is important to note because, depending on the use of a space, it may or may not be supported by state dollars.   A guide to how the space designation is determined by THEC is available in the Physical Facilities Inventory and Square Footage Calculation[2]. These instructions are provided to assist the campus with the THEC budget appropriation request, completed annually by the campus. This request includes a report that informs THEC about the use of the buildings toward the appropriation of maintenance dollars. The section of the report that captures this data is called the Schedule D[3]. The information recorded on this report determines the rate of funding the university will receive for operations and maintenance of the buildings and grounds. This information, along with the THEC Space Allocation Report[4], provide vital data about enrollment on the campus and the need for additional square footage to accomplish the academic mission. The information is also important when considering the feasibility of capital maintenance projects and capital outlay projects, both of which often address deferred maintenance.

The age of the buildings and infrastructure equate to ongoing capital renewal projects. The capital maintenance projects often used to replace antiquated building systems are critical to providing optimal teaching/learning environments. In addition to the constant need for renewal in existing facilities, there is a continuous effort to address growing technologies, course redesign and new and innovative research facility's needs. The campus is committed to enhancing research opportunities throughout the campus and actively engaged in both recruiting researchers and expanding the work of existing research faculty. This equates to a constant need for improvement to existing, sometimes antiquated facilities. The campus is also committed to providing opportunities for students to take advantage of various platforms for learning and is making more and more courses available on-line.

University compliance in this section applies to all instructional delivery formats (such as on-ground, online, hybrid, and other distance learning modalities) and off-campus site facilities. These factors are directly related to the learning environment and amount of usable space the campus has available.

Campus Square Footage

According to the THEC Space Allocation Report[4], the University has suitable space for conducting the academic mission, with the exception of research space and physical education space. The report compares the university's existing physical space use, utilization and square footage to the THEC space allocation guidelines[5]. Once populated, this report generates a summary of space overages and deficiencies by space use type. The report does not analyze the appropriateness of the space for use or the costs for major renovations of the space but is part of the criteria for rating the need for a capital project. It is common for higher education institutions to show a deficiency per FTE in physical education (PE) space. Many institutions have moved away from required courses in PE and as a result, there is less need for this type of space.

Currently, the University is working toward design of a new 65,000 square foot state-of-the-art STEM building that will complement the existing research environment. As a result of the challenges to the state budget from COVID-19, the project was approved for funding, but is currently on hold. The University is optimistic that when possible, this approved project will be funded and provide adequate space for research endeavors. This building will address critical space needs created by the multi-discipline, funded research throughout the campus but will only account for a third of the university's current research deficiency. Included in the five-year Capital Outlay is an additional project to improve

existing research space and future Capital Outlay as well as local University funds will be dedicated to increasing research space.

In addition to the Main and Lambuth campuses, the university has other small sites which operate as learning labs and/or provide instructional resources to outlying communities. These sites are included in the overall footprint for the university and equate to the almost 7 million square feet of space in the campus inventory.

The square footage data and CAD drawings for the University are housed on Archibus; an integrated workplace management system that allows the university to generate various reports related to the space inventory. From this system, several reports are generated including the two reports previously mentioned; the Schedule D [2]and the THEC Space Allocation Report[4]. Archibus is a critical part of the ongoing planning efforts that are included in both the academic and physical master plan for the campus. The Schedule D report determines the allocation of general maintenance dollars. This report provides a summary of the total square footage for the campus, divided into two categories; Auxiliary (revenue generating) and Education & General space. Information from this report is utilized for programming and planning space throughout the campus.

Like the Schedule D, the Space Allocation Report is also a useful tool for programming and planning for space needs. This report gathers data from the Registrar, Human Resources, Space Planning, and the Division of Research and Innovation. The report summarizes the current use, users and uses of each space and compares it to the THEC standard for space use. This data is helpful in planning and programming for both improvements to existing facilities and new facilities. It also assists the university with understanding the amount of space dedicated to each academic/nonacademic space use. A summary of the current primary E&G spaces represented on the THEC Space Allocation Report [4].

To ensure the data that is reflected on these reports is accurate, Space Planning and Utilization annually sends out the Space Utilization Report packet[6]. The space packet is sent out along with a spreadsheet that captures the space for each campus user. This gives each department an opportunity to review and correct the information that is captured in the physical facilities inventory.

Classroom and Lab Conditions Assessments

Archibus is a valuable tool for capturing space data, however, the information memorialized in this system is not the only indicator of space needs and overall condition of space. Regular assessments of the space are needed and provided by Physical Plant, building occupants and through field audits of the space by Space Planning and Utilization. The information collected is used to mitigate immediate issues and plan for future repairs and improvements which often are tied to obtaining funding. Major issues are addressed using the THEC Capital Renewal process, but smaller items are addressed through ongoing planned and sometimes emergency maintenance completed by Physical Plant. From the building assessments, much needed improvements can be identified, and funding mechanisms identified. An on-going classroom improvement fund is used to incrementally refresh general-purpose classrooms. The specific audit of classrooms[7] is captured on an inventory spreadsheet that also offers information about ADA accessibility and data access. This information also ensures that seat counts are consistent with the Registrar's data. The audit findings, along with enrollment data, assist the university in identifying the priority classrooms for improvements which typically include seating, floors, painting and white boards, but have included full renovations of space.

Open labs, lab classrooms and research spaces are assigned to dedicated users who have the primary responsibility for improvements to the spaces. Improvements are incremental, as departmental or other local funds (or capital funds) can be obtained. These spaces are audited approximately every three years by Administration, Space Panning & Utilization, but validation of the space use is done by the departments as part of their submission of the Space Utilization Report[6]. Equipping and maintaining research labs is an ongoing effort as the need for both enhanced research and the technology are identified. A capital outlay project is currently being programmed that would address several existing lab spaces offering the opportunity to right size them, refresh them and bring state-of-

the art resources into these valuable spaces. This project will allow the campus to re-envision these lab spaces.

Additional Facilities (Included in Main Campus Data)

Millington

The Millington Center, located in Millington, TN is designed for the working student. It includes shorter terms held primarily during evenings and weekends. The Center was renovated from what was previously a Navy base. While there are other buildings at the Millington site, this modest campus is housed primarily in a single building which contains state-of-the-art modern classrooms, student computer labs and a small amount of administrative support/office space.

Law School

The Cecil C. Humphreys School of Law is located in downtown Memphis. The school was created in response to widespread interest in developing a full-time accredited law program to serve the Mid-South. After renovations to this building, which was previously a post office and later used as a Federal Courthouse and U.S. Customs House, it officially welcomed students in January 2010. It is the sole law school in the heart of Memphis and has been ranked #1 for the "Best Law School Buildings"[8] **[**static link[9]**]** in the nation by PreLaw Magazine.

Park Avenue

The Park Avenue Campus is typically included in reports for the Main Campus. This site location is home to much of the athletic practice and administrative facilities. It is also the site of the Community Health Building (CHB), the University of Memphis Research Foundation Ventures Hub, and graduate and student family housing. The addition of the CHB, a 200,000 sq. ft. facility completed in 2015 and Laurie-Walton Family Basketball Center, completed in 2017 have brought new life to this site. A shuttle provides direct access from the main campus to this site making it a significant extension of the main campus.

Leases

In addition to the locations mentioned previously, also included in the university's space inventory is the Collierville Center located in Collierville, TN. This 27,000 sq. ft. facility is leased to the university from the City of Collierville. Like the Millington site, the classes are held during times that accommodate both traditional and nontraditional students.

Current/Ongoing Capital Outlay Maintenance Projects

In 2012, the University of Memphis celebrated its centennial. This milestone not only pointed to the rich heritage of the institution, but also was evidence of the age of some of the historic buildings. Aging buildings and infrastructure are a part of the physical reality on many higher education campuses. The result of these often historic buildings is a continuous deferred maintenance process. This process dictates the need to refresh and replace building systems that are beyond their useful life. This is an ongoing effort for Facilities Management that is supported by the Tennessee Higher Education Commission (THEC). The University utilized the data provided by Sightlines Assessment and Planning group to further guide maintenance and improvement activities. Using both the University operational data and similar, comparative data from higher education institutions throughout the country, Sightlines is able to confirm and guide the university toward the best practices in both maintenance and renewal of facilities. According to Sightlines most recent deferred maintenance calculation, based on the overall condition of the university buildings, age and level of preventative maintenance annually, the university's current level of deferred maintenance exceeds $585 Million.

To ensure that a constant renewal process is in place, THEC has developed an annual process during which Capital Maintenance (Deferred Maintenance) projects are solicited and subsequently submitted. Priority projects includes building systems like roofs, exterior building envelope, code and safety, mechanical and interior repair as well as infrastructure needs. The office of Capital Planning and Design coordinates the efforts to both develop the projects, obtain funding and manage the improvements and new construction. The building systems with the highest probability of failure, causing the greatest impact (in heavily utilized buildings) make the top tier of the annual Capital Maintenance list. Funding from THEC is one of the ways deferred maintenance projects are accomplished. Annually, the University allocates funding toward reducing the deferred maintenance.

The solicitation of funds from THEC also includes new projects that are a response to enrollment growth, enhanced innovative research, the need for new, state-of-the art learning environments and/or remedies to health and safety and code compliance issues. These projects are also consistent with the Campus Master Plan[10] [static link[11]].

In accordance with the THEC Capital Outlay Submission Guidelines[7], each year the University provides a list of proposed capital projects to THEC. The projects must be aligned with the stated goal; "The goal of the higher education capital program is to develop and maintain physical facilities so that each institution can fulfill its mission and, in accordance with the Public Agenda for Higher Education, increase the number of Tennesseans with a postsecondary credential."

The projects include major renovation or addition projects that address health and safety, space deficiencies, and/or programmatic/research growth that goes beyond the current building and infrastructure capability. While capital outlay projects are funded incrementally, and evaluated against the priorities of other institutions, funding for capital maintenance projects are typically allocated each year. A list of priority capital projects is submitted in July for each campus and reviewed for consistency with the state objectives toward providing skilled labor for the region as well as increasing the availability of higher education to students. All capital outlay projects are evaluated and scored by a team of reviewers selected by THEC. Those with the highest scores are moved forward toward inclusion in the state budget for funding.   Funding for approved projects is allocated the following June. A list of both the 2020-21 approved and 2021-22 proposed projects[12] is included.

Managing Risk

University-owned buildings are insured against total loss and against unexpected failures, events of nature, etc. that cause damage. The state of Tennessee provides information on the Risk Management Fund[13] [static link[14]]. Ideally, this insurance is not needed. The efforts of facilities management personnel, including Physical Plant, Capital Planning, Design and Construction and Environmental Health and Safety are the critical component to managing risk. Building systems and conditions are monitored and every effort is made to provide an immediate remedy to deficiencies that could result in risk. Additionally, the Office of Business and Finance maintains a risk management plan that facilities management annually provides input to that includes an assessment of potential risk and the methods for remediation and/or elimination of that risk. If a situation results in loss to the university, campus facilities are insured for total loss with the State of Tennessee Division of Claim and Risk Management.

Physical Inventory

The university maintains a physical inventory. As inventory is added to the campus, a tag is affixed to it that operates as an identifier that is stored in an automated system. When the inventory is no longer useful to a department, but is still usable, an inventory ticket is created and the inventory is available for use by other university staff/faculty. If inventory is beyond its useful life or no longer usable by the University, it is removed from the inventory and either discarded or sold. Annually, an audit of the inventory is conducted to ensure that any changes to the inventory have been noted. From the audit, a list is created for the directors of each department of items that have not moved in five or more

years. If these items are no longer needed, they are repurposed to the campus or sold. The University of Memphis has an equipment inventory policy[15] that provides an explanation for how university equipment is tracked and categorized.

Insurance-Related Activities

It is the policy of the state not to purchase commercial insurance for the risks associated with casualty losses for general liability, automobile liability, medical malpractice liability, and workers' compensation. By statute, the maximum liability for general liability, automobile liability, and medical malpractice liability is $300,000 per person and $1,000,000 per occurrence. The state's management believes it is more economical to manage these risks internally and set aside assets for claim settlement in its internal service fund, the Risk Management Fund (RMF).

The state purchases commercial insurance for real property, crime and fidelity coverage on the state's officials and employees, and cyber liability coverage. For property coverage, the deductible for an individual state agency is the first $25,000 of losses. The RMF is responsible for property losses for the annual aggregate deductible of $7.5 million for perils other than earthquake and flood. Purchased insurance coverage is responsible for losses exceeding the $7.5 million annual aggregate deductible. For earthquake and flood, there is a deductible of $10 million per occurrence. The maximum insurance coverage is $750 million per year for perils other than earthquake and flood. The maximum flood insurance coverage is $50 million per occurrence, except there is only $25 million of coverage in flood zones A and V. The maximum earthquake insurance coverage is $50 million per occurrence. The amounts of settlements have not exceeded insurance coverage for each of the three past fiscal years.

The university participates in the RMF. The fund allocates the cost of providing claims servicing and claims payment by charging a premium to the university based on a percentage of the university's expected loss costs, which include both experience and exposures. This charge considers recent trends in actual claims experience of the state as a whole. Information regarding the determination of the claim's liabilities and the changes in the balances of the claims liabilities for the year ended June 30, 2019, is presented in the Tennessee Comprehensive Annual Financial Report [16](CAFR) **[**static link[17]**]**. On June 30, 2019, the RMF held $186 million in cash designated for payment of claims. At June 30, 2019, the scheduled coverage for the university was $1,695,496,783 for buildings and $502,287,413 for contents.

The state has also set aside assets in the Employee Group Insurance Fund, an internal service fund, to provide a program of health insurance coverage for the employees of the state, with the risk retained by the state. The university participates in the Employee Group Insurance Fund. The fund allocates the cost of providing claims servicing and claims payment by charging a premium to the university based on estimates of the ultimate cost of claims, including the cost of claims that have been reported but not settled and of claims that have been incurred but not reported. Employees and providers have 13 months to file medical claims.

Fixed assets are a part of the Auditor's Report on Internal Controls. There were no findings related to fixed assets on the audit of the University's FY19 financials.

Physical Plant

Physical Plant is responsible for operations and maintenance of the campus physical facilities and grounds. The over 300 employees who work in Physical Plant include administrative support who run the work control center, business operations and supply chain, skilled tradespeople with experience in or expertise in the following fields: engineering, painting, locksmiths, electricians, carpenters, plumbers, custodians, landscapers, and sustainability. These individuals provide general maintenance and repairs for both scheduled and upon demand work orders, preventative maintenance and are also charged with addressing deferred maintenance issues which are a normal consequence of an aging campus. The Physical Plant provides these skilled trades to all of the UofM sites.

Information Technology Services

The institution ensures adequate technological services and resources; both on campus, at off campus sites, and for distance education; that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The mainstays of these services and resources include educational technology capacity, network connectivity, support services, and local and remote resources

Educational Technological Capacity

The university refreshes its data center equipment on a 5-year cycle, having last refreshed servers and storage in 2018. In addition to the data center strategy, the university supports teaching and research on a high-performance computing cluster, replaced in 2019, and offers access to Amazon Web Services for supplemental functionality and access. Further, the institution maintains a regular replacement cycle for classroom technology, supporting a standard classroom configuration and image for maximum usability. Finally, the university offers the virtual classroom function of its cloud-based learning management system, Desire2Learn (D2L), as well as videoconferencing platforms to supplement general classroom instruction.

Educational Network connectivity

The university offers cumulative 30 Gbps bandwidth to the Internet. Additionally, the institution supports path diversity for resilience and risk management. Moreover, the university maintains membership in Internet 2 as a point of presence and is a founding member of the Memphis Research Consortium and the related Memphis Coalition for Advanced Networking. Internally, the institution has upgraded and replaced its entire inventory of distribution switches and access points and has replaced the network core with a distributed core architecture for increased resilience and availability.

Educational Support services

The university offers a full catalog of educational support services. Beginning with TOPdesk, the web-based front end of the support services, the university provides both self-service tools and access to first and second-tier support staff. The Service Desk is staffed to stay open before, during, and after business hours, and it supports the means for answering support needs 24 hours a day. In addition to the Service Desk, the university offers a full range of desktop and classroom support services through local support providers assigned to the academic and business areas of the campus. These support staff are generalists and make referrals as needed to second-tier support specialists.

Local and Remote Educational Resources

The institution offers application streaming services ranging from productivity applications to specialized applications for scientific inquiry as well as full desktop streaming. Additionally, the university extends local and remote support for videoconferencing, educational video streaming, and related services. For full functionality locally and remotely, the institution offers Banner Self-Service and MyMemphis Portal services as well as cloud-based applications, including LMS (D2L).

Students Assessment of Facilities

In 2019, the office of Institutional Effectiveness, Accreditation, & Academic Assessment solicited feedback from the university's graduating students on their perception of the facilities. The survey is included in the Graduating Student Survey[18]. The survey revealed that the University provides adequate facilities for student learning. For example, over 71% of graduating seniors provided scores of 6-10 (on a 10 point scale) on the question of rating the "Overall physical condition of the University classrooms." In rating "laboratories used for teaching students," 66% of graduating students rated the facilities above average (a score between 6 and 10 on a ten-point scale." Also, 75% of graduating students provided an above average rating for "availability and quality of student areas such as lounges, study rooms, and other areas designated to support out-of-class learning and collaboration." Finally, 70% of graduating students chose "Agree" or "Strongly Agree" when asked to

rate the "physical condition of the University facilities and buildings to create an adequate learning environment." The responses from the student survey show that the efforts of the University to maintain its physical properties, including areas designed for learning, are recognized by its students.

Conclusion

The narrative for 13.7 provided a comprehensive discussion of the physical resources and facilities of the institution, both on and off campus that appropriately serves the needs of the institution's educational programs, support services, and other mission-related activities. The Campus Overview section provided a description of the institution, including on-campus and off-site information. The process of determining adequacy of space is conducted through the state of Tennessee and the Tennessee Higher Education Commission (THEC). The process of determining space allocation and its compliance with THEC is inclusive of all instructional delivery formats and locations. The institution also provided information regarding campus square footage and the tools the institution uses to determine adequacy. The section on classroom and lab conditions provided a description of the assessment process to determine its adequacy, including the space utilization report. These sections explained how classrooms and lab spaces are appropriate for the educational programs and the institution's research mission. Another way that the institution displayed that its facilities were adequate for its programs and mission-related activities was provided in the current/ongoing capital outlay maintenance projects. THEC's submission guidelines for this area provide a goal that states, "The goal of the higher education capital program is to develop and maintain physical facilities so that each institution can fulfill its mission and, in accordance with the Public Agenda for Higher Education, increase the number of Tennesseeans with a postsecondary credential." Information regarding the risk management fund and insurance-related activities was provided to show that there are controls in place to protect the physical resources of the institution. Also, information technology services is an important component of the "resources" portion of this standard and as such, the institution provided a narrative that described its adequacy in this area. Finally, a student satisfaction study was provided that showed that students had a favorable opinion regarding the adequacy of classroom space, laboratories, student areas, and the overall physical condition of the institution.

Evidence

[1] Campus Maps

[2] PHYSICAL FACILITIES INVENTORY - Schedule D

[3] THEC Schedule D FY20-21

[4] THEC Space Allocation Report 2020

[5] THEC Space Allocations Guidelines

[6] Space Utilization Report packet

[7] 2020-2021 Capital Maintenance Outlay Submission Guidelines

[8] Best Law School Building

[9] Best Law School Building screenshot

[10] Master Plan Files

[11] Master Plan Files screenshot

[12] Appendix I 20-21.21-22 Capital Maintenance

[13] Risk Management Funds

[14] Risk Management Funds screenshot

[15] Equipment Inventory Policy

[16] Tennessee Annual Financial Report 2018-2019

[17] Tennessee Annual Financial Report 2018-2019 screenshot

[18] Graduating Student Survey 2018-2019

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *(Institutional environment)*

Compliance Status: Compliant

Narrative

The University has a deliberate and intentional approach to create a healthy, safe, and secure environment for all members of the campus community. Providing this environment is an integral part of fulfilling the mission, vision, and values of the University which can be found in the 2019-2023 Strategic Plan[1]. Additionally, the policies and procedures that guide the institution regarding the creation of a healthy, safe, and secure environment are inclusive of all locations and modality (distance learning and face-to-face classes).

To show compliance with 13.8, the University takes the following multifaceted approach:

- **Physical Security and Campus Environment**
    - Police Services
    - Office of Crisis Management
    - Building Access
    - Environmental Health and Safety
    - Housing and Residence Life
    - Institutional Equity
- **Student Health and Wellness**
    - Student Health Center
    - Student Counseling Services
    - Disability Resources for Students
    - Campus Recreation and Intramural Services
- **Employee Health and Wellness**
    - Human Resources
- **COVID-19 Response**

The University has many policies that support a healthy, safe, and secure campus environment. Although each policy has a responsible office, it is the role of every University employee to contribute in creating a healthy, safe, and secure campus environment. These policies include the following:

GE2000 [2]– Occupational Safety and Health Program
GE2001[3] – Shipping and Receiving of Hazardous Materials
GE2004[4] - Equal Opportunity and Affirmative Action
GE2008 [5]– Crisis Management Planning
GE2009 [6]– Building and Access/Key Control
GE2013[7] – Hazardous Waste Reduction
GE2024 [8]– Discrimination, Harassment – Complaint and Investigative Procedure
GE2025 [9]– Hazardous Material Disposal
GE2030 [10]– Non-Discrimination and Anti-Harassment
GE2031 [11]– Sexual Misconduct and Domestic Violence Policy
HR5032 [12]– Breast Feeding and Lactation Support
HR5052 [13]– Grievance Process and Conflict Resolution
HR5053 [14]– Workplace Violence Prevention
HR5066 [15]– Limited Tobacco-Use Campus
HR5060[16] – Drug Free Campus and Alcohol Abuse Prevention
HR5062 [17]– ADA Workplace Accommodations
RE7002 [18]– Vaccination of Faculty, Staff, and Students Exposed to Medical Hazards
SA8001 [19]– Health Services
SA8005 [20]– Disability Access for Students

SA8006 [21]– Reduced Course Load/Full Time Status for Students with Disabilities

Physical Security and Campus Environment

Police Services

The Department of Police Services (website[22]) **[**static link[23]**]** provides professional law enforcement and security services to the university in order to provide and maintain a safe environment for students, faculty and staff to learn, live, and work. Police Services operates 24 hours a day, every day of the year, monitoring the campus through a series of automobile, bicycle, and foot patrols. The Police Chief reports directly to the Chief University Health and Safety Officer. The Police Services organization chart can be found here[24].

The department has a complement of 39 full-time officers; 33 at the Shelby County locations and six at the University of Memphis Lambuth Campus, all of whom are certified by the Tennessee Peace Officer Standards and Training (POST) Commission (website[25]) **[**static link[26]**]**. The complement includes three investigators/detectives and a crime prevention program coordinator. All officers are required to attend forty hours of annual recertification training each year. Officers are also trained to administer first aid, including the use of automated external defibrillators carried in each patrol car and located in various buildings across campus. The University has filled five positions in Police Services for fiscal year 2020 to maintain a full complement. In addition, the full time officers are supplemented by a third-party security service that provides guards to patrol campus and monitor building access and security desks. The third-party guards have provided an additional layer of security and the University is currently seeking a new five-year contract to continue the services. The department also has six police dispatchers to answer phone, dispatch officers, and direct text messages through the LiveSafe campus safety app.

The LiveSafe App is the University's comprehensive, personal safety mobile app that can be downloaded to smartphones for free. It provides a quick, convenient, and discreet way to communicate directly with Police Services. The app allows members of the campus to send text, pictures, video, and audio directly to Police Services in real time and allows for live chat with safety personnel. It also includes the option to share tips and information anonymously and allows subscribers to utilize a SafeWalk feature to invite personal contacts to virtually escort you as you chat. The University currently has 11,028 registered users who provided 71 tips during the fall 2019 semester. Additional information about and instructions on how to download and use the app can be found on the LiveSafe website[27] **[**static link[28]**]**.

In addition to the physical patrols and mobile apps, the University has more than 800 digital, web-based cameras across campus. The cameras have proven useful at solving and deterring crime. Currently, the University is actively pursuing a new provider contract in order to take advantage of the latest camera and software technology. Also, in collaboration with Parking and Transportation Services, Police Services has access to the more than 25 gated parking lots that aid in controlling vehicle access around campus.

To further enhance security, the University is in the final stages of an outdoor and garage lighting replacement project. The current lights are being replaced with new LED lights that provide better color rendering, increased light levels, reduced glare, uniformity of light distribution, and minimal decay in light levels. The new lights are instant on (no warmup period) and are operated by photocells which allow the lights turn on at dusk and off at dawn. The motion sensor will also allow the lights to be programmed to reduce the light level to 30% during certain hours but return immediately to 100% when motion is detected. This project encompasses both the Main Campus and the Lambuth Campus and once completed over 1,400 fixtures will be replaced with over 6.34 miles of new wiring installed. Changes to lighting in two parking garages (Zach Curlin garage and Innovation garage) included replacing 700 light fixtures with LED lighting.

The University of Memphis Police Services works closely with both the Memphis, Tennessee Police Department (MPD), Jackson, Tennessee Police Department (JPD), and other local, state, and federal

law enforcement agencies. The department monitors not only safety and security issues on campus, but also in the neighborhoods surrounding the campus both in Memphis and Jackson. A civilian Community Safety Liaison works with various stakeholders in the surrounding neighborhoods to enhance overall community safety. Monitoring of crime events is accomplished in part by Police Services personnel attending the Memphis Police Department's Tillman Station weekly criminal activity meeting and through daily electronic messages from the MPD. In the event Police Services personnel become aware of an on-going potential safety concern on or near the campus, personal safety alerts can be sent to the university community by way of campus-wide email, social media, text messages, and via the LiveSafe App. Employees can also be warned through the Alertus desktop software loaded on University computers. An outdoor warning/siren system is also used for emergency notification. The outdoor warning system is tested every morning with a silent load test and an actual audio test is performed the first Wednesday of every month weather permitting.

In addition to traditional law enforcement and security services, Police Services offers a variety of other services, including the following:

- Supervising the student-run safety escort program, Tiger Patrol (website[29]) **[static link[30]]**;
- Monitoring and answering exterior, interior, and elevator emergency phones 24/7(map of phones [31]) **[static link[32]]**;
- Answering gated parking lot phones after hours;
- Conducting facility security and risk surveys and campus-wide crime prevention through environmental design consulting;
- Preventing potentially hazardous activities; and
- Providing access to and retrieving archived footage from the digital, web-based security cameras deployed across campus.

Police Services hosts a weekly university Incident Crime Assessment Team (I-CAT) meeting. I-CAT is attended by representatives from Residence Life, Student Leadership and Involvement, the Dean of Students, Office of Student Accountability, Office of Legal Counsel, and Memphis Police Department. The meeting focuses on incidents during the previous week and develops action plans for possible recurrences, plans for upcoming events, and facilitates interdepartmental communication and problem-solving.

Police Services is responsible for submitting the Annual Campus Security and Fire Safety Report (ACSR) to the Department of Education. The 2019 ACSR[33] and the 2020 ACSR[34] are included for review. Each year, the entire campus is notified via email when the ACSR is published. Copies of the notices for the past two years are in the appendix/documentation. As part of the ACSR, the University addresses emergency response and evacuation procedures in the event of a crisis. In addition, the University also publishes online guides[35] **[static link[36]]** which provide summaries of emergency response and evacuation procedures. Emergency action plan signage is also located in conspicuous locations in all campus buildings. A copy of the signage can be found in the documentation/appendix.

Police Services also maintains the records and statistics for on-campus criminal offenses, personal accidents and injuries, and motor vehicle accidents. The department submits crime reports on a monthly basis to the Tennessee Bureau of Investigation (TBI) and is responsible for releasing public information in compliance with state and federal laws. According to the TBI's yearly Crime on Campus report[37], the University of Memphis is consistently one of the safest large campuses (5,000 or more students) in Tennessee. For 2019, the University was rated the safest large campus in the state. The current statistics can be found on the 2020 Police Services quick facts sheet[38].

Increasing awareness and education are among the primary crime prevention efforts. Officers trained in crime prevention teach a class with freshman, ACAD-1100, Introduction to the University, and conduct other safety programming (e.g., freshman and parent orientation, new employee orientation). To communicate timely information to the entire university community, Police Services posts safety information and reported offenses on its website[39] **[static link[40]]**. Reported offenses are updated daily in the daily incident log and are accessible online for 90 days after the date reported.

Crisis Management Plan

The Office of Crisis Management (website[41]) **[**static link[42]**]** maintains and updates the University's Crisis Management (CMP) plan[43]. The Crisis Management Team (CMT) meets monthly and consists of approximately forty-one individuals representing a cross section of the University. The CMT is designed to be flexible and scalable as needed. For example, in the event of a crisis, only CMT members who have specific knowledge and/or skills relevant to the crisis are mobilized as part of the Emergency Operations Center (EOC). Also, any University employee based on their skills or knowledge and whether on the CMT or not, can be appointed to serve in the EOC in the event of a crisis. This allows the EOC to be overseen by the subject matter experts and the professionals with the skills suited to address the immediate crisis (i.e. Pandemic, Active Shooter, Earthquake). Yearly, Crisis Management training and planning include the following activities:

- Conducts or participates in one or two training exercises each year. Generally, the training sessions are tabletop exercises. Occasionally, the CMT will execute a functional exercise which tests both the operation and function of the CMP. Different types of crisis are chosen each time to make sure that various crisis scenarios are practiced;
- Participate in "The Great Central U.S. Shakeout" (multi-state earthquake drill) every October;
- Review, update and supplement and the Crisis Management Plan;
- Support and promote safety information through the Crisis Management Webpage, the LiveSafe App, and Emergency Placards[44];
- Provide training and support to an emergency preparedness intern;
- Discuss and address campus wide safety and equipment concerns;
- Maintain the readiness of the Emergency Operations Center and activate it as appropriate;
- Procure and maintain safety equipment and supplies.

During the COVID-19 pandemic, each division completed an Emergency Operations/Business Continuity plan. A sample plan for Web and Mobile Services[45] is included. Moving forward, the University has purchased the Kuali Ready Business Continuity Planning Software in order to consolidate and capture business continuity plans at the department level campus wide. This will allow the University to create a comprehensive, living document which will be updated annually. To support this effort, the University has created the job of Director of Business Continuity, Compliance, and Crisis Managemen[46]t. This position will be filled once the university lifts the hiring freeze put into place due to COVID-19.

Building Access

Building access through exterior doors of public campus buildings is managed both electronically and physically. Most buildings have electronic locks that lock/unlock on a pre-determined schedule. When locked, students and employees with approved access can enter the buildings by swiping their campus ID card. Building access is granted according to policy GE2009[6]. Additionally, Police Services and contracted security guards physically walk buildings to ensure doors are not malfunctioning or propped open as well as lock and unlock those buildings that do not have electronic access. Building interior doors are primarily managed by keys. For control purposes, the University Physical Plant department maintains a key and fob inventory control system. The University is currently amid a classroom lock project that is adding thumb turn locks to every classroom, lab, and auditorium. This will allow instructors to quickly lock down the rooms in the event of an emergency. A map [47]of the completed buildings is included.

The University Physical Plant department maintains a key and fob inventory control system to maintain an accurate inventory of issued keys and fobs

Environmental Health and Safety

The Office of Environmental Health and Safety[48] **[**static link[49]**]** (EH&S) provides a broad range of environmental compliance and occupational health and safety services that support a safe campus. These services are designed to protect personnel, the environment, and facilities while

promoting compliance with applicable laws, regulations, codes, and consensus standards. It serves as the liaison to regulatory agencies such as OSHA, EPA, and DOT.
EH&S reports directly to the Executive Vice President and Chief Operations Officer as reflected in the organization chart[50].

The EH&S staff includes two Certified Hazardous Material Managers (CHMM), a Certified Safety Professional (CSP), and specialists in fire protection and laboratory safety. EH&S maintains policies and procedures available on its website[51] **[**static link[52]**]** to all members of the University community and the general public. University employees are encouraged to visit the website and are reminded of policies and procedures through emails, memoranda, training, and meetings.

The professional staff facilitates both internal and external inspections along with fire alarm and evacuation drills. They work to insure compliance with environmental and occupational regulations and follow up on any corrective action needed. An example of taking corrective action is provided through a report submitted by the Tennessee Department of Environment and Conservation and the Division of Solid Waste Management. This report outlines the findings of a Hazardous Waste Compliance Evaluation Inspection[53] and the University's reponse to the findings.

EH&S provides oversight for many of the programs, training, and safety committees for the University. They perform internal inspections periodically to assess compliance and safety protocol and procedure. EH&S provides oversight for the following programs: biological safety, chemical safety, fire safety, general safety, hazardous waste, indoor air quality, occupational health, radiation safety, and the stormwater program.
EH&S provides web and/or classroom-based training on a myriad of safety topics. The types of training include: workplace safety; health and safety refresher; asbestos awareness; fume hood safety; fire safety, slips, trips, and falls; x-ray safety; and other specialized classes as requested

Committees that EHS helps to facilitate include the Chemical, Radiation, and Safety committee. Sample inspections by EHS include:

- Campus School Fire Safety[54]
- Laboratory Inspections[55]
- Brister Hall Fire Safety[56]
- Fume Hoods[57]
- Communication Building Emergency Lights and Exit[58]
- Grounds[59]
- Mechanical Boiler Room[60]
- Office Safety[61]
- Shop Safety[62]

Housing and Residence Life

Housing and Residence Life (website[63]) **[**static link[64]**]** is responsible for providing safe living arrangements for over 2,000 on campus students. The Housing and Residence Life staff follows all University wide safety initiatives and receives training from Police Services, Employee Health and Safety, and Counseling and Health Services. The Director of Housing and Residence Life reports directly to the Chief University Health and Safety Officer/Dean of Students. In addition to University training, they have position specific safety and crisis related manuals. Residence Life staff meets with all residents at the beginning of each semester and then periodically as needed to cover health and safety related issues. Documentation[65] of the residence life safety and crisis manual is included. Additionally, the University has allocated one additional police officer to patrol residence halls and housing complexes for enhanced security.

Institutional Equity (OIE)

The Office of Institutional Equity (website[66]) **[**static link[67]**]** provides leadership in promoting and furthering the UofM's commitment to diversity, equity, inclusion, equal opportunity, and

nondiscrimination for all members of its community. In order to uphold the values of equity and diversity, OIE focuses its efforts on the following four areas:

- Prevention
    - Sexual Misconduct (Title IX)
    - Discrimination and Harassment
- Services and Accommodations
    - Pregnancy Accommodations
    - Interim Measures for Sexual Misconduct/Harassment & Discrimination
    - Limited-English Proficiency (LEP) Services
- Policy Enforcement
    - Non-Discrimination and Anti-Harassment (GE 2030[10])
    - Sexual Misconduct (GE 2031[11])
    - Employment Equity (GE 2004[4])
    - Retaliation
- Compliance
    - Provides oversight of and support for the UofM's efforts to comply with all applicable state /federal laws and regulations and guidance from regulatory bodies

As part of making this a priority, OIE has a dedicated Title IX Prevention Specialist whose focus is to engage the campus and community populations in conversations about healthy relationships, recognizing warning signs, and combatting sexual violence through bystander intervention and changing social norms. They host several events which can be found on the OIE events website[68] **[** static link[69]**]**. Additionally, OIE sends out regular e-mails[70] to all faculty, staff, and students that communicates the need to report assault or sexual misconduct. This e-mail also outlines the process OIE conducts when someone files a complaint or a report with the office and links faculty, staff, and students with appropriate resources.

The University has no open or recently closed investigations by the Office of Civil Rights for possible violations alleging sexual violence.

Student Health and Wellness

Student Health and Counseling Services (SHCS)

The Office of Student Health[71] **[**static link[72]**]** and Counseling Services[73] **[**static link[74]**]** include the Hudson Health Center, Counseling Center, the Relaxation Zone and the Oasis Room. The mission of the University of Memphis Student Health and Counseling Services is to empower students to make informed healthy choices and to take responsibility for a goal of lifelong wellness, to provide personalized health services, education and disease prevention to a diverse student population; and to enhance academic achievement, personal growth, and out of the classroom learning. The Counseling Center provides free and minimal cost psychological services to all currently enrolled students taking at least six credit hours which include individual and group counseling, psychological testing, psychiatric medication management, as well as outreach and prevention training and workshops on a myriad of topics regarding wellness, mental health, and other relevant subjects. The Health Center operates as a minor medical clinic and provides free or minimal charge for health treatment for illness, minor injuries and preventive care to currently enrolled students. The Relaxation Zone and Oasis Room are a free self-care service for all currently enrolled students that provides a space for students to learn and engage in a variety of coping skills and stress management training through an assortment of relaxation stations. The Relaxation Zone is a group service room and the Oasis Room is a single service room. SHCS strives to support all University of Memphis students to address and improve every area of wellness through our staff and trainees participating in clinical services, marketing strategies, training and workshops, and social media. The Student Health Center maintains the State of Tennessee required student immunization records.

The Counseling Center has a robust outreach program[75] **[**static link[76]**]** that includes workshops and presentations, in addition to other events. Both the Student Health Center and the Counseling Center take part in the Tiger Thrive[77] **[**static link[78]**]** program which is a larger consortium of University departments and programs that support the health and wellness of students, faculty, and staff. SHCS reports directly to the Chief University Health and Safety Officer/Dean of Students.

Disability Resources for Students (DRS)

The Office of Disability Resources for Students[79] **[**static link[80]**]** is committed to providing equal opportunity and challenge to all academically qualified students with disabilities and is compliant with Section 504 of the Rehabilitation Act [81] **[**static link[82]**]**and the Americans with Disabilities Act[83] **[** static link[84]**]**. The students assisted have a variety of disabilities including mobility, visual and hearing impairments, chronic health disorders, learning disabilities, attention deficit/hyperactivity disorder, seizure disorders, traumatic brain injury, and substance abuse. Over 800 students are registered with DRS per year. DRS reports directly to the Chief University Health and Safety Officer /Dean of Students.

Campus Recreation and Intramural Services (CRIS)

Campus Recreation Intramural Services[85] **[**static link[86]**]** is committed to meeting the wellness and recreational needs of students, faculty, staff, alumni, and friends of The University of Memphis. Focused on the comprehensive well-being of all members of the university community, CRIS provides exceptional programming, services and facilities. Many activities and events are offered year-round in the areas of fitness, wellness, aquatics, nutrition, intramurals and club sports.

In keeping with the progressive spirit which now permeates the University, CRIS will be expanding services and facility offerings in the new R. Brad Martin Student Wellness and Fitness Center[87] **[** static link[88]**]**, which is currently under construction. This building will provide new features including a teaching kitchen, café, classrooms, indoor track, group fitness studios, functional training areas, outdoor leisure pool, and expanded spaces for weight training and cardio exercise. In close proximity to the new facility, field space will be improved and enlarged to accommodate intramurals and club sports. New tennis courts and an outdoor basketball court will also be welcome additions.   CRIS reports to the Dean of the College of Health Sciences.

Employee Health and Wellness

Human Resources

The Department of Human Resources[89] **[**static link[90]**]** (HR) offers a variety of services to University employees. They are business partners for the University community by consistently championing the relevant and meaningful human resources issues that address the growing needs of a dynamic institution. HR supports programs such as workman's compensation and the employee assistance program as part of a full array of employee benefits[91] **[**static link[92]**]** that support the health and wellness of the University faculty and staff. The University has also increased its support for nursing mothers by creating resources through its Support for Nursing Mothers[93] **[**static link[94]**]** website that contains information about lactation support. HR reports the Executive Vice President and Chief Financial Officer.

COVID-19 Response

The University of Memphis has made it a priority to communicate clearly with faculty, staff, students, and the community regarding the COVID-19 pandemic. Beginning January 28th, 2020, faculty, staff, and students have received regular e-mails regarding COVID-19. The initial e-mail in January made the campus community aware that the university was monitoring the COVID situation as it had recently surfaced in the U.S. Subsequent e-mails to the community communicated the evolving nature of COVID-19, how the university was responding, plans for the spring 2020 semester, decisions

regarding athletic events, connecting students to resources, fall 2020 initiatives, COVID-19 testing, faculty/staff accommodations, in addition to other important e-mails. All e-mail transcriptions[95] **[**static link[96]**]** are kept on the Coronavirus Updates website. The health and safety of all members of the university environment is critically important at the University of Memphis. As such, the university has responded quickly and communicated clearly its response to the COVID-19 crisis. In particular, in the spring 2020 semester, spring break was extended by one week to allow for a transition to remote learning. Students, faculty, and staff received e-mail communication on March 12th that explained the transition to remote learning and other proactive steps that were taken. The e-mail communication regarding this transition is included in the e-mail transcription link provided earlier.

In preparation for the fall 2020 semester, one steering committee and three working groups were appointed in May 2020 to begin plans for a safe and healthy return to campus. The steering committee was led by the Executive Vice President and Provost and membership included faculty and administrators. The three working groups included: Group Instruction, On-Campus Instruction with Restrictions, and Student Support and Activities. Business and Finance formed two working groups (Workforce and Facilities) charged with examining how to ensure that the workforce and facilities were properly reviewed and managed. Also, during May 2020, a phased approach to returning to campus was outlined. The first phase began in June 2020, with subsequent phases beginning later during the summer. During the first phase, faculty, staff and students were reminded that:
- The majority of staff will continue to work remotely unless required to be on campus at the explicit request of their supervisor.
- Faculty will continue to work remotely for the foreseeable future unless authorized to be on campus by their dean and the Provost.
- A limited number of students with explicit approval are currently residing on campus.
- Buildings are open only to University of Memphis community members with appropriate access.
- Physical distancing of at least 6 feet between individuals remains in place in all campus spaces. This includes the interior of buildings and outside.
- Face masks are required in all indoor and outdoor public spaces.
- All those on campus must abide by University social distancing and mask protocols, including any contractors or visitors.
- No events or gatherings may be held on campus.
- The Phase I protocols in place across the various divisions include specific density limits in all workspaces and building areas, monitoring and reporting symptoms of illness and related safety precautions.

The workforce and facilities committee provided their guiding principles for the upcoming year and it stated, *The University of Memphis guidelines and protocols for responding to the COVID-19 pandemic will be rooted in safety for our employees, students and for the greater Memphis community while we continue the institution's vital mission of education, research and service. Protecting the health of the University of Memphis community will require a longterm effort and commitment, cooperation, teamwork, understanding and flexibility - values that our University community has shown in a multitude of ways in recent months. As knowledge and understanding of the COVID-19 virus continues to evolve, the University is committed to doing its part to reduce community spread. Although 100% safety can never be ensured, the University is taking necessary measures to maintain a safe environment consistent with guidance from federal, state and local authorities. This Return to Campus Plan is just one of many measures being implemented to meet that commitment.* Additionally, the Return to Campus Plan [97]explained workplace expectations and guidelines; information on self-reporting; training; face masks/coverings; social/physical distancing; the four phased approach to returning; personal safety practices; alternative staffing options; mental, emotional, and physical well-being; building access, cleaning, and disinfection; and information on supplies and purchasing.

The on-ground instruction and research work group had the following guiding principles: *To identify and assess options to mitigate risks in conducting instruction and research in a face-to-face setting. Identify best practices considered and/or adopted at other institutions that can help us keep our students, faculty and staff safe consistent with health requirements as we return to on-ground instruction and research.* The recommendations [98]from this working group included information on prevention, preparation, and the campus culture; enrollment and room management; establishing

criteria for the maximum amount of students and faculty allowed in a room; sanitization procedures; managing safe learning spaces; special accommodation requests; and reporting and testing.

As the fall 2020 semester approached, faculty, staff, and students were required to acknowledge and agree to comply with the public health expectations[99] [static link[100]] of the university. These expectations were communicated through the watching of two videos. The first video outlined the public health expectations that are expected of all faculty, staff, and students. The second video described how to properly wear a mask. After employees and students watched both videos, they were then required to submit an intent to comply with public health expectations. Additionally, students who live on campus are required to follow the Code of Student Conduct and agree to a set of protocols outlined and shared in their housing contracts that include, but are not limited to, physical distancing, wearing of face masks outside personal living spaces, limiting social contacts, prohibition of guests in residence halls, subjecting themselves to virus testing, assisting with contract tracing, and limiting travel away from the immediate campus area.

The University of Memphis food services provider, Chartwells, provided a Path to Open campus planning guide[101] that contained information on safety and training; cleaning standards; physical distancing modifications; associate requirements and training; campus safety and service enhancements; and catering.

In a July 30th e-mail to faculty, staff, and students it was communicated that the university would be implementing a phased return[102] to campus for learning. The first phase timeline would be for the first month of classes and would include virtual/remote learning. This decision was made in light of the data that showed that COVID-19 cases were still too high in the area and there was a lack of reliable tests with timely return on test results. Therefore, there was deemed an unacceptable risk to the university community to bring back students, faculty, and staff in a critical mass. In spring 2021, the university communicated a phased return to campus in keeping with national, state, and local guidelines. The institution communicated with faculty, staff, and students that it would allow classes that were originally scheduled for face-to-face or hybrid format to return to campus on February 1, 2021. Existing safety protocols include wearing masks, thorough cleaning, and maintaining social distancing.

A timeline[103] of the university's response to COVID-19 has been provided to show how it communicated its steps to providing a health, safe, and secure environment to students, faculty, and staff.

CONCLUSION

In closing, the University has many policies and programs in place that support a healthy, safe, and secure campus environment. This environment is supported and created by a holistic approach that not only addresses the physical and mental health and safety of the campus community, but also creates a welcoming and accepting working environment. The narrative provided rich descriptions of the physical security and campus environment that included information regarding police services, crisis management plans, building access, housing and residence life, and environmental health and safety. Additionally, the institution provided narrative with supporting information regarding institutional equity. Also, information was provided regarding campus resources that promote a health, safe, and secure campus such as human resources, campus recreation and intramural services, disability resources for students, and student health and counseling. Finally, the institution provided a very detailed explanation with supporting documentation that explained how it approached and dealt with COVID-19. Supporting documentation included e-mail transcripts, committee reports, and a timeline that shows the institution took reasonable and measured steps to provide a health, safe, and secure environment amidst the pandemic.

It should be noted here, as it was noted earlier, that the **institution does not have any open or recently closed investigations by the Office of Civil Rights for possible violations.**

Evidence

[1] UofM Strategic Plan tri-fold FINAL

[2] GE2000 Occupational Safety and Health Program

[3] GE2001-Shipping and Receiving of Hazardous Materials

[4] GE 2004 Equal Opportunity and Affirmative Action

[5] GE2008 Crisis Management Planning

[6] GE2009 - Building Access Key Control

[7] GE2013 - Hazardous Waste Reductio

[8] GE2024 - Discrimination, Harassment - Complaint and Investigation Procedure

[9] GE2025 - Hazardous Material Disposal

[10] GE2030 - NON-DISCRIMINATION AND ANTIHARASSMENT

[11] GE2031 -Sexual Misconduct and Domestic Violence Policy

[12] HR5032 -Breastfeeding and Lactation Support

[13] HR5052 - Grievance Process and Conflict Resolutio

[14] HR5053-Workplace Violence Prevention

[15] HR5066 - Limited Tobacco-Use Campu

[16] HR5060 - Drug-Free Campus and Alcohol Abuse Prevention

[17] HR5062 - ADA Workplace Accommodations

[18] RE7002 - Vaccination of Faculty, Staff, and Students Exposed to Medical Hazards

[19] SA8001 -Health Services

[20] SA8005 - Disability Access for Student

[21] SA8006 - Reduced Course Load Full Time Status for Students with Disabilitie

[22] Department of Police Services

[23] Department of Police Services screenshot

[24] Police Org Chart _ June 2020

[25] Peace Officers Standards and Training Commission

[26] Peace Officers Standards and Training Commission screenshot

[27] LiveSafe App

[28] LiveSafe App screenshot

[29] Tiger Patrol

[30] Tiger Patrol screenshot

[31] Phone Map

[32] Phone Map screenshot

[33] Annual Campus Security and Fire Safety Report

[34] 2020 Annual Campus Security and Fire Safety Report

[35] Crisis Emergency Information

[36] Crisis Emergency Information screenshot

[37] TBI Crime on Campus Report 2019

[38] Quick Facts 2020

[39] Daily Incident Log

[40] Daily Incident Log screenshot

[41] Crisis Management Website

Section 14 Transparency and Institutional Representation

14.1   The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. *(Publication of accreditation status)*

Compliance Status: Compliant

Narrative

The University of Memphis accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy. It is important to note that the University of Memphis does not have any branch campuses.

The text that represents the institution's accreditation status, including name, address, and telephone of SACSCOC states:

The University of Memphis is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404.679.4501) to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates.

This statement can be found on University of Memphis websites that are associated with accreditation [1] **[**static link[2]**]**, institutional effectiveness[3] **[**static link[4]**]**, UofM Global[5] **[**static link[6]**]**, the Law School[7] **[**static link[8]**]**, undergraduate catalog[9] **[**static link[10]**]**, and graduate catalog[11] **[**static link [12]**]**. The university's representation of accreditation status encapsulates its main campus, off campus sites, and distance education.

Conclusion:

The University of Memphis accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy. The uniform statement that is used in representing this status was included and specific links were provided to show where the statement shows up on the university's website.

Evidence

[1]	Accreditation Website
[2]	Accreditation Website screenshot
[3]	Institutional Effectiveness Website
[4]	Institutional Effectiveness Website screenshot
[5]	UofM Global
[6]	UofM Global screenshot
[7]	Law School Website
[8]	Law School Website screenshot
[9]	Undergraduate Catalog Accreditation
[10]	Undergraduate Catalog Accreditation screenshot
[11]	Graduate Catalog Accreditation
[12]	Graduate Catalog Accreditation screenshot

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. *(Comprehensive institutional reviews)*

Compliance Status: Compliant

Narrative

The University of Memphis applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The university does not have any branch campuses, but it does have two off campus instructional sites that have successfully gone through the substantive change approval or notification process, The University of Memphis at Lambuth and the Kemmons Wilson Culinary Institute. The university also has off campus sites where less than 25% of credits are earned and these locations are located in the Institutional Summary Form. Additionally, the University of Memphis was approved by SACSCOC to offer distance education on December 5, 2003.

The university applies all appropriate standards and policies to its distance learning and off-campus instructional sites and evidence of this is located in the narratives for 6.2.b, 6.2.c, 8.2.a, 9.1, 9.2, 10.2, 10.5, 10.6, 10.7, 12.1, 12.4, 13.6, 13.7, 14.1.

In 6.2.b, the university showed the adequacy of full-time faculty who taught in distance education /online courses and across all locations.

In 6.2.c, the university explained that the responsibility of program coordinators included oversight of academic programs on campus, at off campus instructional sites, and distance education.

In 8.2.a, the university showed that program assessment activities are inclusive of students who are on the main campus, off campus instructional sites, and online (distance education). Each academic program is required to include assessment of student learning through all of these areas. The institutional effectiveness manual was provided as documentation that assessment of student learning is inclusive of these areas.

In 9.1, the institution explained that the curriculum approval process for all educational programs, undergraduate and graduate, and for all modes of delivery (on ground and online) at the UofM is faculty driven. In regards to coherence of programs, the institution explained that all undergraduate and graduate academic programs, regardless of mode of delivery, originate with faculty and are subject to the approval processes outlined previously. For mission compatability, as a significant part of the curriculum approval process mentioned, the Tennessee Higher Education Commission (THEC) considers the following criteria in order to maximize state resources in evaluating academic programs, both graduate and undergraduate, and regardless of location or modality: alignment with state master plan, alignment with institutional mission, and evidence that all proposed academic programs align with the state's economic and workforce development. For suitability for higher education, the institution explained that faculty with discipline-specific academic training are deemed most qualified to understand areas of study within their own discipline, possessing significant experience and in-depth knowledge of fields of study appropriate to higher education. As such, these faculty determine suitability of all academic programs regardless of modality or location (including distance education).

In 9.2, the institution displayed that the required program length of at least 120 hours for undergraduate programs, at least 30 credit hours for post-baccalaureate, and doctoral programs that require at least 72 credit hours beyond the bachelors, is a requirement of all programs regardless of modality or location. Sample documentation included reference to the UofM Global compendium of programs and examples of academic programs that meet these requirements.

In 10.2, the university stated that information pertaining to academic calendars, grading policies, cost of attendance, and refund policies, are available to students and the public. This information is included in academic catalogs and websites and are accessible and inclusive of all students regardless of location or modality.

In 10.5, the university explained that students who apply for admission to programs offered through distance education or at off-campus instructional sites are not processed under separate admissions policies. Students who register for distance education or programs at off campus sites are required to follow the same admission policy, review, and decision making process as all other students.

In 10.6, the university addressed how it ensures that a student who registers in distance education courses or programs is the same student who participates in and completes the course or program and receives the credit. Also, the university provided evidence that it has policies for protecting the privacy of students enrolled in distance and education courses or programs. Finally, the university does not require any additional charges associated with verification of student identity.

In 10.7, the university provided a credit hour policy that explained credit hours and contact minutes for credit hours and goes on to explain that, for online courses, it ensures equivalence in terms of instructional time, student effort, and student achievement. Additionally, faculty scrutiny and oversight of academic rigor of all courses, regardless of modality or location, is exercised through an extensive curriculum review process. Credit hour determination as explained in this narrative and the academic credit hour policy pertain to all formats or mode of delivery. Therefore, the policies and procedures for credit hour determination explained in the narrative of 10.7 pertain to the main campus, off-campus locations, and distance education.

In 12.1, the university explained that all student and academic support services are available to students regardless of modality or location. One exception was noted that the Campus

Recreation and Intramural Services office is unable to offer the intramural component to online students, but is still able to offer yoga and workout classes online.

In 12.4, the institution stated that the process and procedures for addressing written student complaints are the same for all students regardless of location (on-campus/off site) and/or modality (face-to-face or online).

In 13.6, the institution explained that annual audits include tests of compliance with applicable federal laws and regulations, as well as review of internal controls used in administering federal financial assistance programs that are used for on-campus, distance learning programs and off-campus instructional sites.

In 13.7, the university explicitly states compliance in this section applies to all instructional delivery formats and locations. The narrative contains references to how square footage and learning labs are applied to off site locations; and how the institution has adequate information technology services to accommodate on campus, off campus, and distance learning.

In 13.8, the institution explained the the policies and procedures used to ensure a healthy, safe, and secure campus were inclusive of all locations and modalities (distance learning and face-to-face).

In 14.1, the university explained how it represents its accreditation status and publishes the name, address, and telephone number of SACSCOC. In addition, the university stated that its accreditation status encapsulates its main campus, off campus sites, and distance education. Documentation was provided from the UofM Global website, in addition to catalogs and other websites, to show how its accreditation status is uniform and communicated in several places.

CONCLUSION

The institution applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The institution does not have branch campuses. In the response to 14.3, the institution included references to specific standards and core requirements where it displayed that it applied appropriate standards and policies to its distance learning programs and off-campus instructional sites and these include: 6.2.b, 6.2.c, 8.2.a, 9.2, 10.2, 10.5, 10.6, 10.7, 12.1, 12.4, 13.7, 13.8, and 14.1. For each of these standards, the institution explained how it had appropriate standards and policies using the narrative from each of the standards.

14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.") *(Representation to other agencies)*

Compliance Status: Compliant

Narrative

The University of Memphis represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions.

The University of Memphis (UoM) seeks and holds accreditation with several accrediting agencies recognized by the U.S. Department of Education (USDOE) including: American Bar Association[1] [[2] static link],[2] Council of the Section of Legal Education and Admissions to the Bar[1]; Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics[3] [static link][4] ; American Psychological Association, Commission on Accreditation[5]; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology[6]; Commission on Collegiate Nursing Education[7]; Council on Education for Public Health

[8] [static link][9]; National Association of Schools of Art and Design[10] [static link][11], Commission on Accreditation; National Association of Schools of Music[12] [static link][13], Commission on Accreditation; National Association of Schools of Theatre[14] [static link][15], Commission on Accreditation. The UofM is in good standing with all of the U.S. Department of Education accrediting agencies that it seeks accreditation with and has not been put on sanction. The university tracks the accreditation cycles of all of the programs/departments that seek and hold accreditation with a USDOE recognized accreditor[16] as part of the accreditation tracking of all of its programs/departments[17].

In compiling documentation for 14.4, the UofM pulled the self-study documents for all of the USDOE accrediting agencies to display the type of information that is communicated by each academic program/department to the accrediting agency. A chart[18] is provided that shows how each academic program/department communicated information such as institutional summary; institutional or program mission/vision/values; governance; programs, degrees, diplomas, certificates; personnel; and finances. Since each agency requires information specific to the academic program/department being accredited, the response in the self-study reflects this specificity. Therefore, in November 2020, the UofM President communicated to each USDOE recognized accrediting agency important information that described the university's status with its institutional accreditor; description of the institution; governance; mission, vision, and values; its colleges and schools; finances; academic programs; its fall 2020 enrollment; the number of employees; tuition rates; and links to student rights with FERPA, student achievement data, institutional effectiveness information, and the SACSCOC institutional profile. Letters to each of the USDOE accrediting agencies are included below.

American Bar Association, Council of the Section of Legal Education and Admissions to the Bar[19]
Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics[20]
American Psychological Association, Commission on Accreditation[21]
American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology[22]
Commission on Collegiate Nursing Education[23]
Council on Education for Public Health[24]
National Association of Schools of Art and Design, Commission on Accreditation[25]
National Association of Schools of Music, Commission on Accreditation[26]
National Association of Schools of Theatre, Commission on Accreditation[27]

Finally, the University of Memphis has not had any change in its accreditation status and is not on public sanction.

Conclusion:

The University of Memphis represents itself accurately to U.S. Department of Education recognized accrediting agencies with which it holds accreditation. Sample documentation included references to each of the accrediting agencies that shows the accreditation status of the university, a chart that shows the dates and accreditation status with each of the agencies, and a master list of all academic programs that are accredited. Additionally, a chart was provided that showed how each academic program or agency communicated with the specific accrediting agency. Since the charts reflects the specificity required at the program or department level, a letter from the President to each accrediting body was provided to show how the university represents itself. This letter explains the institution's status with its institutional accreditor (SACSCOC); description of the institution; governance; mission, vision, and values; the colleges and schools; finances; academic programs; fall 2020 enrollment; employee information; links to current tuition rates; FERPA information; institutional effectiveness information, and a link to the SACSCOC institutional profile. The University has not had any changes to its accreditation status or imposition of sanctions.

Evidence

[1]   ABA Approved Law Schools
[2]   ABA Approved Law Schools screenshot

[3] ACEND Accreditation Directory

[4] ACEND Accreditation Directory screenshot

[5] 2019 DOCTORAL APA Accredited Doctoral Programs_FINAL

[6] CAA-Accredited-Programs

[7] rptAccreditedPrograms_New.asp

[8] CEPH Accredited

[9] CEPH Accredited screenshot

[10] NASAD Accredited

[11] NASAD Accredited screenshot

[12] NASM Accredited

[13] NASM Accredited screenshot

[14] NAST Accredited

[15] NAST Accredited screenshot

[16] USDOE Accreditors

[17] Program Accreditation Template

[18] Chart of Self-Study Information

[19] American Bar Association

[20] Accreditation Council for Education in Nutrition & Dietetics

[21] American Psychological Association

[22] The Council on Academic Accreditation in Audiology & Speech-Language Pathology American Speech-Language-Hearing Association

[23] Commission on Collegiate Nursing Education

[24] Council on Education for Public Health

[25] National Association of Schools of Art & Design

[26] National Association of Schools of Music

[27] National Association of Schools of Theatre