<table>
<thead>
<tr>
<th>Committee - Voting Members</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Ladrica Menson-Furr (CAS)</td>
<td>Lisa Mendell (CSD)</td>
<td>✓ Joy Hoffman (NURS)</td>
</tr>
<tr>
<td>✓ Denis Grélé (CAS)</td>
<td>✓ Nichelle Robinson (COE)</td>
<td>✓ Candace McGowen (NURS)</td>
</tr>
<tr>
<td>✓ Melissa Hirschi (CAS)</td>
<td>Sandra Cooley-Nichols (COE)</td>
<td>✓ Joanne Gikas (CPLS)</td>
</tr>
<tr>
<td>✓ Andrew Mickelson (CAS)</td>
<td>✓ Russell Deaton (HERFF)</td>
<td>✓ Lorraine Meiners-Lovel (CPLS)</td>
</tr>
<tr>
<td>✓ Kurt Kraiger (FCBE)</td>
<td>✓ Claudio Meier (HERFF)</td>
<td>✓ Debra Bartelli (SPH)</td>
</tr>
<tr>
<td>✓ Peter McMickle (FCBE)</td>
<td>✓ Larry Weiss (CHS)</td>
<td>✓ Jennifer Turchi (PUBH)</td>
</tr>
<tr>
<td>✓ Kelly Mollica (FCBE)</td>
<td>✓ Melissa Puppa (CHS)</td>
<td>✓ Alistair Windsor (Faculty Senate)</td>
</tr>
<tr>
<td>✓ Jenna Thompson (CCFA)</td>
<td>✓ Brandt Pence (CHS)</td>
<td></td>
</tr>
<tr>
<td>✓ Sonin Lee (CCFA)</td>
<td>✓ Michael Hutchison (KWS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christina Moss (CCFA)</td>
<td>Carol Silkes (HPRM)</td>
</tr>
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<table>
<thead>
<tr>
<th>Committee - Non-Voting Members</th>
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</thead>
<tbody>
<tr>
<td>✓ Carol Danehower (Chair)</td>
<td>✓ Karen Weddle-West (SAS)</td>
<td>✓ Sofiya Dahman (Library)</td>
</tr>
<tr>
<td>Alletha Davis (Registrar)</td>
<td>✓ Dale Williams (ACC)</td>
<td>✓ Stormey Warren (CAS)</td>
</tr>
<tr>
<td>✓ Darla Keel (Registrar)</td>
<td>✓ Kathy Walker (AAN)</td>
<td></td>
</tr>
<tr>
<td>✓ Keri Kerr (Registrar)</td>
<td>✓ Sean Holden (OIR)</td>
<td></td>
</tr>
<tr>
<td>✓ Victoria Tardugno (Registrar)</td>
<td>✓ Atlantica Smith (SGA - Student Rep)</td>
<td></td>
</tr>
<tr>
<td>✓ Trent Harper (ASL)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Guests</th>
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<tbody>
<tr>
<td>✓ Tyler Stegall (BlueOval SK)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Fernanda West (CAAS)</td>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
I. Call to Order — Carol Danehower, Chair
   • Meeting called to order at 1:01 p.m.

II. Old Business — Approval of Meeting Minutes
   • Votes on January, February, March UUC Meeting Minutes
     i. All three months of minutes moved and seconded for approval.

III. New Business — No new business

IV. Information for Consideration for Future Curriculum Directions
   • Transfer Policy Clarification and Review — Darla Keel
   • Systematic examination of CIP codes for accuracy and scrutiny for STEM designation (reminder—APM proposal to THEC if wanting change of CIP code) — Carol
   • BlueOval City/BlueOval SK/Ford in Stanton, TN. (Haywood County, near Brownsville) intro from Tyler Stegall, Talent Acquisitions Manager, BlueOval SK
   • Strategic Plan — please help your departments keep curriculum review/revisions in mind as you work toward your College/School plan deadlines

V. Updates/Announcements/Reminders
   **Carol update on THEC Convening in March
   **Next meeting May 12, 1:00PM:
     • Vote on proposal from Scheidt School of Music (APM consolidating BM Music, Commercial Music Performance and BPS, Music and Entertainment into BA Music)

VI. Adjourn
   • Move to adjourn seconded and passed. The meeting adjourned at 2:17 PM.
POWERING INNOVATION
ELECTRIFYING FUTURES
3D FLY THROUGH OF BLUE OVAL CITY: TENNESSEE
Our Mission

Building safe, reliable EV batteries with exclusive technology to create a sustainable planet for the future
Our Vision

Electrify the Future of Mobility
In July 2022, BlueOval SK was founded as a Joint Venture between Ford Motor Company and SK Innovation.

**Ford Motor Company** is an American multinational automobile manufacturer founded in 1903. The company sells automobiles and commercial vehicles under the Ford brand, and luxury cars under its Lincoln luxury brand.

**SK On** is helping build a new generation of mobility that will create cleaner, more convenient forms of transportation. With its innovative battery technologies, SK On is already a linchpin in the revolution towards widespread adoption of Electric Vehicles (EVs).

BlueOval SK will reimagine how electric vehicles and batteries are designed and built at two mega manufacturing campuses in Kentucky and Tennessee. Together, we will pave the way in the Electric Vehicle revolution.
BlueOval SK will reimagine how electric vehicles and batteries are designed and built at two mega manufacturing campuses in Kentucky and Tennessee. Together, we will pave the way in the Electric Vehicle revolution.
Scan This Code

Sign up for our monthly newsletter!

• Career Opportunities
• Facility Updates
• Community Events
• Meet the Team
• And more!
POWERING INNOVATION
ELECTRIFYING FUTURES
BlueOval SK
New Academic Programs Convening
Welcome

Julie A. Roberts
Chief Academic Officer
Tennessee Higher Education Commission
Goals for Today!

• Start a statewide conversation around program development
• Provide resources for new academic program proposals
• Hear from campus partners about best practices
• Engage participants in meaningful discussion
• Elicit feedback to help inform and advance the work of the Academic Affairs team
• Build community and share resources
Agenda

• Introduction to the Academic Affairs Team
• Overview of New Academic Programs Process
• Resources for workforce alignment for feasibility studies
• Discussion of importance of strategic alignment and programs
• Keynote presentation – innovative academic programming
• Best practices panel from campus partners
• Feedback session
Academic Affairs Programs Team

Dr. Katherine Brackett
Director of Academic Affairs
- Academic Programs
- General Education
- Academic Program Inventory

Anjelica (AJ) Jones
Director of Academic Affairs
- Academic Programs
- TN Accreditation Network
- Off-Campus Approval

Dr. Ryan Korstange
Director of Academic Affairs
- Academic Programs
- Textbook Affordability
- Contract Management
Academic Affairs Team

**Gregg Crawford**  
*Director of Veterans Transition & Outreach*  
- VETS Campus Designation  
- Veteran Reconnect Grants  
- Service Member Opportunity Portal & Veteran PLA

**Dr. Tracy Comer**  
*Director of Articulation & Transfer*  
- Articulation and Transfer Initiatives  
- Reverse Transfer  
- TN Transfer Pathways  
- Technical TN Transfer Pathways

**Mitch Currey**  
*Senior Director of Workforce & Economic Development*  
- Coordination of Economic Development Strategies in Higher Education  
- Alignment of Career & Technical Education (CTE) across sectors  
- Workforce Development Grants

**Maya Robinson**  
*Academic Affairs Coordinator*  
- Academic Common Market  
- Administrative Support
Academic Affairs Team Focus

- Improve processes and update systems
- Convene stakeholders around various topics
- Provide resources to institutional partners
- Partner with campuses to develop and implement statewide priorities and initiatives
Improve Processes and Update Systems

- Academic policy revisions
- Electronic submissions and tracking
- New Academic Program Inventory – coming in 2023!
- Future updates to Off-Campus and Academic Common Market Portals
- Website refresh – coming soon
Convene Stakeholders

- Tennessee Accreditation Network
- Open Education Week
- Textbook Affordability Working Group
- Transfer Convenings – TACRAO meeting Fall 2023
- Veteran Reconnect Conference focused on Prior Learning Assessment (PLA) – Fall 2023
- Discussion of program modality definitions in collaboration with UT, Chattanooga
Provide Resources

• Quarterly program trainings
• Tennessee Open Education Hub – *in partnership with the Tennessee Board of Regents*
• Veteran Campaign – in development
• Tennessee Transfer Pathway website
• Workforce Development Grants
Partner with Campuses on Statewide Priorities & Initiatives

- Engage stakeholders in policy reviews to create efficiencies while maintaining quality
- Tennessee Transfer Pathway Curriculum Reviews – *in partnership with TBR and UT System*
- VETS Campus designation
- Led a statewide team to develop Quality Non-Degree Credential definition
- Facilitate workforce discussions
Academic Program Policy Changes/Resources

• THEC Policy A1.0 – New Academic Programs: Approval Process
  • Substantial revision in July 2022
  • Minor revision in January 2023
  • Updated checklists online

• THEC Policy A1.1 – Academic Program Modifications
  • Policy revision July 2022

• THEC Policy A1.3 – New Academic Units
  • Policy revision January 2023
Overview: New Academic Program Process

1. Letter of Notification
   - Public Comment – 15 days
   - Overview
   - Background
   - Feasibility
   - Projections
   - Costs
   - Revenues

2. New Academic Program Proposal
   - Revised Letter of Notification
   - Timeline
   - Curriculum
   - Students
   - Resources

3. External Review
   - Reviewer Selection
   - Site Visit
   - Reviewer Report
   - Institutional Response

4. Board Approval
   - University Board of Trustees
     - or -
     - System Board of Trustees*

5. Commission Action
   - Campus presentation at quarterly Commission meeting

* Note: institutional policies on required approval differ, all proposals are subject to local board policies.
Resources for Workforce Alignment & Feasibility Studies

Dr. Amy Moreland
Assistant Vice Chancellor of Policy and Strategy
Tennessee Board of Regents

Paige Elliott
Director of Research and Strategy
Tennessee Higher Education Commission
Data Resources for Workforce Alignment

1. TBR Data Resources
2. TN Education & Workforce Maps
3. Other Resources for State & Regional Data
A recent essay from the Community College Research Center said:

“To build back enrollment over the longer term, colleges must not only take steps to make it easier to attend college but also reevaluate their programmatic offerings to ensure that all programs lead to outcomes that make them worth the investment of time and money by students and their families... Colleges will also need to look at the curriculum and pedagogy of their programs and ensure that they are aligned with the requirements for good jobs in their areas.”

(Jenkins & Fink, 2021)
TBR’s Interactive Data Tools

- Dashboards about enrollment & success trends
- Tools about the pipeline from high school to college
- The TN Education & Workforce Maps
The TBR College System of Tennessee Data Dashboard provides interactive and visual information on various student data.

Community College - Data Dashboards

The data dashboards allow exploration of the community colleges within the TBR System by topic.

General Enrollment
- General Enrollment Trends
- General Enrollment by Program
- Enrollment by Status and Demographics

Enrollment by Student Types
- Dual Enrollment
- Lottery Student Enrollment
- Low Income
- Adult Learner (25+)
- Military-Affiliated Students

Student Success
- Student Retention
- Student Graduation Rates

Awards
- Award Trends
- Awards by Program
- Awards by Demographics
- Warranty Program

TBR Data Resources
**TN Education & Workforce Maps**

The TN Education & Workforce Maps connect information about higher education and job projections across the state.

- Click on [Access Higher Education Maps](#) to explore the need and demand for higher education down to the census tract.
- Use the [TN Workforce Maps](#) to explore the job outlook in five high-demand fields.

[Users Guide to the TN Education and Workforce Maps](#) | [Statewide Drive Time Maps](#)

---

**TN Higher Education Maps**

![Map showing higher education distribution in Tennessee](#)

**TN Workforce Maps**

What is the job outlook for graduates of selected programs in each region?

Click on each icon for more detailed information and maps about specific academic programs and related jobs.

- Business
- Healthcare
- Information Technology
- Transportation
- Manufacturing

[ACCESS HIGHER EDUCATION MAPS](#) | [TN Workforce Maps](#)
What kind of questions can be answered with these maps?

- Which regions of Tennessee have the highest need or demand for additional higher education credentials?
- What is the statewide job outlook for graduates of selected programs?
- What is the job outlook for graduates of selected programs in my region?
The TN Education & Workforce Maps draw from two publicly-available data sources.

1. **DEMOGRAPHIC DATA** about the Need and Demand for Higher Education

2. **LABOR MARKET DATA** about Graduates and Jobs
First, we examined demographic data for each Census-tract in Tennessee.
Which parts of Tennessee have the most need for additional higher education credentials?

This map shows the estimated need of every census tract in the state, based on existing educational attainment levels, poverty and unemployment rates, access to an existing TBR community college or Tennessee College of Applied Technology (TCAT) campus (based on driving distance and the number of degree programs offered at each campus), and the proportion of the population already enrolled at a TBR campus. Data come from the U.S. Census and TBR.

Need for Higher Education by Census Tract

- High Need
- Moderate Need
- Low Need
- None
Need & Demand for Higher Education

Which parts of Tennessee have the most need for additional higher education credentials?

This map shows the estimated need of every census tract in the state, based on existing educational attainment levels, poverty and unemployment rates, access to an existing TCC community college or Tennessee College of Applied Technology (TCAT) campus, driving distance and the number of degree programs offered at each institution, and the proportion of the population already enrolled at a TCC campus. Data sourced from the U.S. Census and TCC.
Second, we examined labor market data on job outlooks at the regional level.
The TN Education & Workforce Maps focus on five career fields.
What information is available about jobs?

What is the demand for workers?
In this region, what is the level of demand for workers trained in this field?
Is the demand high, medium, or low?

What's the long-term job outlook?
How many annual job openings are available each year?
What's the projected growth rate?

How does the demand compare to the supply?
What's the projected ratio of graduates in this field compared to jobs available in this field?
Challenges in Connecting Jobs to Programs and Graduates

- Some fields include jobs that **don’t require college degrees**, like manufacturing.
- Some fields include jobs that have **flexibility in degree requirements**, like IT.
- Some programs prepare students for jobs in **multiple fields**, like business.
What is the job outlook for graduates of selected programs in each region? Click on each icon for more detailed information and maps about specific academic programs and related jobs.

- Business
- Healthcare
- Information Technology
- Transportation
- Manufacturing

Access Higher Education Maps
Job Outlook in Business
Nursing (RN)

This map shows the outlook for Registered Nurses (RN) jobs, as well as all colleges that currently offer RN programs. A ratio of graduates to jobs above 1.0 indicates that there are more graduates with RN degrees in that region than RN jobs in that region.

Nursing Assistants and Home Health

Practical Nurse (LPN)

Job Outlook in Health Care
What are the potential limitations and challenges?

Students follow jobs outside of regional boundaries.

The work is ongoing to keep the data up-to-date and relevant.

These tools are a great place to begin, but data should be supplemented with regional workforce knowledge.
Bureau of Labor Statistics
for cross-state data or emerging job trends

Specialized State Resources
From TN ECD or the UT Institute of Agriculture

Supply and Demand Report
THEC, TDLWD, TNECD, and TDOE

Other Data Resources
TBR Data Resources

Email
Amy.Moreland@tbr.edu

Visit
tbr.edu/data

Scan here or visit tbr.edu/data to view TBR Data & Research.
Resources for Workforce Alignment and Feasibility Studies

Improving the Pipeline for TN's Workforce: Academic Supply for Occupational Demand Report
Purpose and Partnership

• Public Chapter 183 (2021)

• Second Joint Report
  • 14 Career Clusters
  • In-Demand Occupations
  • Aligned Academic Programs (apprenticeships, too)

• Four State Agency Partners
Report Use

• Identifies in-demand occupations statewide and within each local workforce development area (LWDA) or region
• Aligns academic programs matching skills and knowledge attained in an academic program to the skills and knowledge required for success in the occupation
• This report connects occupations to academic programs and apprenticeships but is not a gap analysis. This report captures one component of workforce supply, recent degree completers. Future reports will seek to improve the comprehensiveness of Tennessee’s supply for in-demand occupations.
In-Demand Occupations
In-Demand Jobs: Methodology

- Evaluate all 750+ occupations in the Standard Occupation Code (SOC) System
- Measure postings, openings, and hires for an occupation relative to total number of people employed in the occupation.
  - Unique job postings (2021)
  - Hires (2021)
  - Projected annual job openings over the next 10 years (2018-2028)
- An occupation is considered “in demand” when at least 2 of these indicators of demand are above the median relative to other occupations within the region
- Thresholds
  - Wage: Median wage is at least 80% of the median wage for the region
  - Size: Occupation employs at least 0.04% of the region's total employment

Note: In-demand jobs cross all educational requirement levels. Aligned academic programs will be presented next.
Regions

- Evaluation conducted at the statewide level and for each local workforce development area (LWDA)
- Report identifies number of regions where an occupation is in-demand
- View data for each region using the dashboard or data file
## IT Jobs: All Regions

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Description</th>
<th>Tennessee</th>
<th>Greater Memphis</th>
<th>Northwest</th>
<th>Southwest</th>
<th>Northern Middle</th>
<th>Southern Middle</th>
<th>Upper Cumberland</th>
<th>East</th>
<th>Southeast</th>
<th>Northeast</th>
<th>Total Number of Regions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1211</td>
<td>Computer Systems Analysts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>15-1212</td>
<td>Information Security Analysts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>15-1231</td>
<td>Computer Network Support Specialists</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td></td>
<td>1</td>
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<tr>
<td>15-1232</td>
<td>Computer User Support Specialists</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>15-1241</td>
<td>Computer Network Architects</td>
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<td>Database Administrators</td>
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<td>15-1244</td>
<td>Network and Computer Systems Administrators</td>
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<td>X</td>
<td>X</td>
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<td>15-1252</td>
<td>Software Developers</td>
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<tr>
<td>15-1253</td>
<td>Software Quality Assurance Analysts and Testers</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>15-1254</td>
<td>Web Developers</td>
<td>X</td>
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<td>15-2031</td>
<td>Computer Occupations, All Other</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</tr>
</tbody>
</table>

*Excludes Statewide Demand in Total Count
Dashboard of In-Demand Jobs

• Filter in-demand jobs by....
  • Region
  • Target industry sector
  • Major occupational group

• Wages (entry-level, median, experienced)

• Projected annual openings, postings, hires

• Low concentration relative to national average
Aligned Academic Programs
Aligned Academic Programs

• Training programs that prepare students for careers in an in-demand occupation

• Data from the P20 Connect Statewide Longitudinal System

• Postsecondary completers for the 2020-21 academic year are linked to occupations by their program of study through Classification of Instructional Program (CIP) codes
Connecting In-Demand Occupations to Aligned Academic Programs

CIP Code (Program) ➔ SOC Code (Occupation)
<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Program Title</th>
<th>Education Award Level</th>
<th>Number of Grads</th>
<th>% Employed in TN</th>
<th>Estimated First Year Annual Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1002</td>
<td>System, Networking, and LAN/WAN Management/Manager.</td>
<td>C &lt; 1 YR</td>
<td>34</td>
<td>41%</td>
<td>$37,244</td>
</tr>
<tr>
<td>11.1002</td>
<td>System, Networking, and LAN/WAN Management/Manager.</td>
<td>C 1-2 YR</td>
<td>84</td>
<td>64%</td>
<td>$33,937</td>
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<tr>
<td>11.1003</td>
<td>Computer and Information Systems Security/Auditing/Information Assurance.</td>
<td>C &lt; 1 YR</td>
<td>30</td>
<td>73%</td>
<td>$46,154</td>
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<tr>
<td>11.1003</td>
<td>Computer and Information Systems Security/Auditing/Information Assurance.</td>
<td>C 1-2 YR</td>
<td>12</td>
<td>67%</td>
<td>$34,912</td>
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<tr>
<td>11.1003</td>
<td>Computer and Information Systems Security/Auditing/Information Assurance.</td>
<td>BA</td>
<td>*</td>
<td>33%</td>
<td>*</td>
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<tr>
<td>11.1006</td>
<td>Computer Support Specialist.</td>
<td>C &lt; 1 YR</td>
<td>280</td>
<td>41%</td>
<td>$20,910</td>
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<tr>
<td>11.1006</td>
<td>Computer Support Specialist.</td>
<td>C 1-2 YR</td>
<td>244</td>
<td>47%</td>
<td>$32,280</td>
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<tr>
<td>11.1005</td>
<td>Information Technology Project Management.</td>
<td>CPBA</td>
<td>18</td>
<td>33%</td>
<td>$71,195</td>
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<tr>
<td>11.1099</td>
<td>Computer/Information Technology Services Administration and Management, Other.</td>
<td>MA</td>
<td>*</td>
<td>0%</td>
<td>*</td>
</tr>
</tbody>
</table>
What Next? Data Application

• Analyze in-demand jobs for your region and/or industry
  • Does this resonate with your knowledge of the local market and company requirements?

• For in-demand jobs, collaborate with education & workforce training stakeholders to explore academic supply
  • Identify gaps in educational programming
  • Develop, expand, and modify programs or introduce concentrations

• Consider industry partnership opportunities

• What additional pathways to in-demand careers could be developed/expanded?
  • Industry Certifications
  • Early Postsecondary Opportunities
  • Work Based Learning
    • Awareness and Exploration (e.g., career fairs, industry tours, etc.)
    • Preparation and Training (e.g., Apprenticeships, clinical experiences, etc.)
Additional Resources

• Academic Supply for Occupational Demand Report – Scan the QR code below.
  • Data Download
  • In-Demand Occupations Dashboard
  • Academic Supply Dashboard
• Jobs4TN.gov
  • Labor Market Information
  • Menu
  • Data Trends
  • Advertised Jobs Data
  • Jobs Data by Occupation
  • Job Openings by Occupation
Questions?

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Wrap-Up and Feedback