



**2018 Herbert College of Agriculture: 5-year Review**

**Review Team Report  
November 21<sup>st</sup>, 2018**

## **Herbert College 5-yr Review Team Members**

### **Dr. Jean Bertrand**

Associate Dean of Undergraduate Studies  
College of Agriculture, Forestry and Life Sciences  
Clemson University  
101 Barre Hall  
Clemson, SC 29634

### **Dr. Cynda Clary**

Associate Dean, CASNR  
Oklahoma State University  
136 Agricultural Hall  
Stillwater, OK 74078

### **Dr. Leslie D. Edgar**

Professor and Department Head  
Agricultural Leadership, Education, and Communication  
University of Georgia  
142A Four Towers  
Athens, GA 30602

### **Dr. Bill Klingeman**

Department of Plant Sciences  
252 Ellington Plant Sciences Bldg.  
University of Tennessee

### **Dr. Lane Morris**

Associate Dean & Ergen Professor of Business  
Haslam College of Business  
459 James Haslam Building  
University of Tennessee

### **Dr. DeWayne Shoemaker**

Professor and Department Head  
Department of Entomology and Plant Pathology  
371 Plant Biotechnology Bldg.  
University of Tennessee

## Herbert College of Agriculture: 5-year review

The review team convened October 16-17, 2018 at UTIA to conduct formal review of Herbert College of Agriculture. The team met with various groups and stakeholders, including faculty, directors, department heads, executive and advisory councils, students, staff, faculty, and Provost Manderscheid. A primary goal of these meetings was to obtain diverse, broad feedback regarding opinions and perceptions of the Herbert College of Agriculture. Discussions primarily focused on perceived strengths and weaknesses of the College, and areas that represented potential challenges or opportunities for the College. The discussions did not focus specifically on Dean Beyl, yet most groups did provide feedback regarding their opinions and perceptions of the Dean of the College. The comments regarding Dr. Beyl were overwhelmingly positive and it is clear she is a highly valued, respected, and admired leader across the UTIA and UTK campuses.

### Strengths:

- Widely held cross-campus admiration and support at Dean level for Dr. Beyl's leadership:
  - Strong data-oriented approach.
  - Brings ideas to the table that are adopted by UTK Dean peers.
  - Recent large endowment and naming of College.
  - Student-centered philosophy.
- College support for activities related to teaching, student development, and recruitment.
  - Four new professional advisors funded by campus through the Advising 2020 initiative. Securing these advisors is appreciated by faculty and staff.
  - Strong scholarship program.
  - Increased number of students obtaining international experiences.
  - Student engagement is high from recruitment to alumni.
  - Experiential learning opportunities are offered (i.e., international experiences, undergraduate research, internships, and coursework).
  - College Honors Program.
  - Student-led professional organizations.
- Efficient and effective use of limited resources.
  - 35 FTEs total, for 1400+ UGs and +250 graduate students.
- The Dean has established a holistic recruiting model that will be continued and reviewed periodically. Multiple approaches have resulted in significant enrollment growth.
  - Ag Ambassador program is very effective.
  - Personalized approach involving peers (e.g., hand written notes, effective campus visits).
- Culture and connections among those within the College and UTIA; feeling of a family atmosphere.
  - Both undergraduate and graduate students.
  - Positive attitude among Dean's office staff; enthusiastic about working in Herbert College.
  - High morale and cautious optimism among Department Heads and faculty.
  - Faculty are all working to achieve the three-pronged mission (teaching, research, Extension) of UTIA.

- Dr. Beyl and Herbert College staff have a student-centered mindset and it is evident. They all work for the good of students. There is a clear sense of service and empathy.
- The Dean will develop a new strategic plan that is aligned with UTIA strategic plan and that uses feedback from this review. It will be important to set realistic and goals (i.e. 20% participation in research, 30% participation in study abroad), and to use internal assessments to determine if goal levels are appropriate for the college.

**Weaknesses:** We identified twelve areas (listed below) to review critically for improving the College. These are arranged by topic and not necessarily by priority. We recognize some of the suggestions are outside the control of the College, and we highlight opportunities for working with others, where possible, to advance the College. The College already has made significant strides in most of these areas, especially since the last review, and our recommendations largely should be viewed as ways to further improve College efforts in these areas.

- 1-budget
- 2-faculty teaching efforts
- 3-student advising and retention
- 4-student placement and success (as alumni)
- 5-UG research
- 6-graduate education
- 7-diversity among students, staff, faculty, and administration
- 8-advancement/M&C
- 9-collaboration across mission areas
- 10-legacy and perceptions
- 11-collaboration with UTK
- 12-transportation

**1) Lack of adequate budget.** Two percent operating budget is not sustainable. A major challenge will be to secure new resources to allow the College to address short term needs, as well as develop a financial plan that accommodates the College's growth projections for the next 5-10 years. A formal tabulation of teaching FTE actually occurring is needed.

Recommendations and action items needed:

- Develop creative/innovative entrepreneurial models for revenue generation.
  - online programs.
  - certificates.
  - summer courses.
    - Explore means by which 12-month faculty can generate dollars through summer course development.
  - General Education course development.
- Enrollment growth should be strategic, particularly if incentivized, which currently it is not.
- Look for strategic and creative ways to build partnerships for graduate student assistantships -- industry partners, Extension, AgResearch.
- Formulate plan to develop a funding pool for international student experiences (including industry and donor sponsorship opportunities).

- Revise F&A return model - F&A from teaching grants should be returned to the College.
- The UTK Provost Office currently assesses an across-the-board 10% tax on vacated positions (i.e., due to faculty retirements, faculty turnover). This model imposes a heavier tax burden for colleges like HCA with limited discretionary funds -- consider modifying this model.

**2) Assigned and actual faculty teaching efforts do not align consistently.** Faculty teaching efforts often do not align well with assigned teaching appointments and UT expectations, and in most cases appear to be characterized by an excess of teaching or teaching related activities. Novel and strategic steps need to be taken to increase teaching FTE across the College and realign teaching percentages with actual teaching load. Two themes from independent program reviews within the College are the need for more faculty, especially those with teaching FTE, and the need for a firm commitment to the graduate student programs, especially in terms of funding.

Recommendations and action items needed:

- At the university level, re-examine the historical budgetary model of funding distributed to the College.
- HCA has grown considerably in recent years, with no concomitant increase in funding. A historical 2010-2012 data source should be used as the baseline enrollment, and not current enrollment, if considering an RCM model for funding to HCA and other colleges.
- Complete curriculum audit by department. Set minimum numbers for concentrations and courses. Also, continue to exercise caution by maintaining instructional depth and not leave concentrations “one-person-deep” in teaching.
- The College has 10 undergraduate majors and 35 concentrations. A market assessment to determine objectively whether there is a need for so many concentrations is warranted and whether sufficient faculty are available to teach classes. Specifically, with regard to sustaining departmental teaching efforts, determine whether departmental strategic hiring needs to align with Herbert College or Institute strategic hiring plans. Develop plans to determine proportion of new faculty hires that will include a teaching component in support of departmental discipline-specific teaching needs.
- Develop a curriculum map for each department’s undergraduate and graduate programs. The curriculum map looks at the student learning outcomes tied to each degree program and then matches courses to each outcome identifying if the course introduced the learning outcome, reinforced it, or showed mastery. These tools can help frame a more objective discussion of the curriculum and guide a department to the changes needed to strengthen its programs. Results also provide documentation for prioritized faculty position requests.
- Consider rearranging Student Credit Hour Production (CHP) figures (departmental) and sort by percentage faculty FTE in HCA as well as actual classroom hours delivered (currently is alphabetical). Calculate actual FTEs expended in teaching by all UTIA Faculty (versus the 35 FTEs budgeted to teach).
- An assessment of the actual number of FTEs being used for teaching should take place. If more than 35 FTEs are being used for teaching, adjustments need to be made.
  - The first approach should be to try to secure additional teaching FTEs from the University.
  - If additional FTEs are not captured, there should be an analysis of courses to find courses that could be eliminated.
    - Courses that are not required in any curriculum.

- Under enrolled courses.
  - Courses that are taught every semester that could only be taught once per academic year.
  - This information should transparently be shared with the Dean of Research and the Dean of Extension. There is tension across the units over this issue so transparency is needed.
- Work with Provost and THEC to develop a model whereby different programs can share MS and PhD credit. There are some missed opportunities here for collaborations between units that could strengthen graduate programs across the College.
- Review whether “Teaching Workload Algorithm” really is best way to capture effort. Assess whether department heads and faculty understand and believe this algorithm, and its embedded calculators, capture the accuracy of what the faculty are tasked and committed to doing with regard to teaching. Identify underlying limitations/pressures imposed in 2011 upon the algorithm’s creation that are implicit in how the model was constructed and implemented. Exercise caution against totally relying on an algorithm for teaching workload. It can be a guide to see if workload is within an acceptable range given the budget split and it provides an initial step to examine “workload fairness” across different disciplines. However, the instructional side is the only area where we piecemeal out percentage of time on activities. It is not common to see this on extension or research activities.
- To most accurately capture faculty FTE CHPs, the accounting should follow the instructor/faculty member, rather than being tallied by the departmental acronyms. This is particularly critical for intercollegiate and interdepartmental (cross-listed) courses. If an accounting path cannot be achieved, HCA should strive to integrate faculty FTE contributions to interdepartmental and intercollegiate programs within future presentations of documented teaching effort.
- It may be more viable to consider hiring instructors/senior instructors (non-tenure track) to teach key some courses (follow the UTK model).
- Enrollment growth should be strategic, and there needs to be ways to incentivize growth.

**3) Student advising and retention.** The College recently started a hybrid **advising** model. Caution and concerns were noted regarding student and success advisor interactions. Strive to maintain the historic strength of relationships between faculty and undergraduate students. It is too early to know whether the new model will be more efficient and effective in building on existing College strengths. However, the model does have the advantage of reducing faculty effort on advising, and at the same time provide consistency in advising to students. Addition of four professional advisors is an asset, given that these personnel afford faculty advisors more time to become effectively involved with career mentoring to advisees (rather than managing administrative minutiae). However, the professional advisor support is not an automatic strength, just as faculty advising is not an automatic strength. For example, advising loads of 300 students per professional advisor, while recommended by the National Academic Advising Association, are challenging. It is important to have time to discuss current academic performance and to determine if a student’s current degree plan is still the appropriate direction. It is also important to ensure that the in-progress professional advisor style model will support the student-centered reputation of the college. **Retention** rates are relatively higher than other colleges, but still could be improved. Six-year graduation rates have increased in recent years, but retention does vary considerably among units within the College and are consistently low within FWF. Consider steps that can be taken to determine what these numbers actually mean or how reliable they are.

Recommendations and action items needed:

- Consider plans to make similar advising resources available to the other departments that have UG coursework.
- Advising of “plan B” for pre-vet concentration students should be a focus. In looking at the department retention rates, having options that engage pre-vet students in the plan B discussion early on may help with improving retention and graduation of this large set of students.
- Make efforts to establish connections between effective advising and successful student retention. For example, track student outcomes per professional advisors and faculty mentors, while also ensuring faculty mentors are being assigned to students. The match and rapport built between students and their advisors or faculty is central to HCA’s overall retention efforts.
- Consider retention changes based on a better understanding of the students leaving college and UT (e.g., Pell eligible, first generation, in-state vs out-of-state, URM). Benchmark with other colleges and implement strategies to manage possible downward 5-year trend.
- Assess first generation, Pell eligible, and geographical location spread of current students and seek trends to integrate recruitment and retention strategies.
- Several different UG applicant grade/ACT score exceptions have been made specifically for HCA students that differ from those employed by UTK. Determine whether students seeking or benefitting from an exception (specific CASNR/Herbert College recruiting effort) have increased as well as whether these students been successfully retained.

**4) Student placement and success (as alumni).** Determine (identify feedback loop mechanisms used to assess) if undergraduate and graduate students are receiving the training and knowledge that is in most demand by stakeholders associated with agriculture-related career fields. Examine how is this done at peer institutions. Along these lines, opportunities are available to invite alumni to share their expertise as “invited/short-term course contributors.” If such a program were launched, where would these visiting faculty/professionals be housed if such a program could be enabled?

Recommendations and action items needed:

- Develop opportunities to bring key alumni (e.g., industry leaders and researchers, postdoctoral researchers, faculty and teachers at peer programs) in as “invited/short-term course contributors”, and consider ways that these include a collaborative research component. Also consider a peer-institution/international faculty exchange program (‘likened to a sabbatical program’).
- Showcase [departmental] internship experiences and provide greater tie-ins to potential hiring/employers (both UG and graduate). Student ‘testimonials’ potentially could assist in UG recruiting to the College programs.
- Develop and present reports and stories at UT Ag on-the-hill (in Nashville) regarding what TN graduate students and alumni contribute to the state. Capture of these data is important to convey “relevance” marketing to our Legislators.
- STEM fields and career path options are extremely broad and opportunities flexible. Determine whether the diversity of concentration options provided to students is a valuable way to differentiate our students from those at peer institutions that cannot showcase their concentration (and minor) skill-sets. Feedback from alumni and

stakeholders regarding their perception of concentration identity can inform the College of the importance of these concentrations.

- Develop ways to articulate to students the ‘value’ of a minor outside of the focal major discipline, if one exists.

#### **5) Undergraduate research is not strongly encouraged or incentivized to research and extension faculty.**

- Money to support the research materials associated with UG research projects is lacking.
- Previous AgResearch dean did not recognize UG research as being important to the College and UTIA missions.

#### Recommendations and action items needed:

- Seek developmental/donor funding support in HCA that can be used for competitive distribution to faculty-sponsored UG research projects (beyond EURECA and Office of UG Research).
- Explore opportunities for UTIA AgResearch and HCA to fund jointly UG research projects. Some peer institutions have combined funding between the college and the agricultural experiment station to provide small grants to faculty for undergraduate research projects. The funds can be used to pay the student and to purchase supplies (not equipment) needed for the projects. Research faculty are able to build research capacity with these projects and identify future graduate students.
- Maintain and report numbers of publishable units produced by UG authors/co-authors (esp. peer-refereed articles). If peer-refereed UG research articles are valued, seek methods for HCA to pay (or cost-share) for open-access publication or page charges for these outputs.
- Share news of UG student successes and market opportunities for existing UG research project availability.

**6) Lack of adequate financial commitment to graduate education.** Funding for PhD student stipends is low relative to peer institutions. While AgResearch has not historically supported graduate students, recent efforts to provide tuition support on a competitive basis for 10 new PhD students per year is to be commended. It is evident that for Ag campus faculty and students, the phrase “tuition waiver” is a misnomer because fees associated with in-state tuition are still charged to PIs and departments. Only the 18 or 20 GTA lines have these tuition fees covered by UTK. To meet student demand for experiential learning and access to hands-on laboratories, it will be critical to resolve the extremely low number of GTAs, particularly if UTK intends to meet its strategic plan goal of training more graduate students. There have been no or very few new GTA lines shared with the College, and these GTA numbers have remained unchanged for more than a decade despite significant increases in undergraduate enrollments in several College departments. It appears distribution of GTAs, both within the College and from the Provost/Graduate School, is based on a historical model and there has not been any recent evaluation by the College and Provost/Graduate School, to consider redistribution of GTA based on current need. A consequence is that current GTA distributions are neither fair nor equitable. Regardless, both CHP/GTA data and the ratio of undergraduates to GTAs across colleges clearly show the number of GTAs within the College needs to be tripled to be on par with other colleges. Graduate students are crucial to all mission areas, yet the College provides very little funding towards graduate students and Extension provides even less or no funding for students. At many land-grant institutions, mentoring of graduate



students is considered part of the research workload and graduate students are acknowledged to be the “engines” of faculty research innovation and productivity.

- Added-value of GTA experience has not been well articulated as a component in undergraduate student learning.
- Lack of GTA funding support has been an impediment to graduate student access to teaching experiences (especially when on GRA funding - need mentor “release-time”).

Recommendations and action items needed:

- Peer institution models may be informative: Clemson provides a true tuition waiver to graduate students who receive funding support from a funded assistantship; the University of Georgia provides PIs with a cost-share for tuition that is covered by funding invested by the Provost into colleges/departments.
- Encourage continued benchmarking and examination of tuition waiver models at other institutions.
- Work within the College and with the Provost Office to develop new model for GTA distribution within and among colleges. Faculty within in the College indicated that the tuition and fee waivers are as important as stipends. Explore new ways to generate more tuition and fee waivers for the College, which likely would involve collaborations with the Provost and Chancellors. GTA support can have a direct impact on undergraduate retention and academic success, especially in the courses taken by lower division students.
- Explore opportunities to enhance/implement graduate student semester-away internships with prospective [industry] employers. Such a system should be set up to help ensure that interns return to complete their degree (e.g., credit hours not conferred or held as ‘incomplete’ until [thesis appendix] report is submitted).
- Explore entrepreneurial models to seek GA funding (e.g., collaborative projects with Extension, businesses, commodity groups). These collaborations can provide needed funding for graduate students and create synergy for greater collaboration and research. Once these collaborations are in place, communicate about the effectiveness and importance of these students and projects to build relationships and leverage additional funding.
- Encourage faculty to seek possible GA sharing with other Colleges and Departments on campus. In some instances, programs may have more GA slots than available students. This would provide an opportunity for HCA students to obtain GA funding while assisting with teaching or projects on the main campus.

**7) Improve strategies to increase diversity among students, staff, faculty, and administration.** Diversity within the College is low compared to many other colleges. This may be a national trend and shows the difficulty of recruiting students (and faculty) from diverse backgrounds into agriculture. However, this shouldn’t be viewed as an irresolvable hurdle, but instead as an opportunity to be a national leader in finding ways to solve this issue. Celebration of diversity was viewed by some as superficially visible and there is not a platform for viewing or engaging with diverse student (and faculty) populations, in both formal and informal setting. The College doubled the percentage of underrepresented students over the last five years. This is a commendable achievement and shows the College has been working actively to address this issue. Part of this success may result from active participation in four programs specifically focused on fostering success of underrepresented students. The review team recommends the College continue these efforts and the recommendations below ideally will help the College further build on its current efforts to increase diversity.

#### Recommendations and action items needed:

- Develop a formal, intentional, aggressive, and actionable plan for increasing diversity, not just of students, but also among faculty and administrators working within the College. Communicate clearly and often why diversity is important to advancing the College. Have high expectations of the College and ensure communications of the importance of diversity and inclusion are taken seriously and followed by actions.
- Targeted hiring efforts should be considered to bolster diversity. Work with AgResearch and Extension to develop a plan that will allow acting quickly on potential opportunity hires. Time is important, and often fast action is required for success in hiring diverse faculty.
- Identify the barriers to increasing diversity and recruiting students from diverse backgrounds and develop or revise action plan to overcome these barriers.
- Encourage academic units within the College to develop a formal diversity plan that is in line with the College plan. Encourage active participation of units in some of the College's current recruitment efforts. Also, consider creating a diversity and inclusion team that has representation from every unit that meets regularly to exchange ideas and develop action plans. Identify individuals from academic units within the College committed to diversity and inclusion and let them be champions for the importance of diversity within the College (diversity ambassadors).
- Interact with campus officers in enrollment management to develop a recruitment and admissions strategy for diverse students. Find opportunities to partner with other multicultural programs across campus on events and programming. Encourage College faculty and staff to become more involved with diversity initiatives across UTK. Have a visible, active presence on campus.
- Convey the importance of inclusion as well as diversity. Create College-wide seminar or lunch series focusing on diversity and inclusion that meets one or more times each semester. Also consider holding events, formally or informally, that focus on inclusion. This could take many forms, such as an "international luncheon" or "my culture" discussions.
- Examine opportunities to "grow our own" and promote diverse students with high aptitude from within the undergraduate and graduate student body.
- Consider developing partnerships with one or more 1890s institutions or community colleges. These partnerships may include employing current students from these institutions now residing in the College to help recruit new students.
- Encourage and incentivize academic units to recruit students from underrepresented groups, both at the undergraduate and graduate levels.
- Celebrate and communicate the successes more freely and use these as leverage to build upon and further diversify student body. Look to other Colleges across UTK that have been successful, determine what they have done to be successful, and mimic their approaches where applicable. Also examine Colleges of Agriculture at other institutions for tangible ideas.
- Look beyond race and ethnicity when thinking about diversity and inclusion. For example, socioeconomic factors, rural/urban, ag/non-ag background, international, in-state vs out-of-state, and first-generation status are all characteristics that bring diversity of perspective and experience to students, faculty and staff and offer opportunities for student development programming.
- Consider integrating current international students in a meaningful way into College events and activities.

- Engage corporate employers as partners and seek funding for diversity & inclusion summer programs (e.g., camps) to recruit junior high and high school students and introduce them to the college and other disciplinary areas. Also, consult with employers to identify investment opportunities to increase funding and scholarships for underrepresented minority students.

**8) Lack of a strategic and purposeful agenda for advancement/development/marketing & communications.**

- College access to a college-embedded, dedicated, teaching mission-oriented Advancement officer recruiting external donor support to the college would be extremely advantageous. The College also does not have dedicated Marketing & Communications personnel that can partner with the Advancement officers to develop key, differentiating messages for internal and/or external audiences.
- Need a more diverse development strategy (e.g., resource recruitment for endowed chairs, professorships, possible industry partnerships, proprietary options, incubator ideas).
- Need clarity on actual funds that have been accrued by development officers for the College.
- Consider eliminating the “tax: for these needs and assigning a dedicated person or people to meet these needs.
- Loss of “Natural Resources [NR]” identity in the College name was expressed as presenting potential future challenges (e.g., in effective recruiting/marketing/identity) for some departments and program areas.

Recommendations and action items needed:

- One College-embedded, dedicated Advancement officer may be more helpful than sharing small parts of numerous officers with AgResearch and Extension. This would allow the person to focus efforts exclusively on HCA.
- Develop clear fundraising goals for the College based on strategic needs and emphasis areas.
- The Herbert donation is a great asset and shows opportunity for other future gains, but there needs to be stronger, more meaningful ties to (future) alumni. Herbert College should consider developing action plans to foster those relationships with alumni. If those plans aren’t outlined yet, HCA may want to examine other institutions or associations to develop “models” for building a culture of alumni support and engagement.
- Create a branding/marketing plan for the College and deliver consistent messages to internal and external audiences. This also will help with the loss of the NR identity. Work to address this perception can involve initiating additional collaborative efforts in marketing/outreach to enhance undergraduate and graduate student recruiting for environmental sustainability and natural resources related disciplinary areas. There are significant career prospects in these areas that are not always obvious as being tied to traditional agriculture.
- Seek solutions/modifications to 4% UTIA tax used in areas of IT, marketing and communications, etc.

**9) Improve strategy for collaboration and communication across mission areas, service units, and UTK campus.** The UTIA administrative structure has the potential to impair collaborations and create divisions between other administrative units (Extension and AgResearch) and the College. Department heads and faculty appear to be caught in the middle of these tensions, at least that is their perception. Collaborative communication strategies would help counteract these perceptions.

- Messages from UTIA Deans and Chancellor are not always cohesive or consistent.
- Top-down flow of information to faculty within the College and UTIA, as well as, the College and UTK could be improved. For the latter, the review team heard messages that indicated the College has not been included in key communication exchanges (e.g., “invisible campus”).
- Platform to share information upwards to all deans is lacking.

Recommendations and action items needed:

- UTIA Chancellor may want to consider developing a coordinated strategy for working with all three deans.
- One dedicated communications officer to manage internal and external messages, which need to be repeatedly communicated in consistent manner.
- Create shared and welcoming spaces for faculty and students to interact.
- Increase opportunity to build and enhance culture (shared space, seminars, awards, etc.) and foster increased engagement with students.
- Consider fostering relationship with CVM (build opportunities for courses and research with students and faculty). CVM (instruction/disciplines) is independent of the College, but there may be cross-instructional opportunities.
- Foster involvement of AgResearch and Extension in teaching.
  - Explore mechanisms (and review peer institutions) to enable Extension faculty to provide or deliver course content to graduate students (e.g., ‘release time’ can be negotiated by Herbert College to provide Special Topics content offered on a per-semester basis, or during 5-week courses, 8-week courses, or specialty courses offered during summer).
  - Explore ways that access to REC facilities, including housing, can be utilized to facilitate classroom and laboratory learning.

**10) Negative perceptions and attitudes.** Some legacy effects, attitudes, questions, and perceptions (i.e., real and/or imagined) remain throughout multiple levels of the organization.

- Negative perceptions and attitudes.
  - HCA has not been using resources effectively.
  - Conflict exists among scholarship, teaching, and extension.
  - Teaching and learning involve minimal scholarship.
- Resource distribution has not kept pace with increased growth in the College. This may be a symptom of historical funding model or distribution, but it is not equitable and fair, and reinforces perception that the College receives fewer resources than other UTK Colleges.

Recommendations and action items needed:

- Train faculty in pedagogy scholarship. Faculty development and support for the scholarship of teaching and learning is very important - not just for faculty with teaching appointments, but also to communicate to others the validity of these areas of inquiry.

Helping faculty better document teaching effectiveness and scholarship and helping administrators better evaluate excellence is critical to faculty success.

- Provide to faculty examples of publishable, peer-reviewed articles on teaching. Train faculty of importance and value of such papers within the College as well as how they can modify practices to achieve data for a publishable paper in this area.
- Train faculty to capture data in course content that can be used for teaching-related journal publications.
- Expand visibility of the positive accomplishments and outcomes from HCA FTEs
  - Seek and promote marketable messages that enhance value perception by stakeholders and UTK for investments made in Herbert College.
  - Utilize ALEC and outsourcing if that turns out to be the best return on investment.

#### **11) Collaboration, communication, and inclusion with UTK has not been optimized.**

- UTK does not review or assess UTIA faculty dossiers during the P&T process and does not have ownership of FTEs invested nor accountability for faculty productivity achieved.
- The workload algorithm used within the College for calculating and tracking faculty workload seems excessively complicated and may not be fully understood by all constituents, including the UTK Provost Office. In pursuing main campus resources, the College needs to revamp how it is communicated. There is concern among some of the review team members that the HCA language and the UTK language about workload units need to be reconciled.
- The College was not included in cluster hire development as main campus new faculty initiative
- The College does not have dedicated IT support and Marketing & PR (M&PR) unit.
- Physical separation between campuses challenges student participation in seeking UTK course opportunities.
- The College's commitment to, and benefit from, the Masters of Landscape Architecture program (Intercollegiate Major with COAD) was not apparent within the self-study document.
- The workload algorithm used within the College for calculating and tracking faculty workload seems excessively complicated and may not be fully understood by all constituents, including the UTK Provost Office. In pursuing main campus resources, the College needs to revamp how it is communicated. There is concern among some of the review team members that the HCA language and the UTK language about workload units need to be reconciled.

#### Recommendations and action items needed:

- Create an environment where UTK/HCA collaboration is valued.
  - Seek opportunities to demonstrate to UTK how HCA FTEs are distributed and where efficiencies in FTE use have been optimized.
  - Re-examine workload algorithm data collection and determine how its general concepts can be articulated clearly to UTK.
  - Gain access to cluster-hire opportunity announcements and strategic position-development for FTEs that are cross-collaborative with UTIA mission objectives.

- Work to obtain a dedicated staff member to assist with Marketing & Communications. Alternatively, seek outsourced professional support that will best achieve the College's Marketing & Communications needs.
- Articulate the relationship of the College within the MLA program.
  - Account for the teaching contribution of MLA-affiliated faculty (in Plant Sciences) within the FTEs contributed/supported by Plant Sciences.
  - Showcase via marketing and communication the successes of MLA students and the College-affiliated faculty in HCA outreach.

**12) Student transportation/bus scheduling is inadequate, making it difficult for students to access classes on time.** This problem affects many students that take concurrently courses on the UTK and UTIA campuses. This problem also is experienced by main campus faculty and instructors.

Recommendations and action items needed:

- Work with the UTK transportation services to explore improved and increased options for moving students across campuses.