

December 2025 Board Meeting




Schedule




Wednesday, December 3, 2025 10:30 AM — 11:30 AM CST

Organizer

Colton Cockrum

Agenda

1. Call to Order and Opening Remarks Presented by Cato Johnson	1
2. Roll Call and Declaration of Quorum For Approval - Presented by Cato Johnson	2
3. Approval of September 3, 2025 Full Board Meeting Minutes For Approval - Presented by Cato Johnson	3
 Full Board Meeting Mins Sept 3, 2025.docx	4
4. Request to Address the Board Presented by Cato Johnson	9
5. President's Update Presentation - Presented by Bill Hardgrave	10
6. Research Presentation Presentation - Presented by Cato Johnson	11
 STEP Presentation to BOT Dec 3 2025.pptx	12
7. Reports and Recommendations from Academic & Student Affairs Committee Report - Presented by Jeffrey Marchetta	17
8. Reports and Recommendations from Governmental Affairs & Public Policy Committee Report - Presented by Robert Carter	18
 US BOT agenda items december 25.pdf	19

9. Reports and Recommendations from Finance & Audit Committee	56
Report - Presented by David McKinney	
 Internal Audit Strategic Plan.docx	57
 Dec 2025 BOT Agenda Item - FY26 Revised Budget - Approval.docx	58
<hr/>	
10. New Business - Naming of New Residence Hall	59
For Approval - Presented by Cato Johnson	
 Agenda Item - Naming of New Residence Hall.docx	60
<hr/>	
11. New Business - Board Chair	61
For Approval - Presented by Cato Johnson	
<hr/>	
12. Additional Business	62
Presented by Cato Johnson	
<hr/>	
13. Adjournment	63
Presented by Cato Johnson	
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1. Call to Order and Opening Remarks

Presented by Cato Johnson

2. Roll Call and Declaration of Quorum

For Approval

Presented by Cato Johnson

3. Approval of September 3, 2025 Full Board Meeting Minutes

For Approval

Presented by Cato Johnson

**University of Memphis Board of Trustees
Board of Trustees
Full Board Minutes
Sept 3, 2025**

Agenda Item 1: Call to Order and Opening Remarks

Chairman Johnson called the meeting to order.

Agenda Item 2: Roll Call and Declaration of Quorum

Chairman Johnson recognized Board Secretary, Colton Cockrum to call the roll. Secretary Cockrum called the roll. The following trustees were in attendance:

Trustee Bailey, Trustee Carter, Trustee Edwards, Trustee Gregory, Chairman Johnson, Trustee Keeney, Trustee Marchetta, Trustee McKinney, Trustee North (Trustee North joined virtually and said he was alone and could hear), Trustee Orgel, and Trustee Springfield

The following trustee was absent from the meeting:
Trustee Ellison

Secretary Cockrum announced the presence of a quorum.

Agenda Item 3: Approval of June 4, 2025, Meeting Minutes

Chairman Johnson called for a motion to approve the meeting minutes for the March 5, 2025 meeting and the April 7 Special Called Meeting. The motion was made by Trustee Edwards and seconded by Trustee McKinney. Secretary Cockrum took a roll call vote, and the meeting minutes were approved.

Agenda Item 4: Request to Address the Board

Chairman Johnson stated that there were several individuals who requested to address the Board. Chairman Johnson introduced the Terez Wilson and reminded him that he had three minutes to address the Board. Upon conclusion of Mr. Wilson's comments, Chairman Johnson thanked him for addressing the Board. The second individual who Chairman Johnson introduced to provide comments was Alexia Young. Chairman Johnson reminded Ms. Young that she had three minutes to provide her comments. Upon the conclusion of her remarks, Chairman Johnson thanked her. Chairman Johnson then introduced Roberto Young as the third individual to address the Board. Chairman Johnson reminded the individual that he had three minutes to address the Board. Upon conclusion of Mr. Young's comments, Chairman Johnson thanked all three individuals for coming before the Board to provide comments.

Agenda Item 5: President's Update

Chairman Johnson recognized President Hardgrave to provide the President's update. President Hardgrave first introduced the new student trustee, Chris Bailey, who was attending his first board meeting. Also, President Hardgrave welcome the three new Trustees who recently joined the Board. Those trustees were Trustee Mike Keeney, Trustee Billy Orgel, and Trustee Willie Gregory. He also welcomed Trustee Dave North and Trustee Doug Edwards who were reappointed to the Board.

President Hardgrave provided an update on enrollment and the university's pursuit of a successful outcome for every student. In this update, he reminded the Board that the institution raised its entrance requirements the previous year which led to a decrease in enrollment of first-time full-time students, however that incoming class had the best enrollment profile the institution has seen in almost ten years. The President reported that the first-time full-time freshmen for the current year was slightly up compared to last year. He also reported retention rates were higher, and he anticipated that progression towards degree would improve over time.

President Hardgrave then provided a recap of important successes and initiatives that had occurred over the past year, these included a record year from advancement, R1 reaffirmation, a successful reaffirmation with SACSCOC, the launch of the Polytechnic, a decrease in crime on campus, and the adding of the Campus School Kimball school.

President Hardgrave then called upon Jasbir Dhaliwal to introduce the three research faculty who were presenting to the board on their research accomplishments. Dr. Dhaliwal first introduced Dr. Amber Jennings who spoke about ChromatoCare Innovations and UpCycle Farma. Dr. Dhaliwal then introduced Dr. Ranga Gopalakrishnan who spoke about the work of P3ARL Technologies, Inc. Finally, Dr. Dhaliwal introduced Dr. Joshua Bush who spoke on NatureFound Biotech.

President Hardgrave thanked those who presented and Chairman Johnson thanked Dr. Dhaliwal.

President Hardgrave concluded his report.

Agenda Item 6: Reports and Recommendations of the Academic and Student Affairs Committee

Chairman Johnson recognized Trustee Marchetta to give a report of the Academic and Student Affairs Committee.

Trustee Marchetta mentioned that the Academic and Student Affairs Committee met this morning and received an update from Dr. Jasbir Dhaliwal (Executive Vice President of Research & Innovation) on the research endeavors of the university. Dr. Dhaliwal shared that the university received \$65 million in research awards, which is the 3rd highest amount in university history. This was an impressive number considering the funding freeze that occurred earlier in the year. UofM faculty sought out over \$307 million in research funding, which is the most funding sought by UofM faculty in the history of the university.

Dr. Dhaliwal also shared that the university was re-designated as a Carnegie R1 research institution.

Dr. Dhaliwal's presentation covered additional items such as: He provided a list of the top funding agencies that fund faculty research, he provided an update on the state's investment in research modernization at the university, additionally Dr. Dhaliwal provided FY25 research highlights that include a.) there were 13 organizations that funded \$1 million or more in awards, b.) there were 26 first-time PIs, c.) there were 13 millionaire PIs, 28 PIs award \$500k or more, and d.) and over \$65 million in total research award dollars were awarded.

Trustee Marchetta concluded his report.

Agenda Item 7: Reports and Recommendations of the Advancement Committee

Chairman Johnson recognized Trustee Carter to provide an update on the Advancement Committee.

Trustee Carter stated that the Advancement Committee meeting met that morning and reminded everyone that advancement focuses on philanthropy. He mentioned that the committee received an update on the past academic year's advancement activity. In FY25 university raised a record amount of over \$64 million in FY2025, which is 144% of the target goal that had been set.

FY25 was a record year for the Advancement Division in that they set a record for overall fundraising (\$64 million), a record for academic fundraising (\$33 million), a record year for athletics (\$32 million), a record amount committed for facilities (\$14 million), most dollars raised for current use scholarships and fellowships (\$5 million), and it was a record setting year for incoming revenue (\$46 million). Trustee Carter mentioned that the Ascend strategic plan has benchmarks to grow giving to move the institution forward. Trustee Carter mentioned that there were no items that required a vote of the board and he concluded his report.

Agenda Item 8: Reports and Recommendations of the Athletics Committee

Chairman Johnson recognized Trustee Doug Edwards to provide a report of the work of the Athletics Committee. Trustee Edwards mentioned that he was filling in as chair of the committee in place of Trustee North, who was joining virtually.

Trustee Edwards state that at the Athletics Committee meeting, Dr. Ed Scott, Senior Vice President and Director of Intercollegiate Athletics, provided an update on key athletic department initiatives. This report included an update on capital projects including progress towards the Simmons Bank Liberty Stadium and the Liza Wellford Fletcher Stadium. Dr. Scott also provided an update on ticket sales across all sports. Dr. Scott provided a house settlement/revenue share update. In Dr. Scott's presentation, he shared that 170 contracts were provided to student-athletes for revenue share payments.

Dr. Scott provided a recap of the 2024-2025 accomplishments for the athletics department. These accomplishments include: A 3.47 GPA (spring semester) – the highest GPA in department history, 3 NCAA Postgraduate Scholarship Award Winners, the football team won the American Conference Team Academic Excellence Award, 13 programs scored a perfect 1000 single-year APR, and that they set an annual fundraising record surpassing \$32 million.

There were no items that require approval of the full board. Trustee Edwards concluded the report of the Athletics Committee.

Agenda Item 9: Reports and Recommendations of the Finance and Audit Committee

Chairman Johnson recognized Trustee McKinney for the report and recommendations of the Finance and Audit Committee. Trustee McKinney stated that the Finance & Audit Committee had met that morning. At that meeting, Angela Ross, the Chief Internal Auditor, presented several informational items to the Committee, those items included a summary of internal audit reports issued, an audit issue follow-up, and the FY25 year-end report. The items presented by Chief Internal Auditor Ross were informational only and did not require a vote from the board.

Also at the committee meeting, Shirley Ford presented the FY25 financial performance report. Her report provided information regarding total assets and revenue, total expenses, E&G revenue and expense versus the budget, FY25 total investments & cash and investment income, and corporate auxiliary services operating results.

The final agenda item that was addressed in the Finance & Audit Committee meeting was the finalization of the President's Review and Evaluation. The Board of Trustees is responsible for the supervision of the President and pursuant to the Presidential Review and Evaluation (PRE) policy, the President is to be evaluated on an annual basis for an evaluative period of April through March. As part of the evaluative process, the Finance and Audit Committee shall . . . take appropriate action on any recommendations regarding compensation or other terms of employment. The Committee's action will then be submitted to the full Board of Trustees for approval or modification.

Trustee McKinney mentioned that earlier that morning the Finance & Audit Committee approved a motion regarding compensation of the President and he now called upon the full board to approve as well.

Trustee McKinney called for a motion and second to provide President Hardgrave with the amount of \$100,000 in the form of deferred compensation, based on the successful review and evaluation of his job performance. Trustee Springfield moved the motion and Trustee Carter seconded it. There was no discussion on the item. Trustee McKinney called upon Secretary Cockrum to call a vote. Secretary Cockrum called a roll call vote and the motion carried unanimously.

Trustee McKinney concluded his report.

Agenda Item 10: New Business – Approval of BOT Bylaw Revision

Chairman Johnson stated that there was one item in new business, the approval of the BOT Bylaw revision. Chairman Johnson called for a motion to approve the revisions to the Board of Trustees Bylaws as noted in the meeting materials. Trustee Carter provided the motion and Trustee Edward seconded it. There was no discussion. Secretary Cockrum called a roll call vote and the motion carried unanimously.

Agenda Item 11: Additional Business

There was no additional business.

Agenda Item 12: Adjournment

Chairman Johnson called for a motion to adjourn. A motion and a second was provided and the meeting was adjourned.

4. Request to Address the Board

Presented by Cato Johnson

5. President's Update

Presentation

Presented by Bill Hardgrave

6. Research Presentation

Presentation

Presented by Cato Johnson

Systems Testing Excellence Program (STEP)

Mark L. Gillenson, PhD
University Research Professor
Director of STEP

December 3, 2025
UC Bluff Room



THE UNIVERSITY OF
MEMPHIS

Board of Trustees

December 2025 Board Meeting

6. Research Presentation

DEC. 2025 Page 12 of 63

Systems Testing Excellence Program (STEP)

- STEP is the largest academic research group dedicated exclusively to software testing.
- STEP has had as many as 15 UofM faculty member participants at one time from MIS, computer science, and computer engineering.
- STEP has affiliate faculty at Indiana University, the University of Oklahoma, SMU, BYU, and others.
- Website: step.memphis.edu

STEP History

- Founded in 2006 as a collaboration between the UofM and FedEx.
- Founders were Dr. Jasbir Dhaliwal of UofM and FedEx VP Dave Miller.
- Began with a one-week software testing training program for about 300 FedEx software testing employees.
- Expanded to include a two-week advanced program and shorter programs in agile development and testing and others.
- Offered STEP programs to all corporations in Memphis.
- Has had government training and research contracts with DOD and DHS.
- Has run software testing research workshops in Memphis.

STEP Research

- STEP research has resulted in many journal articles, conference presentations, and doctoral dissertations.
- One project involved comparing software test cases for cost and value.
 - Use of Qualitative Research to Generate a Function for Finding the Unit Cost of Software Test Cases.
 - A Quantitative Function for Estimating the Comparative Values of Software Test Cases.
- Several projects focused on managing employee conflict in software testing, such as between developers and testers.



Current STEP Research in Artificial Intelligence Funded by US Dept of Homeland Security

- Benchmarking the effectiveness of software test cases produced by Generative AI (ChatGPT) against test cases produced by traditional methods.
- Determining whether Generative AI can accurately and consistently calculate the expected outcome of a software test case.
- Coming up next: Having an LLM generate specifications from code input to it and then comparing that output with the specifications document used to develop the application in the first place.

7. Reports and Recommendations from Academic & Student Affairs Committee Report

Presented by Jeffrey Marchetta

8. Reports and Recommendations from Governmental Affairs & Public Policy Committee

Report

Presented by Robert Carter

The University of Memphis Board of Trustees

Presentation

Date: December 3, 2025

Committee: Governmental Affairs & Public Policy

Presentation: University Schools Updates & Recognition

Presented by: Dr. Sally G. Parish, Vice Provost & Director of Schools

Background: Dr. Parish will recognize outstanding University Schools students and educators for their accomplishments and will share an update on the results of the University Schools parent impact survey.

The University of Memphis Board of Trustees

Recommendation

University Schools Items for Approval

Date: December 3, 2025

Committee: Governmental Affairs & Public Policy

Presentation: University Schools Approvals

Presented by: Dr. Sally G. Parish, Vice Provost & Director of Schools

Background: As a public school district in the state of Tennessee, University Schools requires school board approval for the following items:

- University Schools District Calendar for the 2026/2027 School Year
- Tennessee Department of Education Compliance Report
- Tennessee Department of Education TISA Accountability Report
- University Schools Summer Instructional Plan

Related documents are included in your board materials. It is recommended that the Governmental Affairs & Public Policy Committee slate these items for approval.

Motion to be Made:

The Governmental Affairs & Public Policy Committee recommends a motion to approve the University Schools slated items including the district calendar, compliance report, TISA Accountability report, and the summer instructional plan.

Related Materials

2026-27 University Schools [Draft Calendar](#)

UNIVERSITY SCHOOLS | 2026-27 CALENDAR

JULY 2026 (0)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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AUGUST 2026 (18)						
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SEPTEMBER 2026 (21)						
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OCTOBER 2026 (17)						
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NOVEMBER 2026 (16)						
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29	30					

DECEMBER 2026 (14)						
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JANUARY 2027 (18)						
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31						

FEBRUARY 2027 (19)						
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28						

MARCH 2027 (16)						
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28	29	30	31			

APRIL 2027 (22)						
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MAY 2027 (15)						
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30	31					

JUNE 2027 (0)						
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20	21	22	23	24	25	26
27	28	29	30			

Holiday (Everyone Out)						
Parent/Teacher Conferences Begin						

Half Day of School (Dec. 18, May 21)						
First Day of School for the Semester (Aug. 5 & January 5)						

Teacher Inservice (Students Out)						
District Leaders Retreat						

HOLIDAYS/BREAKS (Students Out, Staff Out)	
Labor Day	September 7
Fall Break	October 12 - 16
Thanksgiving Break	November 23 - 27
Winter Break	December 21 - January 1
MLK Jr. Day	January 18
Spring Break	March 8 - 12
Spring Recess	March 26

TRAINING DATES (Students Out, Staff In)	
Admin Day	July 27, 28
Teacher In Service	July 29, 30, 31, August 3, 4
PD Day	October 19
Admin Day	January 4
PD Day	February 15
PD Day	March 15
Admin Day	May 24-25

INSTRUCTIONAL DAYS	
First Semester	85 Days
1st Quarter (Aug. 5 - Oct. 9)	46 Instructional Days
2nd Quarter (Oct. 20 - Dec. 18)	39 Instructional Days
Second Semester	90 days
3rd Quarter (Jan. 5 - March 5)	42 Instructional Days
4th Quarter (March 16 - May 21)	48 Instructional Days
Total	176 days



2025 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 28, 2025**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

- ☐ I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- ☒ I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent Signature:

School Board Chair Name:

School Board Chair Signature:

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 28, 2025

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

2025 Local Education Compliance (LEA) Report
Appendix A

Noncompliance Corrective Action Plan

LEA: University Schools				
Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
IDEA Part B 34 C.F.R. § 300.149(a)	APR Indicator 13 Formal Notice of Noncompliance SY 2024-2025 related to 8 student transition plans.	Add student to meeting invitation, add the word "will" in objectives, and add the course name to student objectives. Attend required session on APR 13 at the State-wide special education conference 10/27-30.	Dr. Angela Hargrave, Kena Perry, Cornelia Robinson, and Bria Brown	11/3/2025

TISA Accountability Worksheet

[TISA.2025.pdf](#)

Summer Instructional Plan

Summer Learning Camp

University Schools will host a Summer Learning Camp (SLC) for rising kindergarten through third grade students. This is a summer educational program designed to support and remediate academic needs due to learning loss caused by the Covid-19 pandemic. Priority will be given to students who are in danger of being retained, third grade students scoring below the 50% on the middle of the year benchmark, and students who are eligible to receive Temporary Assistance for Needy Families (TANF). Priority is also given to students who are under an Individualized Promotion Plan.

Students will typically attend SLC Monday through Thursday from 8:00 am – 3:00 pm. Each day will include two hours of reading, two hours of math, one hour of intervention.

Summer Learning Camp will be staffed by licensed teachers. The teachers are endorsed to teach the subjects and grades served. The anticipated 4 teachers were selected using an application process.

Bridge Camp

University Schools will host a Learning Loss Bridge Camp for rising fourth through ninth graders. This is a summer educational program designed to support and remediate academic needs due to learning loss caused by the Covid-19 pandemic. Priority will be given to students who are in danger of being retained as well as those students who are eligible to receive Temporary Assistance for Needy Families (TANF). Priority and focus will be given to students finishing third grade that scored in the “below” or “approaching” categories in math or reading on TCAP. Priority is also given to students who are under an Individualized Promotion Plan.

Students will typically attend the SLC Monday through Thursday from 8:00 am – 3:00 pm. Each day will include two hours of reading, two hours of math, one hour of intervention. Students will be provided breakfast and lunch.

The Learning Loss Bridge Camp will be staffed by licensed teachers. The teachers are endorsed to teach the subjects and grades served. The anticipated 4 teachers were selected using an application process.

STREAM

University Schools will host a STREAM Mini Camp for rising kindergarten through ninth grade students. This program will be an educational program designed to support academic needs and remediate learning loss using STREAM (Science, Technology, Reading, Engineering, Arts, and Math) as an access point to enhance student learning and/or growth. Priority will be given to students

who are in danger of being retained as well as those students who are eligible to receive Temporary Assistance for Needy Families (TANF).

Each day the students will participate in one hour of STREAM instruction, activities, and learning. Students will be provided breakfast and lunch.

The STREAM Mini Camp will be staffed by 1 licensed teacher. The teacher is endorsed to teach the subjects and grades served. The teacher was selected using an application process.

Overview

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement: One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.


Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

[Click here to open the guide.](#)

Cover Page		
University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0		
Cover Page		
* District Name	University Schools	
* Director of Schools Name	Dr. Sally G. Parish	
* District Point of Contact for TISA Accountability Report Name	Dr. Lee-Ann C. Kight	
* District Point of Contact for TISA Accountability Report Phone Number	9016342260	
District Point of Contact for TISA Accountability Report Email Address	lkight@memphis.edu	
80.8 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP		
Documents		
Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 (TISA) Previous Year Report
Resources		
Click here to open the guide.		

District Goal Statements

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

73.6	%	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	71.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2026.
Goal 3	85.1 percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2025-26 academic year.
Goal 4	
Goal 5	
Goal 6	

Note: This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal #1

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

73.6 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	72.1	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 2: 2024-2025 school year (Use actual outcome)	80.8	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 3: 2025-2026 school year	83.2	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 4: 2026-2027 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 5: 2027-2028 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- ☒ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward target
- ☐ End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Our third graders performance on TCAP ELA remains strong. In the past we have had one K-5 school, but added an additional campus this year. Our action plan includes collaboration for instructional planning, providing access to materials and targeted intervention in order to support both campuses. We will continue to refine teacher practice through professional learning and communities of work.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
iReady EA/student worker: K, 1, 2 (total of 5) and interventionist for RTI 2 second grade Ts after school tutor \$25 per hour (RS gathering amount)	\$ 124,219.00	The district's investments in iReady, supplemental tutoring, and certificated staff stipends for extended learning opportunities contributed directly to progress toward the stated performance goal. These initiatives provided students with increased access to high-quality instructional resources, individualized support, and additional instructional time. iReady enabled targeted monitoring of student learning and informed timely adjustments to instruction. The use of tutors allowed for focused small-group and one-on-one interventions, while after-school instruction led by certificated staff extended learning in a structured and consistent environment. Collectively, these strategies strengthened instructional intensity and responsiveness to student needs. Student performance exceeded the target, indicating that the alignment of resources to identified areas of need was effective. While multiple factors contribute to academic growth, the evidence suggests that these investments were a significant driver in achieving results beyond expectations.
Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.		
Strategy 1: Strengthen Professional Learning <ul style="list-style-type: none"> * Provide ongoing, job-embedded PD and PLC structures focused on standards-aligned reading and writing. * Support leaders and instructional coaches to use the IPG and provide feedback specific to ELA instruction. 		
Strategy 2: Support HQIM Implementation <ul style="list-style-type: none"> * Align all professional development and collaborative planning to district-adopted HQIM. * Monitor fidelity of implementation through walkthroughs and provide coaching where gaps are identified. * Ensure vertical alignment of priority standards and pacing across grade levels. 		
Strategy 3: Accelerate Student Growth <ul style="list-style-type: none"> * Deliver targeted small-group and intervention supports, with progress monitoring every ??? weeks. * Provide extended learning opportunities through after-school and summer programs. * Increase rigor by ensuring daily access to grade-level complex texts and embedding writing with evidence into instruction. 		
Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.		
District funds will be utilized to strengthen professional learning, support high-quality instructional materials (HQIM) implementation, and accelerate student growth.		
Strategy 1: Strengthen Professional Learning Budget allocations will support professional learning sessions to provide ongoing, job-embedded professional development focused on standards-aligned reading and writing. Funds will also be used to train leaders and instructional coaches on the use of the Instructional Practice Guide (IPG) to provide targeted feedback on ELA instruction and improve classroom practice.		
Strategy 2: Support HQIM Implementation Resources will be directed toward aligning all professional development and collaborative planning to district-adopted HQIM. Funds will support instructional coaching, curriculum materials, and walkthrough tools to monitor fidelity of implementation and ensure consistent use of HQIM across classrooms. Additional funds will facilitate vertical planning sessions to align priority standards and pacing across grade levels.		
Strategy 3: Accelerate Student Growth Budgeted funds will support evidence-based intervention programs, staffing for small-group instruction, and progress monitoring tools (every 4-6 weeks). Extended learning opportunities-including after-school and summer programs-will be supported through stipends, transportation, and instructional resources. Remaining funds will ensure all students have daily access to grade-level complex texts and opportunities to write with evidence, increasing rigor and engagement in literacy instruction.		

Goal #2			
University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0			
Goal Statement 2:			
71.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2026.			
District Goal 2			
Year	Annual Outcome Target(s)	Associated Metrics/Data	
Year 1: 2023-2024 school year (Previous outcome)	75%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 2: 2024-2025 school year (Use actual outcome)	67.6%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 3: 2025-2026 school year	71.6%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 4: 2026-2027 school year	75.1%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 5: 2027-2028 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
<div>* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.</div> <div><div><input type="radio"/> Exceeded target</div><div><input type="radio"/> Met target</div><div><input type="radio"/> Increased but did not meet target</div><div><input checked="" type="radio"/> Did not make progress toward goal</div><div><input type="radio"/> End of year outcome data for the 2024-25SY is unavailable at the time of this report</div></div> <div><div>Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?</div><div>The district did not meet its established goal for grades 3-8 TCAP mathematics performance. As a result, the district will strengthen its action plan to prioritize professional learning for mathematics teachers and to support the effective implementation of high-quality instructional materials (HQIM).</div><div>Professional Learning</div><div>* The district will provide ongoing, job-embedded professional development designed to deepen teachers' mathematical content knowledge and strengthen standards-aligned instructional practices.</div><div>* Professional learning communities will utilize student work and assessment data to identify misconceptions, plan targeted interventions, and monitor progress</div></div>			

toward grade-level expectations.

* Instructional coaches and school leaders will engage in regular observation and feedback cycles to support consistent, high-quality math instruction across classrooms and schools.

HQIM Implementation

* Professional development will be directly aligned to the district's HQIM, ensuring teachers are equipped to fully utilize curriculum resources in lesson planning and instruction.

* Fidelity of implementation will be monitored through regular walkthroughs and review of instructional artifacts, with differentiated support provided to schools and teachers as needed.

* Vertical alignment of mathematical content will be emphasized so that teachers understand the progression of standards and support students in building knowledge across grade levels.

Next Steps

The district will embed these actions into its multi-year action plan to improve student outcomes in mathematics. By strengthening teacher professional learning and ensuring the effective use of HQIM, the district will address areas of need identified through TCAP results and accelerate student growth in future years.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
iReady	\$ 25,322.00	iReady was an effective resource in K-8. It was an appropriate investment and was effective for tier 2 and tier 3 particularly. However, with significant turnover in our 6-8 grade classroom teachers, we had a gap in teacher content knowledge.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

Professional Learning

1. Job-Embedded Coaching Cycles

* Provide mathematics instructional coach to work directly with teachers in classrooms at least twice per quarter.

* Use coaching cycles to model lessons, co-teach, and provide actionable feedback aligned to state math standards.

2. Content-Focused Professional Development

* Develop PD sessions focused on high-leverage math concepts (e.g., fractions, proportional reasoning, algebraic thinking) identified through TCAP data analysis.

* Partner with university faculty and/or Ready Math to deepen teacher content knowledge and strengthen implementation.

3. Professional Learning Communities (PLCs)

* Establish PLC protocols requiring grade-level teams to analyze student work, plan re-teaching strategies, and discuss implementation of HQIM lesson components weekly.

* Ensure that PLC agendas explicitly include reviewing misconceptions identified in benchmark and interim assessments.

4. Leadership Development for Math Instruction

* Train school leaders and instructional coach in use of the math IPG to identify and provide feedback on evidence of rigorous math instruction aligned to HQIM during walkthroughs.

* Provide leaders with calibration sessions using observation tools focused on math practices.

Strategies for High-Quality Instructional Materials (HQIM) Implementation

1. Curriculum-Aligned Professional Development

- * Align all district-level PD sessions with the adopted HQIM, focusing on pacing, lesson preparation protocols, and scaffolds for diverse learners.
- * Provide differentiated PD for novice and experienced teachers to ensure all educators can effectively implement the materials.

2. Fidelity Monitoring and Support

- * Conduct quarterly HQIM fidelity checks using math IPG.
- * Provide individualized coaching and school-level support plans for teachers and leaders where gaps in implementation are identified.

3. Vertical Alignment and Progressions

- * Host cross-grade articulation sessions twice per year to build teacher understanding of the progression of standards and how concepts connect from grades 3-8.
- * Develop district-wide pacing guidance that emphasizes coherence and connections across grade levels.

4. Data-Driven Adjustment of HQIM Use

- * Use benchmark and formative assessment data to identify areas where students are not meeting expectations, and adjust HQIM implementation (e.g., supplemental lessons, scaffolds, or extensions) accordingly.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

District funds will be used to strengthen mathematics instruction through targeted professional learning, leadership development, and effective implementation of high-quality instructional materials (HQIM).

Professional Learning

The district will invest in job-embedded coaching cycles by funding a mathematics instructional coach to provide direct, classroom-based support to teachers at least twice per quarter. Coaching will include modeling lessons, co-teaching, and providing feedback aligned to state math standards. Budgeted funds will also support content-focused professional development centered on high-leverage math concepts identified through TCAP data analysis. Partnerships with university faculty and/or Ready Math consultants will enhance teacher content knowledge and instructional practices.

Funds will support structured Professional Learning Communities (PLCs) by providing time, facilitation, and resources for grade-level teams to analyze student work, plan re-teaching strategies, and discuss implementation of HQIM components. PLC protocols will emphasize addressing misconceptions identified in benchmark and interim assessments. Additional funds will be used to strengthen leadership capacity through training and calibration in the use of the math Instructional Practice Guide (IPG), ensuring consistent feedback and support for rigorous, standards-aligned instruction.

High-Quality Instructional Materials (HQIM) Implementation

Budget allocations will support professional development sessions aligned to the district's adopted HQIM, focusing on lesson preparation, pacing, and scaffolds for diverse learners. Funds will allow differentiated PD opportunities for novice and experienced teachers to ensure effective implementation. Quarterly fidelity checks using the math IPG will be conducted, and individualized coaching plans will be developed where implementation gaps are identified.

To promote coherence, funds will support cross-grade articulation sessions that build teacher understanding of standards progressions from grades 3-8 and inform development of district pacing guidance. Assessment data will be used to guide instructional adjustments and supplemental HQIM supports, ensuring continuous improvement in math teaching and learning.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Part-time position to support DE "tiger task time" interest inventory/ACT prep platform	\$ 15,529.00	These investments did contribute to exceeding the goal. The support of the part-time position ensured students had access to information and support as needed. The interest inventories helped staff better support students. Students benefitted from personalized ACT preparation.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

The district will use budgeted funds to strengthen systems that expand student participation and success in dual enrollment (DE) courses. Funding will support key personnel, academic supports, and readiness tools aligned to postsecondary goals.

A student support position will coordinate districtwide DE efforts and facilitate Tiger Task Time, offering structured academic support for DE students during the school day.

A school counselor dedicated to postsecondary readiness will provide individualized advising on course selection, graduation planning, and early postsecondary opportunities.

Success Coaches will provide targeted mentoring focused on academic progress, time management, and connection to campus and university resources.

Additionally, the district will invest in an online interest inventory and ACT preparation platform to help students identify career pathways and strengthen readiness for college-level work.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district will use budgeted funds to strengthen systems that expand student participation and success in dual enrollment (DE) courses. Funds will support key personnel, academic supports, and readiness tools aligned to postsecondary goals.

A districtwide student support position will coordinate DE initiatives and facilitate Tiger Task Time, providing structured academic assistance during the school day. A school counselor dedicated to postsecondary readiness will guide students in course selection, graduation planning, and early postsecondary opportunities. Success Coaches will offer targeted mentoring to monitor academic progress, build time-management skills, and connect students to university resources.

Additionally, funds will be invested in an online interest inventory and ACT preparation platform to help students explore career pathways and strengthen readiness for college-level coursework.

Goal #4

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

☒ This goal not established.

Goal #5

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

☒ This goal not established.

Goal #6

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

☒ This goal not established.

Public Comment and Board Approval

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	October 24-30, 2025
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	A copy of the accountability report was emailed to all University Schools families. A feedback link was provided.
Summary of public comment received. If no comments were received, state, "None received."	Five families provided feedback. All were supportive of the work in University Schools. There was appreciation for the transparency. No items related to potential changes needed.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Due to the nature of the feedback, University Schools did not incorporate any into the final accountability report.

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- ☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- ☒ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

Related Documents

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Type	Required Documents Document Template	Document/Link
(TISA) Board Approval [Upload at least 1 document(s)]	N/A	 Board item 12/25

The University of Memphis Board of Trustees

Recommendation

University Schools Policy Approvals

Date: December 3, 2025

Committee: Governmental Affairs & Public Policy

Presentation: University Schools Policy Approvals

Presented by: Dr. Sally G. Parish, Vice Provost & Director of Schools

Background:

Each academic year, University Schools Policy Review Committee convenes to identify policies that require updating either by law, or to better enhance the experience of our students, faculty, staff and families. We are putting forth three policies for board approval:

- [4.301 Interscholastic Athletics](#) - Updated to reflect adherence to TMSAA/TSSAA governance as member institutions and interscholastic competition guidance.
- [5.117 Teacher Tenure](#) - This new Teacher Tenure Policy is being introduced to establish required tenure procedures for University Schools as a newly authorized LEA, ensuring full alignment with Tennessee law and providing clear, compliant processes for granting and maintaining tenure.
- [5.701 Substitute Teachers](#) - Updated to reflect changes in the law allowing substitutes to serve for up to thirty (30) days instead of twenty (20) days.

The University Schools policy manual is publicly available at: <https://www.memphis.edu/universityschools/>

Related documents are included in your board materials.

Motion to be Made:

The Governmental Affairs & Public Policy Committee recommends a motion to approve these three policy additions into the district policy manual.

Related Materials

- [4.301 Interscholastic Athletics](#)

General

University Schools adheres to all Tennessee Secondary Schools Athletics Association (TSSAA) and Tennessee Middle Schools Athletics Association (TMSAA) rules regarding coaching requirements and student athlete eligibility requirements.

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunities shall be provided for members of both sexes.¹

Interscholastic athletics shall be administered as a part of the regular school program and shall be the Director's responsibility. Directors shall ensure that school regulations regarding participation in a sport are reasonable. Athletic schedules shall be filed in each director's office. The Director/designee shall accompany an athletic team on trips. Transportation of teams to athletic games is approved by the Vice Provost of Educational Initiatives/Director of Schools/designee, provided the team's school reimburses University Schools for mileage.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of athletics.³ The Vice Provost of Educational Initiatives/Director of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health and safety of athletes.⁴

INSURANCE & PHYSICAL EXAMINATIONS

In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall provide proof of independently secured catastrophic coverage and liability coverage, with the school district as a named insured, of not less than the limits set forth in state law.⁵ It shall be the responsibility of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

Prior to participation in interscholastic athletics, every student shall complete an annual physical examination.⁶ The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the director's office.

SCHEDULING CONFLICTS

No director or teacher shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school day without written permission from the Board.⁷ This does not prevent regular physical training lessons in the daily school program.

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent/guardian shall notify the coach in writing three (3) full school days prior to the event.⁸

SEVERE WEATHER⁴

Severe weather is any type of weather that could impede the safety of any athlete by compromising the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be discussed with all players, coaches, and officials, if applicable.

All coaches who oversee or participate in outdoor training, practice, or competition shall annually complete a heat illness prevention course approved by the Tennessee Department of Health as well as receive training on activity modifications based on environmental conditions.

PROHIBITION AGAINST HAZING

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.⁹

The school director shall be held responsible for the administration and control of the interscholastic athletic program within their school, even if the school has designated or employed an Athletic Director. Before being allowed to participate in the first practice session of a sport, the following information must be on file for each participant:

- Written evidence that the student has permission to participate. This must be signed by the parent or guardian.
- Verification of birthdate and gender at birth as indicated by a copy of an original birth certificate.
- Written evidence that the student has passed a physical examination. No student may be permitted to participate in practice sessions or in athletic contests until there is on file with the school a preparticipation medical evaluation form signed by a doctor of medicine, osteopathic physician, physician assistant, or certified nurse practitioner stating that the student has passed a physical examination, not prior to April 15, and that in their opinion the student is physically fit to participate in interscholastic athletics.
- Written evidence that the student is covered by a family insurance policy. This statement must list the name of the company and be signed by the parent or guardian.
- If an athlete goes to an athletic screening examination and is referred to another physician for further evaluation, the parents or guardian must provide the coach with written evidence that the student has passed a physical examination and the physician must address the condition for Athletic Program General Rules and Regulations which the student was referred. The physician must also specify any accommodations that are needed or must be made.

School directors must make sure that TSSAA and Tennessee School Board Association policies are followed when appointing a non-faculty/staff volunteer coach. Safety always must be the number one concern. The school director or athletic director must make sure the "Heat Stress Guidelines" and "Lightning Guidelines" are followed, that each coach has an emergency plan ready in case of injuries, that no athlete is allowed to practice unless a current physical, parent permission and proof of insurance form is on file. Emergency cards are to be taken to all practices, scrimmages and games. Good sportsmanship is required. Coaches and players are to set examples of good sportsmanship at all times. Nothing else will be acceptable.

Athletic events must adhere to the following scheduling rules:

- All practice sessions and games shall be under the supervision of qualified personnel.
- All TSSAA regulations must be followed.
- All coaching staff or volunteers must be background checked.
- Verification of birth date is required for athletic eligibility in all sports for Grades 7 through 12.
- Each school must have an administrator or designee at every athletic contest.

Athletic Eligibility:

- All student-athletes must maintain a C average for each reporting period (progress and report card);
- All student-athletes must maintain an E, G or S in conduct for all classes each reporting period;
- All student-athletes (club or school) must have an updated physical on file.
- All student-athletes must maintain satisfactory attendance in accordance with policy. If a student is absent from school (unless it's for an official school function), they will not be permitted to participate in athletic competitions on the same day.

UNIVERSITY SCHOOLS ATHLETICS PARTICIPATION IN INTERSCHOLASTIC LEAGUES

University Schools will align all official student athletic participation with the following organizations:

- Tennessee Secondary School Athletics Association (TSSAA)
- Tennessee Middle School Athletics Association (TMSAA)
- Memphis Shelby County Interscholastic Athletic Association (MSCIAA)

All official University Schools team and individual sports participation will be limited to offerings from the organizations listed above, unless the listed organizations do not offer team or individual sport.

University Schools can associate with other sports organizations such as Memphis Youth Athletics or third parties as a means of expanding opportunities and access for athletic participation for students when a competition in the appropriate class is not offered by TSSAA, TMSAA, or MSCIAA. University Schools can associate with other sports organizations or third parties in addition to (but not to the exclusion of) TSSAA, TMSAA, and MSCIAA.

UNIVERSITY SCHOOLS ATHLETICS FEES

University Schools will assess an Athletics Fee yearly for each student who is participating in an official capacity as a student athlete. The athletics fee will fund the University Schools athletics program as follows:

- Uniforms
- Equipment
- League fees
- Facility fees
- Officiating fees

- Contest fees
- Coaching stipends
- Supplemental Insurance

The athletics fee will be determined annually in consultation with the Athletic Coordinator, the Vice Provost for Educational Initiatives/Director of Schools, the Senior Director of Finance, Federal Programs and Finance, and Compliance and the Chief Policy and Compliance Officer. Fee waivers may be available for qualified families who need financial assistance. The athletics fee will cover all mandatory costs associated with each sport, and no additional charges or costs will be assessed by University Schools, with the exception of optional spirit wear, camps, etc. Fees may be altered at the discretion of the Athletics Coordinator in consultation with the Vice Provost for /Director of Schools, the Senior Director of Finance, Federal Programs and Compliance, and the Chief Policy and Compliance Officer.

Exceptions: There are athletics teams/programs at University Schools that will require student athletes to purchase equipment that:

1. Is in excess of the standard athletics fee and/or
2. They will retain ownership after participation in the sport is over. For example, participation in cheer requires purchase of a uniform and accessory package that will be separate and apart from the standard athletics fee, and the student athlete will retain ownership of all uniforms and materials after the cheer season has ended (ie: the uniform will be the property of the student/family because it was purchased directly from the vendor, and not by University Schools).
3. If a sport is subject to an exception and requires a financial commitment outside of the standard athletics fee, the coach will make student athletes and their families aware of anticipated fees prior to tryouts.
4. Post season and specialty play may incur additional fees.

OUTSIDE INTERSCHOLASTIC COMPETITION

To maintain the integrity of University Schools' athletic programs and ensure student-athletes remain in compliance with Tennessee Secondary School Athletic Association (TSSAA) and Tennessee Middle School Athletic Association (TMSAA) rules, University Schools prohibits its student-athletes from participating as representatives of any other school in interscholastic athletic competition while enrolled at University Schools.

Policy

Statement:

While enrolled as a student at University Schools, no student-athlete may compete, practice, or otherwise represent another school, public, private, charter, or independent, in any interscholastic athletic event, contest, or league, whether or not that school is a member of the Tennessee Secondary School Athletic Association (TSSAA) or Tennessee Middle School Athletic Association (TMSAA).

This prohibition applies to all sports governed by TSSAA or TMSAA as well as any independent or non-sanctioned interscholastic competitions conducted by another school or its athletic organization.

"Interscholastic competition" refers to any athletic, academic, or extracurricular contest, game, meet, match, performance, tournament, or similar event in which students representing one school compete against students representing another school.

Interscholastic competition includes activities that meet one or all of the following criteria:

1. Involve students who officially represent University Schools as part of a team, squad, club, or delegation;
2. Occur between member schools or schools of comparable standing; and
3. Require compliance with eligibility, conduct, and participation rules established by TSSAA, TMSAA, and University Schools.

Authorized Cooperative Team Exception:
University Schools recognizes that, in limited circumstances, participation in an authorized cooperative team may be necessary to provide athletic opportunities not otherwise available at University Schools (e.g., football).

- A *cooperative team* is defined as an officially approved agreement between University Schools and another school that has been authorized by the TSSAA or TMSAA and the Director of Schools (or designee).
- Only cooperative agreements approved in writing by both schools and formally recognized by TSSAA or TMSAA constitute valid exceptions to this policy.
- Student-athletes participating under a cooperative agreement must comply with all eligibility, conduct, and academic requirements of University Schools and TSSAA or TMSAA.
- Participation in any non-authorized or informal arrangement with another school constitutes a violation of this policy.

Rationale:

Dual representation in interscholastic athletics creates potential conflicts with eligibility rules, safety standards, and commitments to University Schools teams. This policy safeguards fairness, eligibility, and accountability of all student-athletes and aligns with University Schools' standards for sportsmanship, academic focus, and commitment to school-based programs.

Enforcement and Consequences:

Any student-athlete found to have participated in interscholastic competition for another school while enrolled at University Schools, outside an authorized cooperative agreement, will be deemed ineligible for participation in University Schools athletics for the remainder of that season and may face additional disciplinary action as determined by the Assistant Director of Athletics and School Director.

Coaches are responsible for reporting violations to the Assistant Director of Athletics immediately.

Exceptions may only be granted in writing by the Director of Schools or designee in consultation with the Assistant Director of Athletics.

Non-Interscholastic Participation Clarification

This policy does not apply to participation in club sports, Amateur Athletic Union (AAU) programs, or recreational leagues that are not affiliated with or representing another school (ESCRA, etc.).

However, students who choose to participate in these outside opportunities are responsible for ensuring that such participation does not conflict with University Schools, district, or TSSAA/TMSAA eligibility regulations.

Middle and High School students and families are strongly encouraged to consult with their school-level athletic representative or the Assistant Director of Athletics before committing to external athletic activities.

Legal References

- [34 CFR § 106.41; 20 USCA § 1681](#)
- [TCA 49-6-310\(a\)](#)
- [TRR/MS 0520-01-02-.08\(1\)](#)
- [TCA 49-6-3601](#)
- [TCA 29-20-403](#)
- [20 USCA § 1232h\(c\); TRR/MS 0520-01-13-.01\(1\)\(a\)](#)
- [TCA 49-6-1002\(a\)](#)
- [TCA 49-6-1002\(c\)](#)
- [TCA 49-2-120](#)

- [5.117 Teacher Tenure](#)

AUTHORITY AND SCOPE

This policy is adopted under T.C.A. § 49-8-1503¹. The governing body for the public university approved to operate the Innovative School District (ISD) exercises board authority for University Schools. Tenure eligibility and actions are governed by T.C.A. §§ 49-5-503² and 49-5-504.³

DEFINITIONS

Board: The governing body of the University of Memphis (Board of Trustees) or a committee of the Board acting for the ISD under § 49-8-1503(b)¹.

Director of Schools: The university employee designated by the Board to serve as Director of Schools for the ISD pursuant to § 49-8-1503(b)(5)¹.

Teacher: As defined in T.C.A. § 49-5-501⁴, certificated personnel employed by the Board for service in University Schools.

General

To attain tenure status,⁴ a teacher shall: (1) meet tenure eligibility requirements; (2) be renewed and recommended by the Director of Schools; and (3) receive a majority vote of the Board.

TENURE ELIGIBILITY^{3, 5}

A teacher that meets the following requirements is eligible for tenure:

1. Has a degree from an approved four-year college or any career and technical teacher who has the equivalent amount of training established and is licensed by the State Board of Education;
2. Holds a valid teacher license issued by the State Board of Education, based on training covering the subjects or grades taught;
3. Has completed a probationary period of five (5) school years or not less than forty-five (45) months within the last seven-year period with the last two (2) years being employed in a regular teaching position rather than an interim teaching position; and
4. Has received evaluations demonstrating an overall performance effectiveness level of four (4) “above expectations” or five (5) “significantly above expectations” as provided in the evaluation guidelines adopted by the State Board of Education, during the last two (2) years of the probationary period.

If a teacher has met all other requirements for tenure eligibility but has not acquired an official evaluation score during the last one (1) or two (2) years of the probationary period due to allowable circumstances outlined in state law, he/she may utilize the most recent two (2) years of available evaluation scores achieved during the probationary period to become eligible for tenure.²

ACQUISITION OF TENURE STATUS

Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.³

The following additional guidelines shall apply:

1. The Director of Schools will recommend teachers eligible for tenure at a board meeting in ample time to send notice of non-renewal to each teacher not recommended for tenure within five (5) business days following the last instructional day for the school year.⁶
2. The decision to grant tenure is solely within the discretion of the Board. Only those teachers who receive a majority vote of the membership of the Board will be granted tenure.¹
3. A teacher who is eligible for tenure, but tenure is denied by the Board, shall not be rehired beyond the current contract year.⁴

TEACHER RETURNING TO EMPLOYMENT

A teacher who has acquired tenure status in the school district and later resigns shall serve a two-year probationary period upon reemployment, unless the probationary period is waived by the Board upon request of the Director of Schools. Upon completion of the two-year period, the teacher shall either be recommended by the Director of Schools for tenure or non-renewed. If tenure is denied by the Board, the teacher shall be dismissed.⁷

TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT⁸

A tenured or nontenured teacher with five (5) or more years of prior service that transfers from another school district to begin employment in University Schools shall serve the regular probationary period. The Board, upon the recommendation of the Director of Schools, may waive the probationary period and grant tenure status or shorten the probationary period.

If a nontenured teacher with fewer than five (5) years of service transfers from another school district, such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when service in both school districts is counted.

All tenure decisions made under this section are subject to the requirements concerning overall teacher performance effectiveness levels.

TEACHER RETURNING TO PROBATIONARY STATUS⁹

Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of “below expectations” or “significantly below expectations” shall be returned to probationary status by the Director of Schools until the teacher has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of “above expectations” or “significantly above expectations.”

When a teacher who has returned to probationary status has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of “above expectations” or “significantly above expectations,” the teacher is again eligible for tenure and shall be either recommended by the Director of Schools for tenure or nonrenewed; provided, however, that the teacher shall be dismissed if tenure is denied by the Board.⁹

This section does not apply to teachers who acquired tenure prior to July 1, 2011.

- **5.701 Substitute Teachers**

Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies until a licensed teacher is available.^{1,2} Substitute teachers may be employed and paid directly by University Schools or by a third-party employer through an agreement between such third-party employer and University Schools.

Substitute teachers employed by third party entities shall be subject to the same unemployment benefit eligibility conditions as substitute teachers employed directly by the Board.²

APPLICATION/QUALIFICATIONS Criminal history record checks and fingerprinting of applicants for substitute teaching are required.³

Applicants with revoked or suspended licenses or certificates according to the State Board of Education shall not be hired.⁴

Qualifications for substitute teachers shall be determined by the Chief of Staff in compliance with board policy, state laws, and State Board of Education rules and regulations.

A list of substitute teacher(s) will be prepared by the Chief of Staff who will maintain file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

COMPENSATION Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same as a retired substitute teacher with an active teaching license. This only applies to teachers who retired after July 1, 2011 through July 1, 2016.⁵

CERTIFICATION When substituting for a regular teacher who has been absent for thirty (30) consecutive days, a substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught or shall be a retired teacher that held the appropriate endorsement.⁶ When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the state salary schedule.¹

EMERGENCY NEEDS All teacher aides, administrative staff, and temporary employees are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day.

Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both positions at the same time.

TRAINING AND ORIENTATION The Chief of Staff shall be responsible for ensuring that there are appropriate training and development programs for substitute teachers that includes the annual school safety training required by state law.⁷

RESPONSIBILITIES Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited to, carpool duty and playground supervision.



Teacher Tenure FAQs

Since this is a new district with no teachers currently holding tenure, the questions and answers below explain eligibility requirements, timelines, and key rules so that board members have a clear understanding of the process moving forward.

1. Do any teachers in University Schools currently have tenure?

No. Because this is a new district, no teacher has tenure at this time. All teachers begin in a probationary period.

2. How long is the probationary period before I can be considered for tenure?

Teachers must complete five (5) school years of service, or at least forty-five (45) months within a seven-year period, with the last two (2) years being in a regular teaching position (not an interim role)

3. What are the requirements to be eligible for tenure?

To be considered, a teacher must:

1. Hold a degree from an approved four-year college (or equivalent training if a career/technical teacher).
2. Have a valid Tennessee teaching license covering the grades/subjects you teach.
3. Complete the probationary service period (see above).
4. Receive overall evaluation ratings of 4 (“above expectations”) or 5 (“significantly above expectations”) for the last two years of your probationary period.

4. What if a teacher doesn’t have evaluation scores for their final probationary years?

If state law allows (for example, due to medical leave or other approved reasons), a teacher may use the most recent two years of available evaluation scores from the probationary period.

5. Who decides who receives tenure?

- The Director of Schools may recommend a teacher for tenure once they are eligible.
- The Board of Trustees (University of Memphis) makes the final decision.
- Tenure requires a majority vote of the Board.

6. What happens if a teacher is eligible but not recommended for tenure?

If the Director of Schools or the Board denies tenure, the teacher's contract will not be renewed for the next school year, and they will be dismissed.

7. What if a teacher already had tenure in another Tennessee school district?

- If you come with **five (5) or more years of service**, a teacher will serve the probationary period again unless the Board waives or shortens it on recommendation of the Director of Schools.
- If a teacher comes with **fewer than five (5) years of service**, they must complete a full probationary period before they are eligible for tenure.

8. What if I previously worked here, left, and then return?

If you had tenure in University Schools, resigned, and later return, you must serve a **two-year probationary period** before you may be considered again for tenure (unless the Board waives this period).

9. Can I lose tenure after I earn it?

Yes. Any tenured teacher who receives **two consecutive years** of evaluations rated "below expectations" or "significantly below expectations" will be returned to probationary status.

- To regain tenure, a teacher must earn **two consecutive years** of evaluations rated "above expectations" or "significantly above expectations."
- If a teacher becomes eligible again, they will either be recommended for tenure or dismissed if the Board denies it.

10. When will decisions about tenure be made?

The Director of Schools will make recommendations to the Board in time for non-renewal notices (if applicable) to be delivered within **five (5) business days after the last instructional day** of the school year.

11. Will the years a teacher worked in a University School count if they were served before we officially became a school district?

No. Service in a University School before the district was formally established does not count toward tenure eligibility. A teacher must serve the full probationary period as an employee of this district.



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PARENT IMPACT SURVEY 2025

Parents are important stakeholders and vital thought partners in our school district. We surveyed every parent or guardian who works at the University of Memphis and asked them to share the impact that University Schools has had on their family. 95% of parents said that their child's enrollment had a positive impact of their overall commitment to the UofM, further demonstrating the unique value that University Schools brings to the University of Memphis community.

HIGHLIGHTS

82%

of parents said their child's enrollment has influenced their decision to work at the UofM

85%

of parents said their child's enrollment positively impacts their desire to stay employed at the UofM

91%

of parents said their child's enrollment positively impacts their work/life balance

95%

of parents said their child's enrollment positively impacts their child's wellbeing

95%

of parents said their child's enrollment has improved his/her educational outcomes



THE UNIVERSITY OF
MEMPHIS

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We are proud that so many University of Memphis employees choose University Schools, and they do so for a number of great reasons:

RECRUITMENT

"If it were not for University Schools, I would have been recruited away from Memphis years ago. Because of University Schools, I have stayed in Memphis and advanced at the UofM."

"As long as our kids have a place in the University Schools system, we will continue to work at the UofM. If that ever were to change, we would likely relocate."

FINANCIAL ADVANTAGES

"As a working mother... it makes my professional career better from both a logistical and financial perspective."

50%
OF OUR FAMILIES
REPORT SAVING
BETWEEN \$10,000 AND
\$25,000 BY SENDING
THEIR CHILDREN TO
UNIVERSITY
SCHOOLS

COMMUNITY

"Seeing our child thrive has deepened my love for the UofM and, quite frankly, is a point of pride."

"The University Schools community has helped to make my kids the awesome people they are today. My family would not be who we are without the University Schools"



SECURITY

"Having my child on campus with me has provided a sense of comfort. I don't worry about his safety or well-being, which allows me to better serve in my role at the university."

ACADEMICS

"We are extremely grateful for the quality of education our child has received...She loves school and the university feels like a second home to us."

"The learning environment not only fosters academic growth, but also builds self-confidence and resilience."

WORK/LIFE SATISFACTION

"Working on the same campus where my son attends school is a game-changer for me as a single parent."

9. Reports and Recommendations from Finance & Audit Committee

Report

Presented by David McKinney

The University of Memphis Board of Trustees

Presentation

For Approval

Date: December 3, 2025

Committee: Finance and Audit Committee

Presentation: UofM Internal Audit Strategic Plan

Presented by: Angela Ross, Associate Vice President & Chief Audit Executive

Background:

The Global Internal Audit Standards requires the Chief Audit Executive to develop and implement a strategy for the internal audit function that supports strategic objectives and aligns with the expectation of the board, senior management, and other key stakeholders. The Office of Internal Audit and Consulting 5-year strategic plan has been developed, and the Finance and Audit Committee review and approval is requested.

Motion:

The Finance and Audit Committee recommends a motion to approve the Internal Audit Strategic Plan.

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 3, 2025

Committee: Finance and Audit Committee

Recommendation: Approval of FY2026 Revised Budget

Presented by: Rene Bustamante, Executive Vice-President, Chief Operating & Financial Officer

Background:

The University of Memphis revises the Proposed (Initial) Budget each fall to update revenue and expenditure projections. The FY2026 Revised Budget takes into consideration fall enrollment changes, tuition increases, the effect of any prior year's activities carried forward into the current year, and adjustments in state appropriations occurring since the FY2026 Proposed Budget was prepared and approved in June 2025.

The FY2026 Educational and General (E&G), Auxiliary Enterprises and Restricted revised budgets are within available resources. The Revised Budget complies with all applicable policies and guidelines.

Motion to be Made:

The Finance and Audit Committee recommends approval of the FY2026 Revised Budget.

10. New Business - Naming of New Residence Hall

For Approval

Presented by Cato Johnson

The University of Memphis Board of Trustees

Recommendation

For approval

Date: 12/03/2025

Committee: Academic and Student Affairs

Presentation: Motion to Name the New P3 Residence Hall - Victory Park

Presented by: Cato Johnson

Background: The name *Victory Park* honors the historical significance of the site, which once served as the location of a World War II hospital, symbolizing resilience, healing, and triumph. It also reflects the complex's proximity to the University's athletic practice facilities, embodying the spirit of achievement and teamwork that defines our student-athletes. Additionally, the name connects to the green, student-centered space and its location on the Park Avenue Campus, creating a sense of unity, vitality, and place.

Motion to be Made: The University of Memphis Board of Trustees recommends a motion to name the new P3 residence hall, "Victory Park."

11. New Business - Board Chair

For Approval

Presented by Cato Johnson

12. Additional Business

Presented by Cato Johnson

13. Adjournment

Presented by Cato Johnson