THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Friday, October 28, 2022	Boling University Center, Duncan Ballroom
9:30 a.m. (CDT)/10:30 a.m. (EDT)	Martin, TN

AGENDA

I. Call to Order and Roll Call

II. Opening Remarks of the Committee Chair

III. Requests to Address the Board (if appropriate for this Committee)

IV. Presentations — Information/Discussion

A. UT System Student Success Indicators ..... Tab 1.1
B. Fall 2022 Student Experience Survey

V. Campus Reporting — Information/Discussion

A. Report on Periodic Post-Tenure Performance Review (PPPR) ..... Tab 2.1
B. Annual Report Intercollegiate Athletics ..... Tab 2.2

VI. Proposed Peer and Aspirational Peer Institutions — Action ..... Tab 3

VII. Proposed New Academic Unit: School of Natural Resources, UTIA — Action ..... Tab 4

VIII. Proposed New Academic Programs — Action

A. Bachelor of Applied Science in Information Technology Cybersecurity, UTC ..... Tab 5.1
B. Bachelor of Science in Business Administration with a major in International Business, UTK ..... Tab 5.2

IX. Grant of Tenure upon Initial Appointment — Action ..... Tab 6

X. Granting of Honorary Degree, UTK — Action ..... Tab 7

XI. Consent Agenda — Action ..... Tab 8

A. Minutes of the Last Meeting ..... Tab 8.1
B. Approval of the Comprehensive List of Academic Programs ..... Tab 8.2
C. Ratification of Administrative Action to Terminate or Inactivate Academic Programs ..... Tab 8.3

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

XII. Other Business

[Note: Under the Bylaws of the Board, items not appearing on the agenda may be considered only upon an affirmative vote representing a majority of the total voting membership of the Committee. Other business necessary to come before the Committee at this meeting should be brought to the Committee Chair's attention before the meeting.]

XIII. Closing Remarks

XIV. Adjournment

Information Items

A. Certification of Degrees Conferred.....Tab 9.1
B. 2022 Tenure & Promotions .....Tab 9.2

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **UT System Student Success Indicators**

Type: Information

Presenter: Bernie Savarese,
Acting Vice President for Academic Affairs & Student Success

Background

Each fall, colleges, universities, and technical and vocational institutions are required to collect and report student information to the federal government. The Higher Education Act of 1965, as amended, mandates this reporting for all institutions that participate in federal student aid programs. Data elements reported range from enrollments, program completions, and graduation rates, to finances, institutional prices, and student financial aid. Campuses report this information through the Integrated Postsecondary Education Data System (IPEDS) via a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).

In parallel with this federal reporting calendar, the UT System also provides an annual update to its Board of Trustees each fall on key student metrics via its Student Success Indicators Report. This report has evolved in recent years, from a simple reporting of fall enrollment and persistence data at each campus to a more robust set of infographics that disaggregate a larger set of variables over time, revealing trends, including how enrollment and student outcomes may differ by student population.

While a continued focus on enrollment is critical for the health of each institution, this report helps us better understand how we are delivering on the promise of higher education for our students by examining key measures such as first-year retention and student graduation rates over time. Additionally, this report provides enrollment and student success data over a five-year period disaggregated by key student characteristics such as online modality, residency, Pell grant recipient status (i.e., low socioeconomic status), racial/ethnic minority status, and gender. Together these elements help us measure our progress on both campus and system-wide strategic goals.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

It is our hope that by providing this information, the Board of Trustees can engage in a more informed conversation about the state of student success across the UT System and how we can best spend our time and resources in the years ahead.

Key Terms:

- **First-Year Retention Rate**: The percentage of a school's first-time, full-time students who begin their enrollment in the fall and continue their enrollment at the same institution the following fall semester. *(Note: part-time students and transfer students are excluded from this number)*

- **Graduation Rate**: The percentage of school's first-time, full-time undergraduate students who completed their degree program at the same institution within 150% of the published time for the program. For example, a for a four-year degree program, entering students who complete withing six years are counted as graduates. It is common for some colleges and universities to also publish their four-year graduation rate. (*Note: part-time students and transfer students are excluded from this number)*

- **Student Enrollment**: The number of students enrolled in at least one credit-bearing course on the date of the campus' fall census.

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UT System Student Success Indicators

Board of Trustees — October 27-28, 2022

Institutional Effectiveness

ie.tennessee.edu

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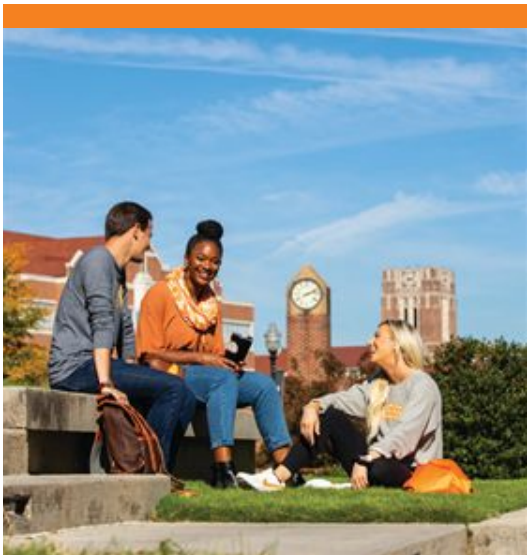
University of Tennessee

SYSTEM



UT System Student Success Indicators
October 2022

2022 UT System Enrollment Snapshot

56,032
Total Enrollment

44,280 UNDERGRAD
11,752 GRAD

Total New Student
16,981
TOTAL

Total Online Only
8.3%
TOTAL

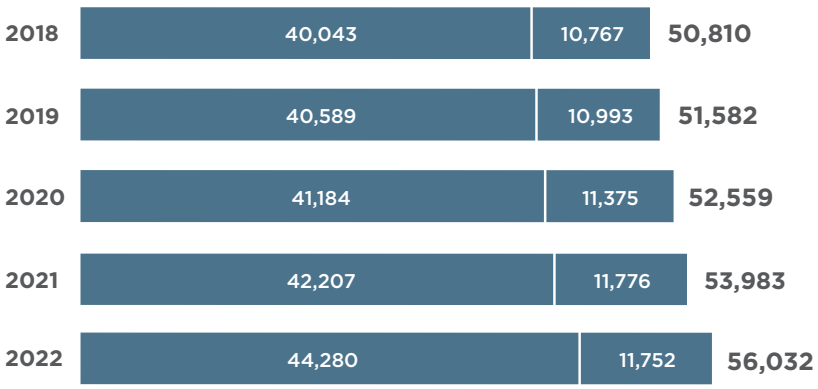
Total Residency
73.8% IN-STATE
26.2% OUT-OF-STATE

Pell Recipient
24.5%
TOTAL

Total Gender
57.1% FEMALE
42.9% MALE

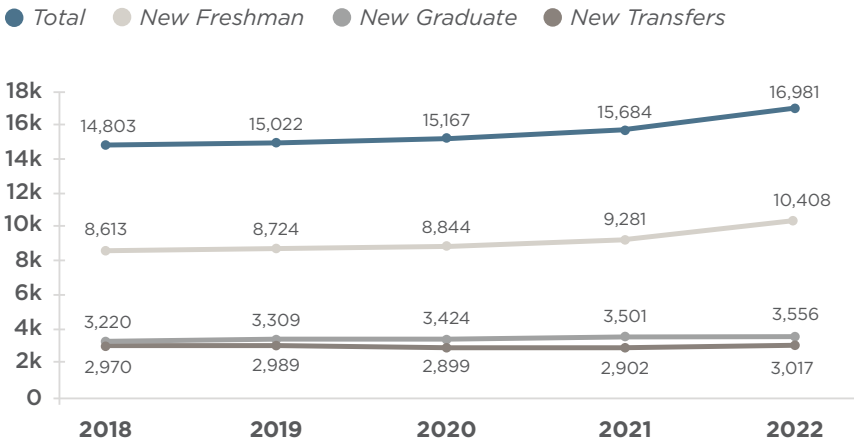
ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



1-Year Change **+3.8%** 5-Year Change **+10.3%**

New Student Enrollment

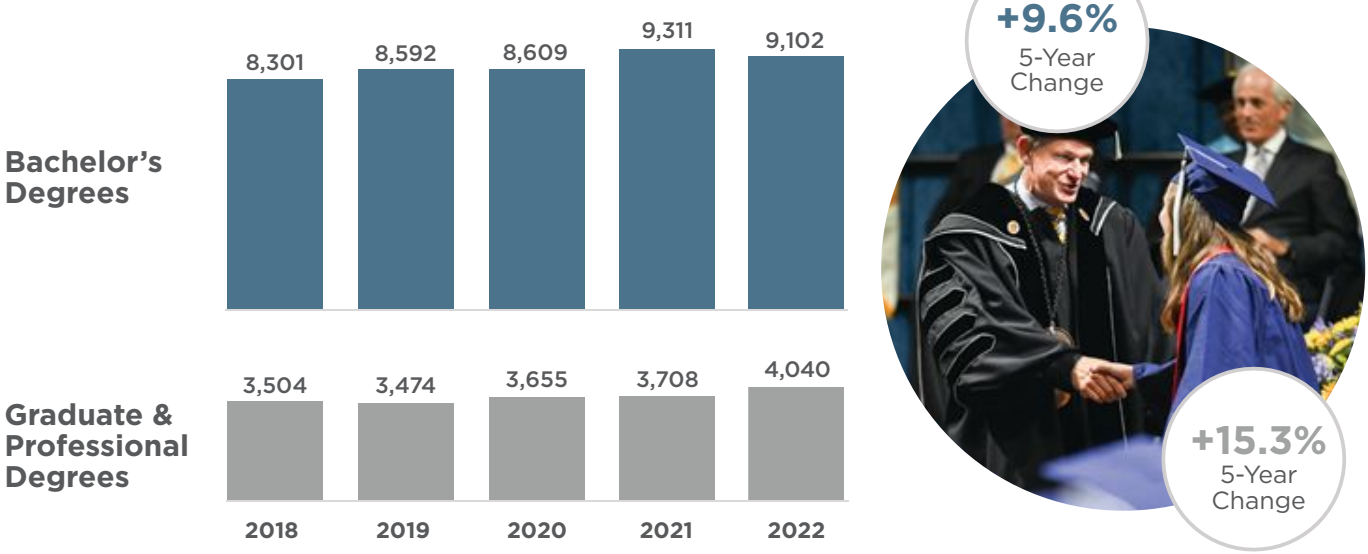


Total 1-Year Change **+8.3%** Total 5-Year Change **+14.7%**

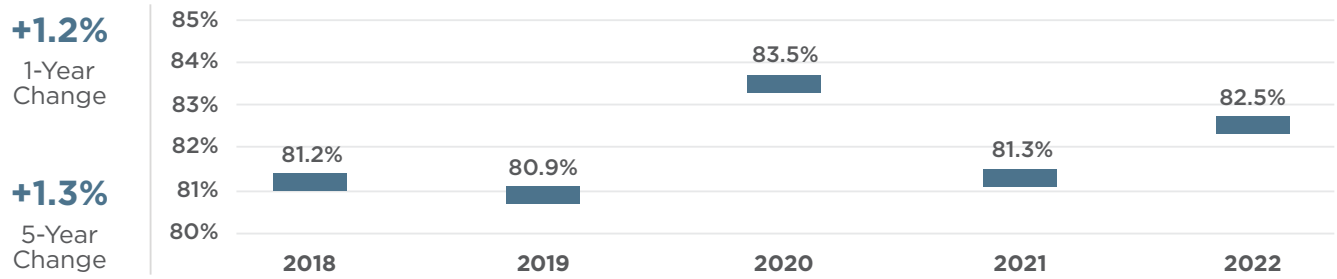
Note: UT System numbers in years prior to 2021 do not include UT Southern.

UT System

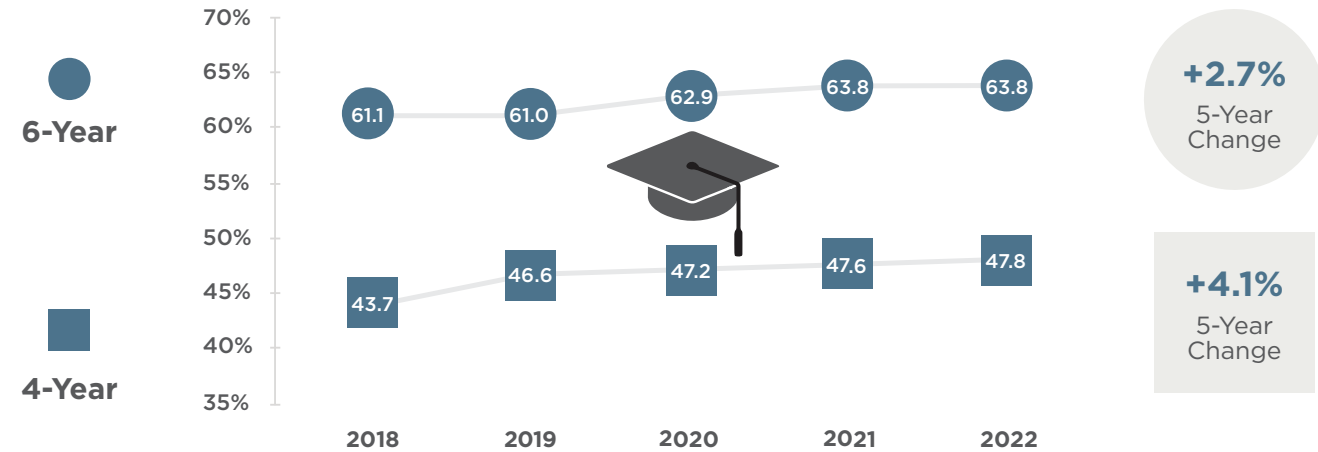
DEGREES AWARDED *2018-2022*



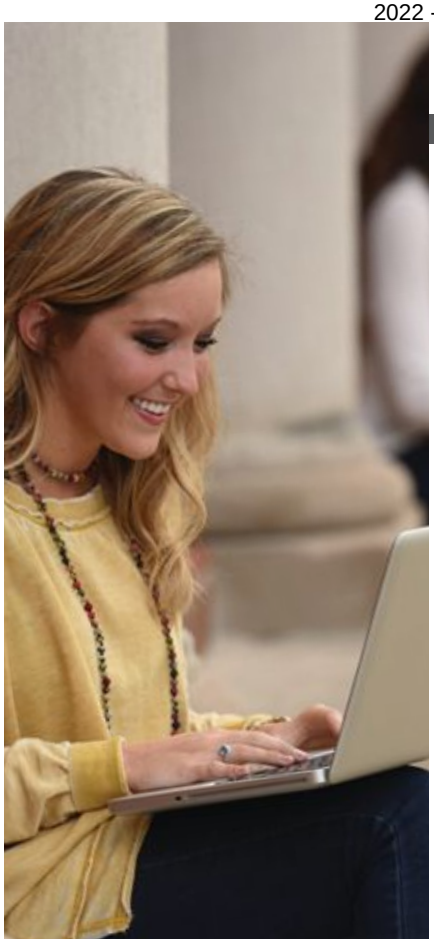
FIRST-YEAR RETENTION RATES *2018-2022*



GRADUATION RATES *2018-2022*

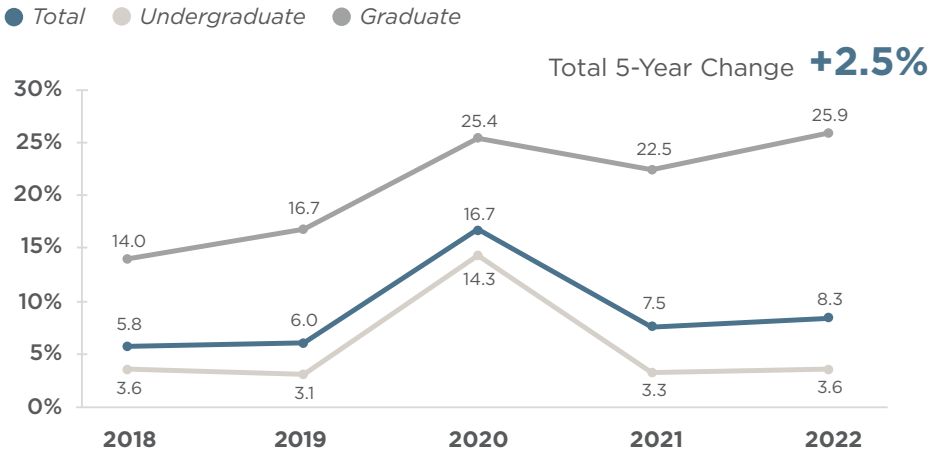


Note: UT System numbers in years prior to 2021 do not include UT Southern.



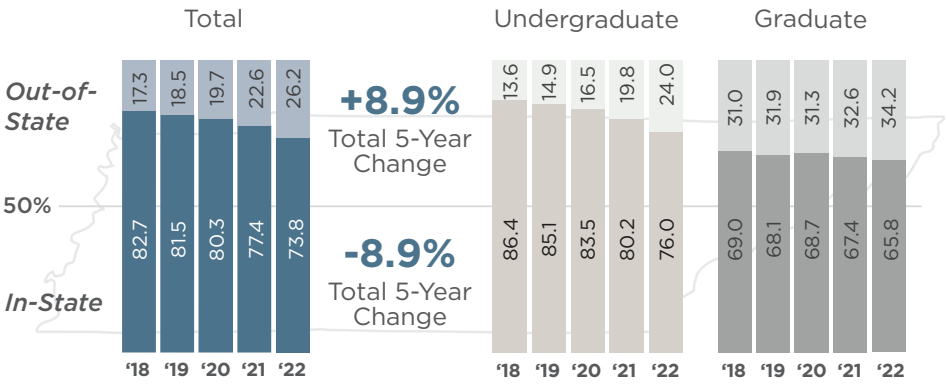
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

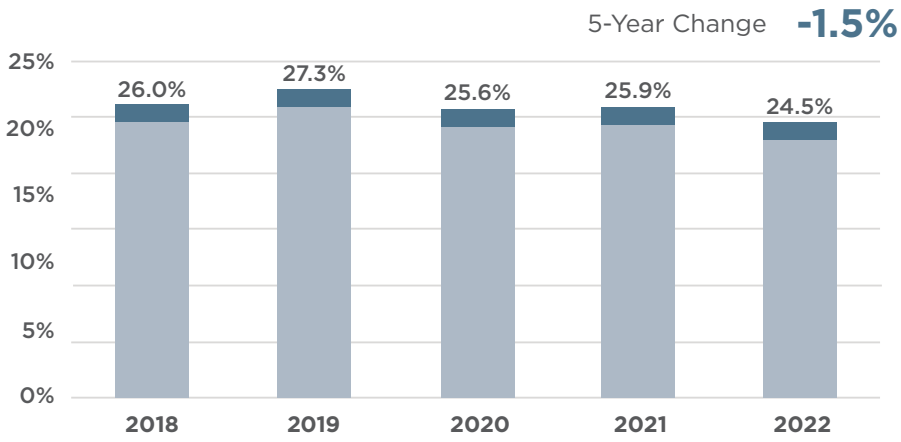


*Represents % of students enrolled in online courses only.

Residency



Pell Grant



Note: UT System numbers in years prior to 2021 do not include UT Southern.

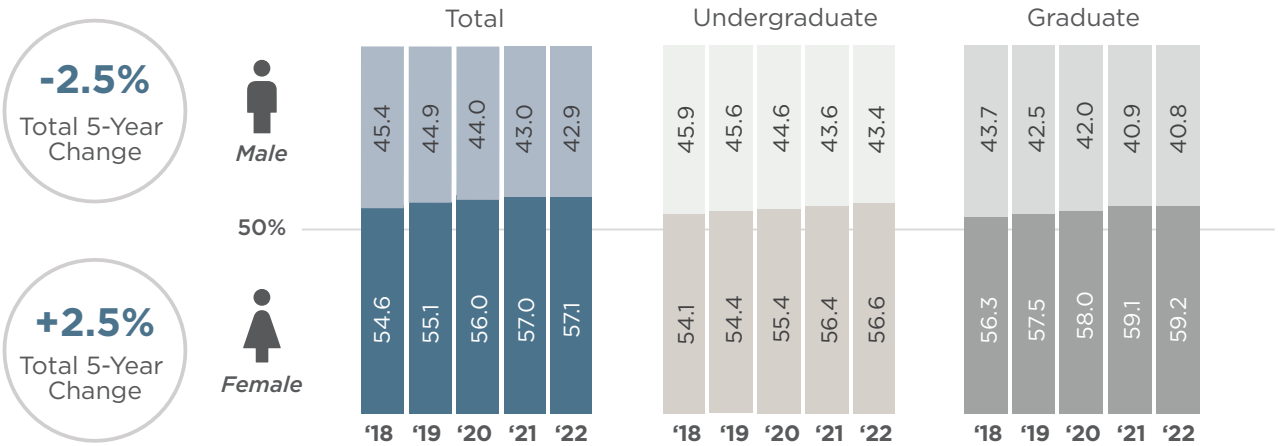
UT System

Racial/Ethnic Minority

	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	76.0%	76.2%	76.6%	76.2%	75.8%	-0.2%
*Asian**	8.0%	7.9%	7.8%	7.4%	7.1%	-0.9%
Black or African American	4.1%	4.4%	4.8%	5.0%	5.4%	+1.3%
Hispanic/Latino	3.6%	3.4%	3.5%	3.6%	3.9%	+0.8%
Multi-racial	3.1%	3.1%	3.3%	3.5%	3.5%	-0.1%
White	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%

**Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*

Gender



Note: UT System numbers in years prior to 2021 do not include UT Southern.

University of Tennessee,

KNOXVILLE

UT System Student Success Indicators
October 2022

2022 UTK Enrollment Snapshot

33,805
Total Enrollment

27,039 UNDERGRAD
6,766 GRAD

Total New Student
10,702 TOTAL

Total Online Only
6.6% TOTAL

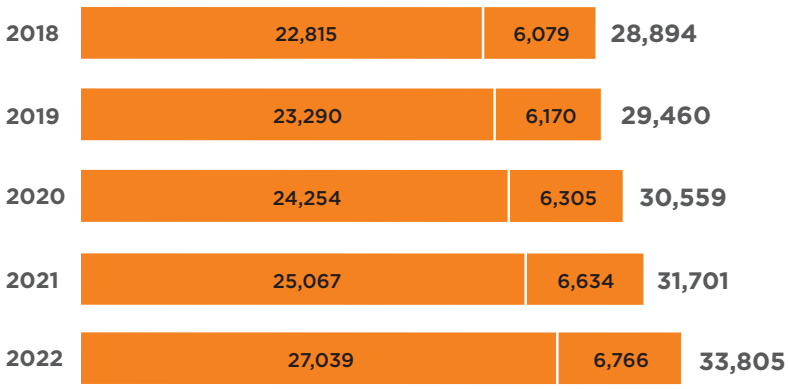
Total Residency
66.2% IN-STATE
33.8% OUT-OF-STATE

Pell Recipient
19.9% TOTAL

Total Gender
54.8% FEMALE
45.2% MALE

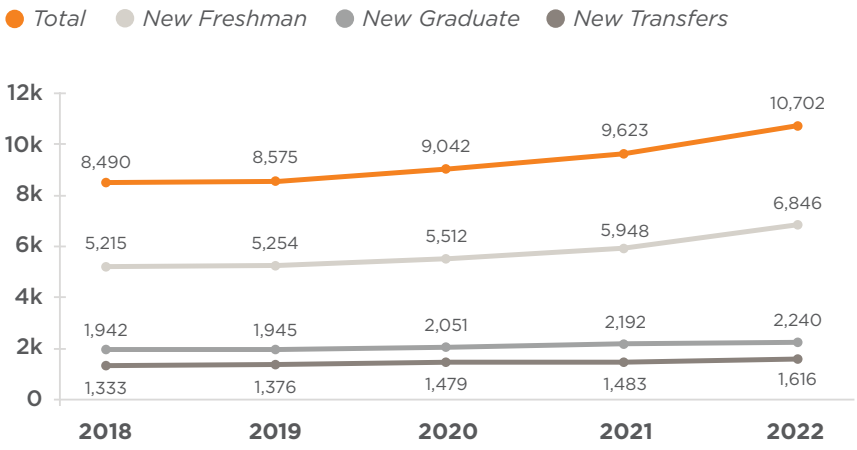
ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



1-Year Change **+6.6%** 5-Year Change **+17.0%**

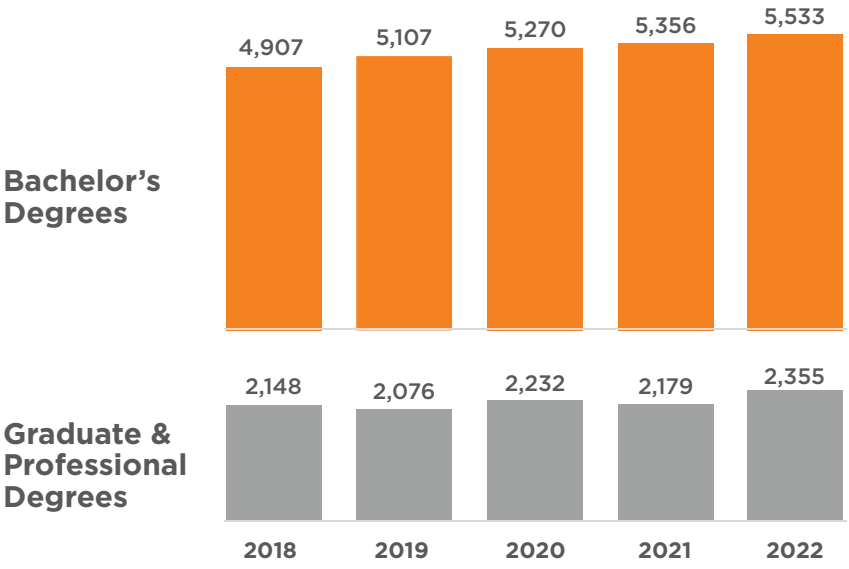
New Student Enrollment



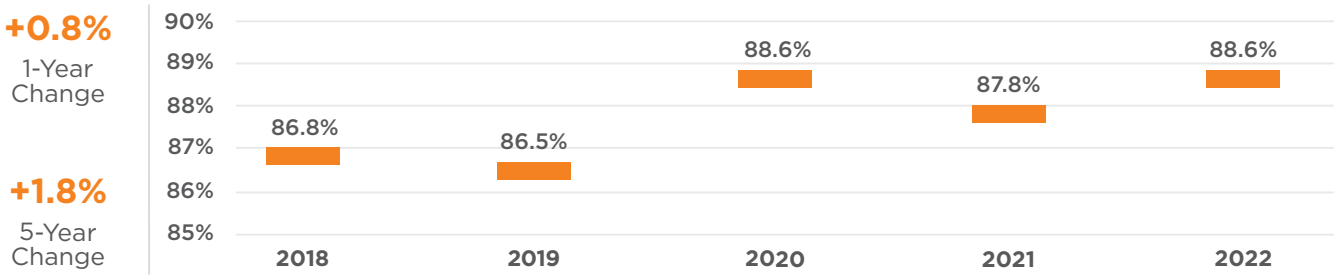
Total 1-Year Change **+11.2%** Total 5-Year Change **+26.1%**

UT Knoxville

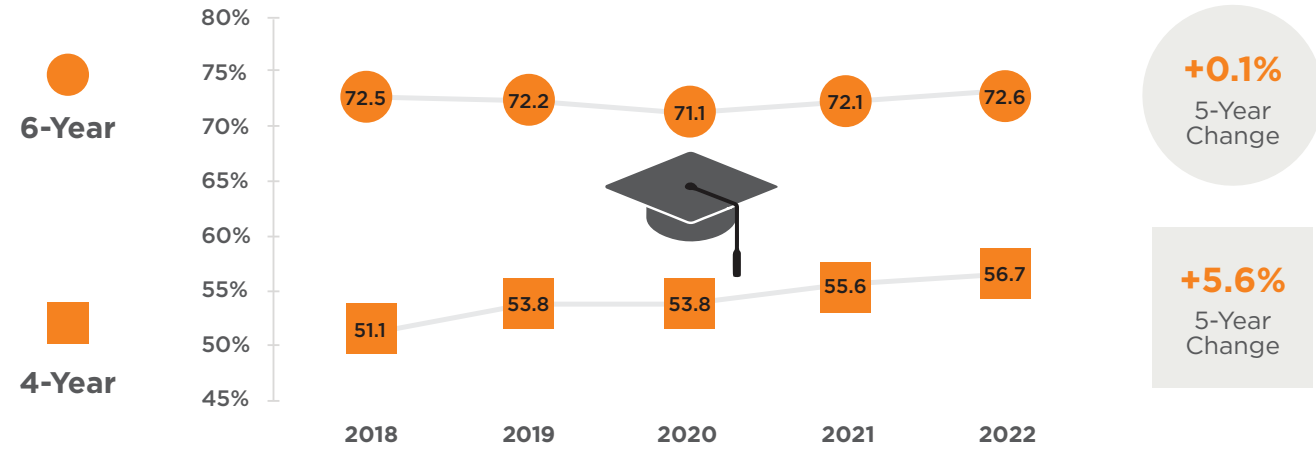
DEGREES AWARDED *2018-2022*



FIRST-YEAR RETENTION RATES *2018-2022*

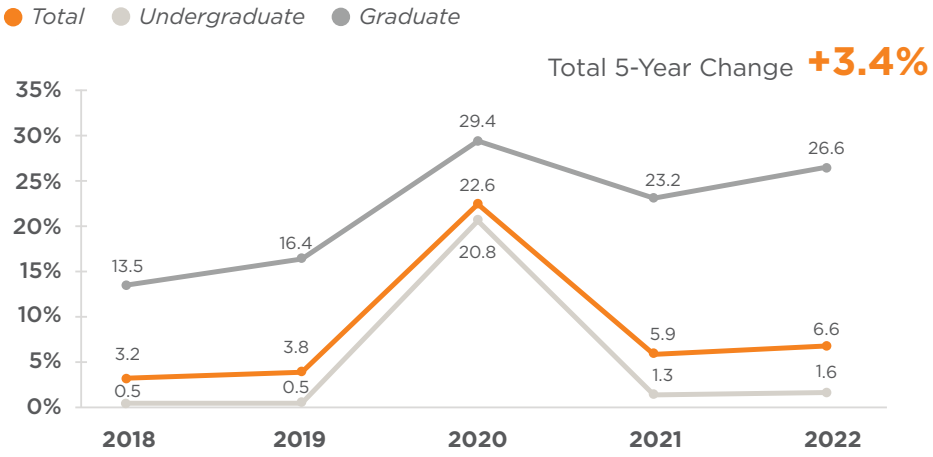


GRADUATION RATES *2018-2022*



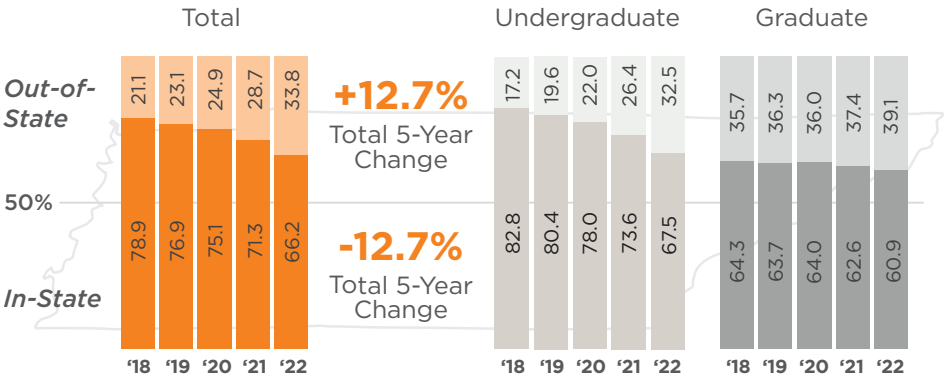
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

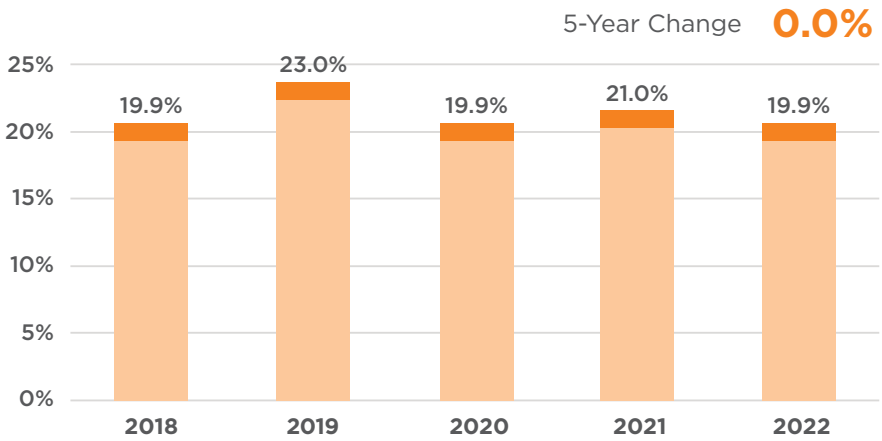


**Represents % of students enrolled in online courses only.*

Residency



Pell Grant



UT Knoxville

Racial/Ethnic Minority

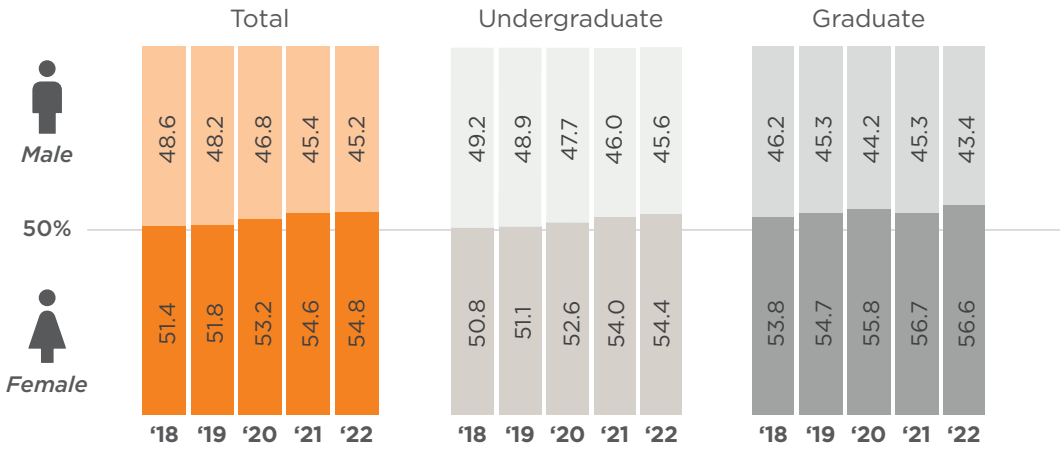
	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	76.4%	76.6%	77.5%	77.3%	77.0%	+0.6%
*Asian**	6.0%	5.8%	5.5%	5.3%	5.6%	+1.3%
Black or African American	4.3%	4.5%	4.8%	5.0%	4.7%	-1.3%
Hispanic/Latino	3.6%	3.8%	3.8%	4.1%	4.4%	+1.3%
Multi-racial	3.1%	3.5%	3.7%	3.6%	3.5%	-0.1%
White	0.2%	0.2%	0.2%	0.1%	0.1%	-0.1%

*Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.

Gender

-3.4% Total 5-Year Change

+3.4% Total 5-Year Change



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SCRAPPY
IS SOARIN'
FOR

University of Tennessee at

CHATTANOOGA

UT System Student Success Indicators
October 2022

2022 UTC Enrollment Snapshot

11,283
Total Enrollment

9,884 UNDERGRAD
1,399 GRAD

Total New Student
3,293 TOTAL

Total Online Only
5.1% TOTAL

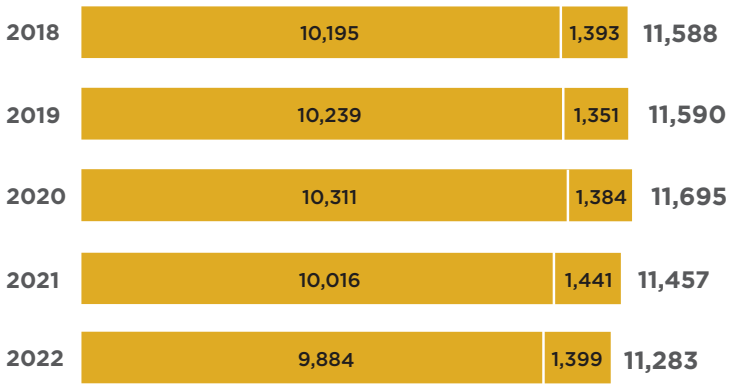
Total Residency
87.3% IN-STATE
12.7% OUT-OF-STATE

Pell Recipient
31.3% TOTAL

Total Gender
57.9% FEMALE
42.1% MALE

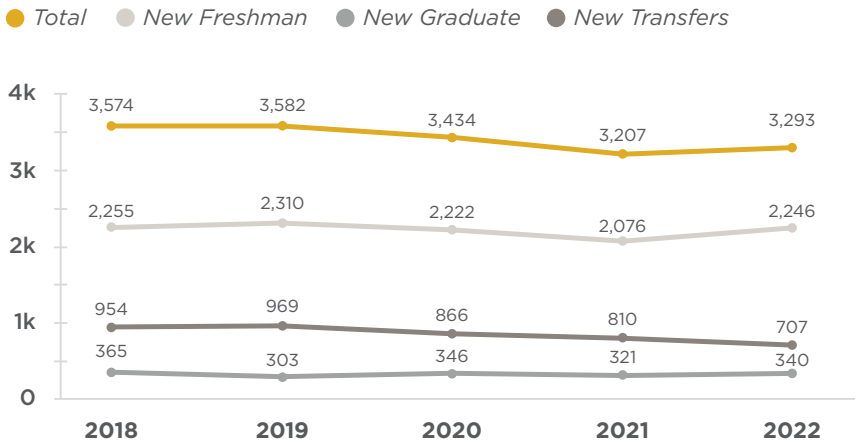
ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



1-Year Change **-1.5%** 5-Year Change **-2.6%**

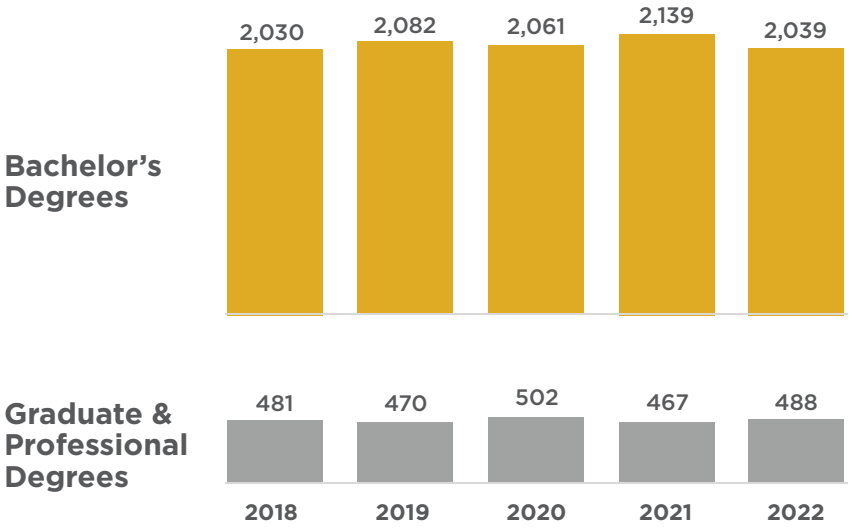
New Student Enrollment

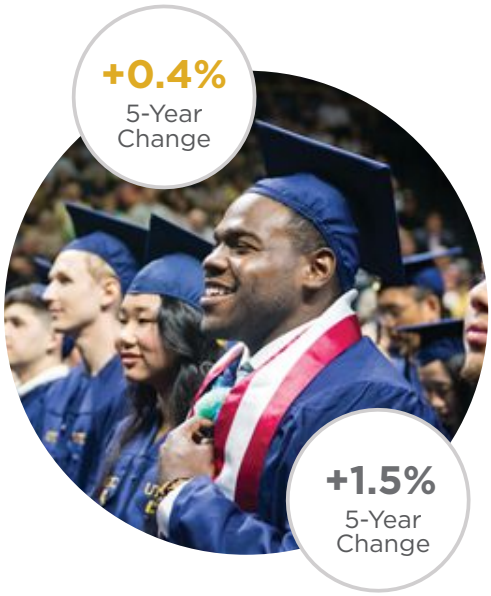


Total 1-Year Change **+2.7%** Total 5-Year Change **-7.9%**

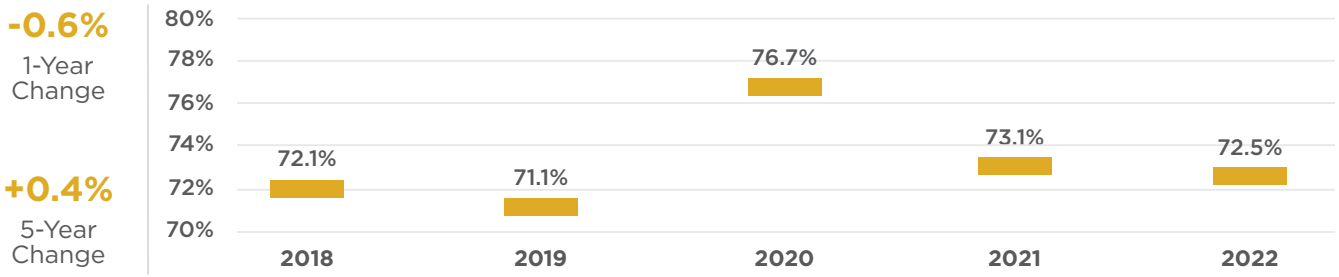
UT Chattanooga

DEGREES AWARDED *2018-2022*

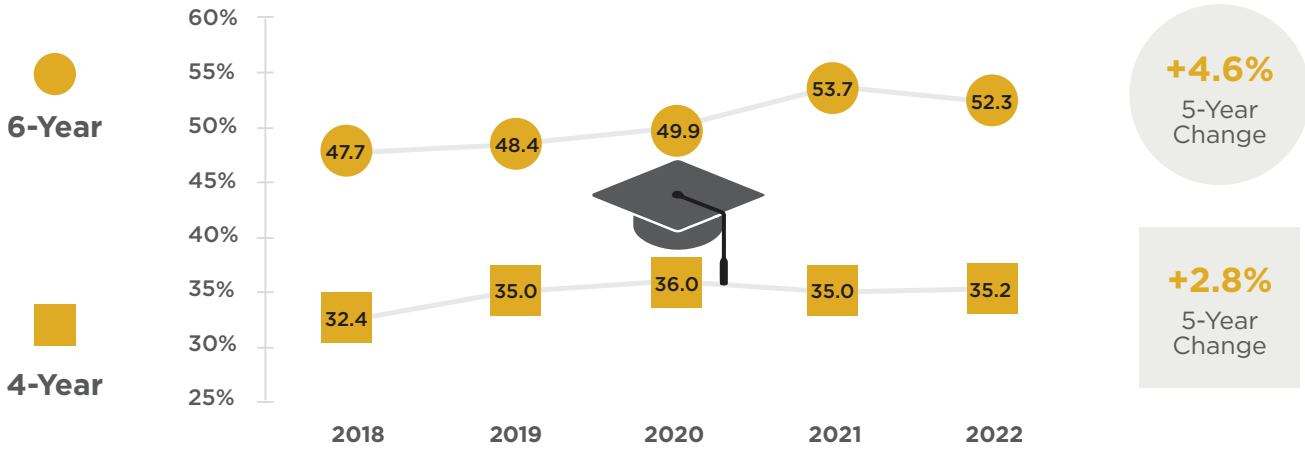




FIRST-YEAR RETENTION RATES *2018-2022*

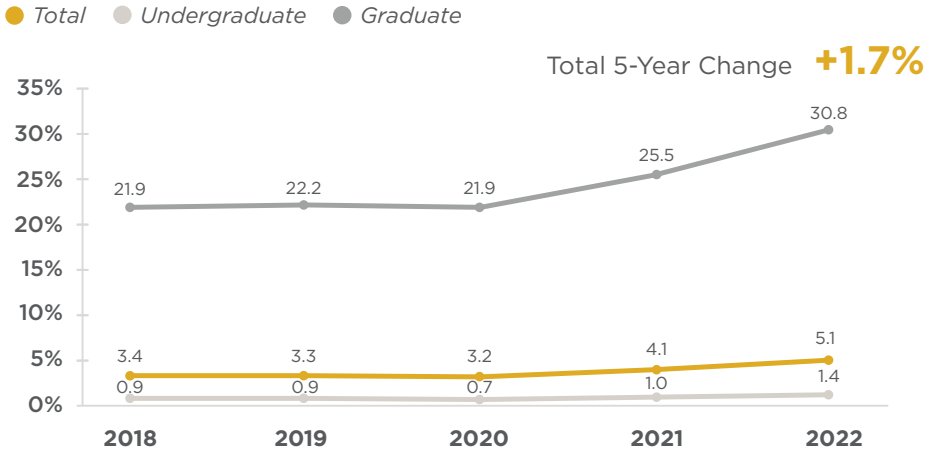


GRADUATION RATES *2018-2022*



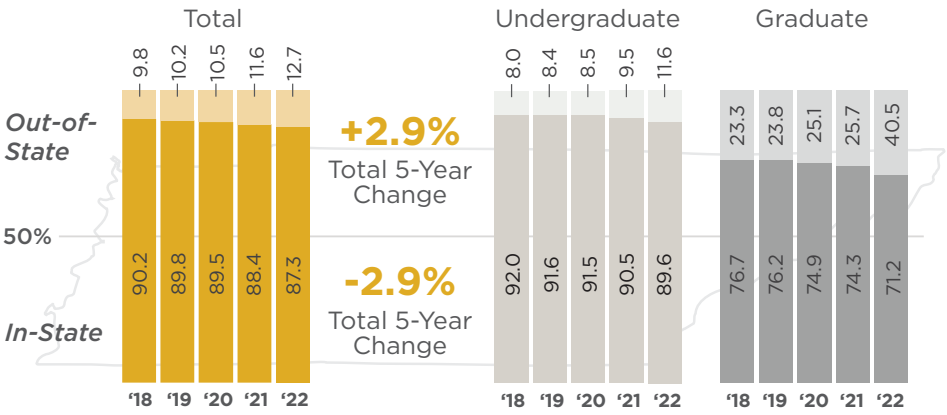
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

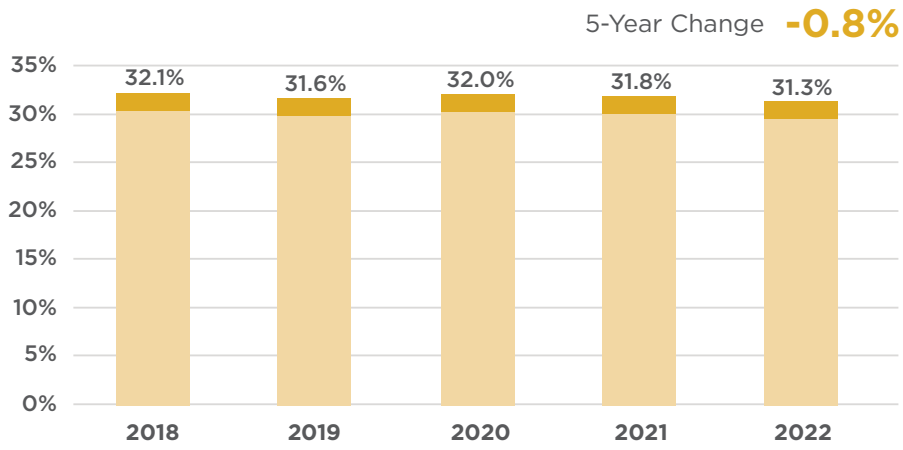


**Represents % of students enrolled in online courses only.*

Residency



Pell Grant



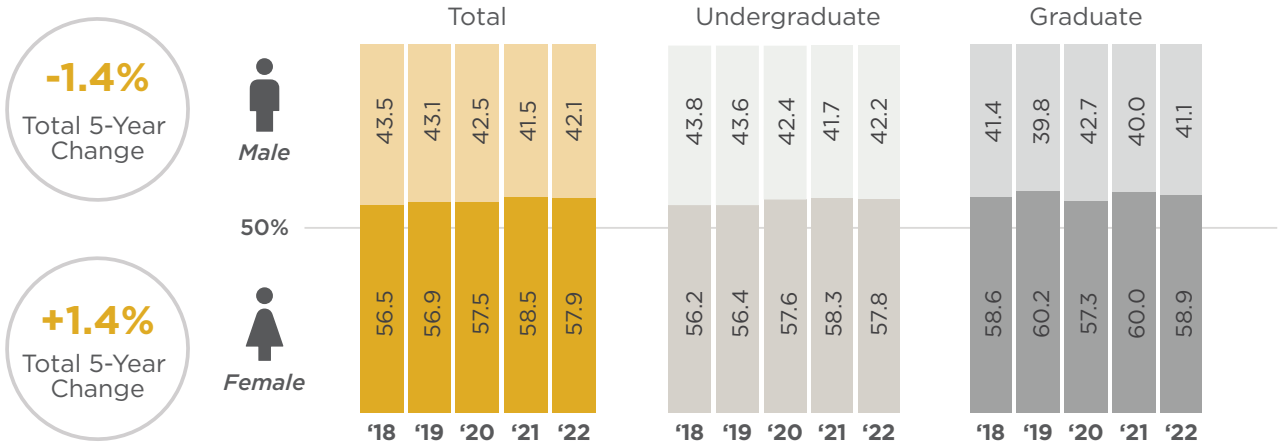
UT Chattanooga

Racial/Ethnic Minority

	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	75.7%	75.4%	75.1%	74.8%	74.5%	-1.2%
*Asian**	9.6%	9.5%	9.4%	9.5%	9.4%	-0.2%
Black or African American	4.6%	5.3%	5.6%	5.9%	6.1%	+1.5%
Hispanic/Latino	3.5%	2.8%	2.7%	2.9%	3.1%	-0.4%
Multi-racial	2.5%	2.5%	2.6%	2.9%	3.0%	+0.5%
White	0.3%	0.2%	0.2%	0.2%	0.2%	-0.1%

**Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*

Gender



University of Tennessee

SOUTHERN

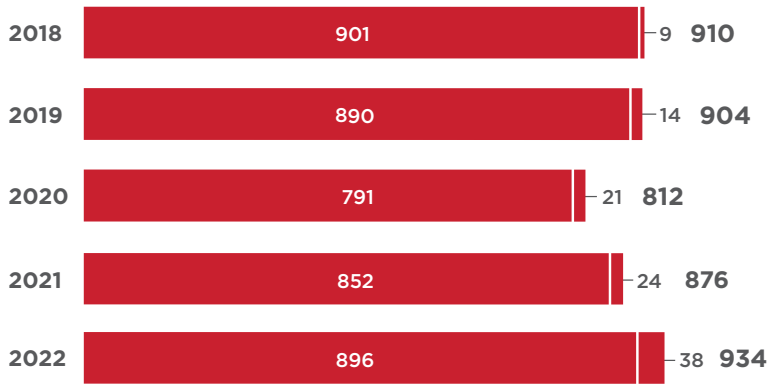
UT System Student Success Indicators
October 2022

SOUTHERN

2022 UTS Enrollment Snapshot

ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



1-Year Change **+6.6%** 5-Year Change **+2.6%**

934
Total Enrollment

896 UNDERGRAD
38 GRAD

Total New Student
334 TOTAL

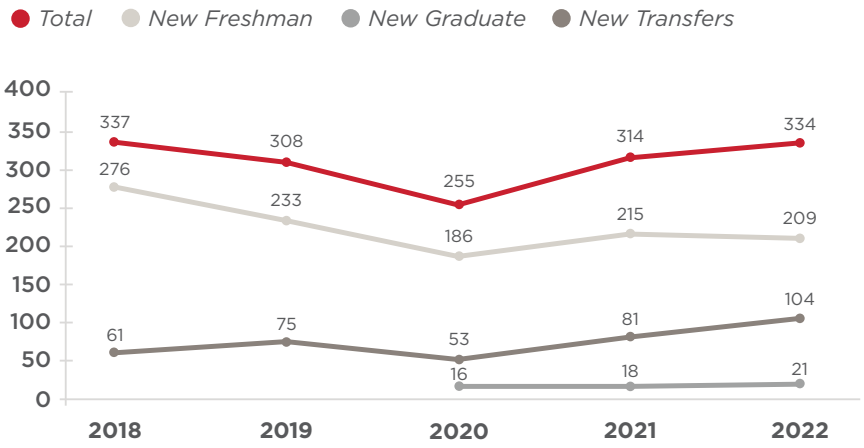
Total Online Only
3.0% TOTAL

Total Residency
74.1% IN-STATE
25.9% OUT-OF-STATE

Pell Recipient
32.9% TOTAL

Total Gender
58.9% FEMALE
41.1% MALE

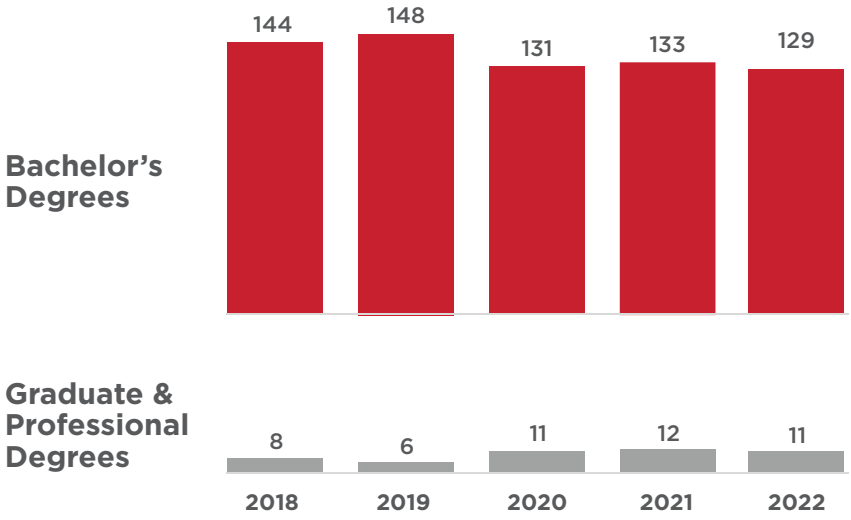
New Student Enrollment



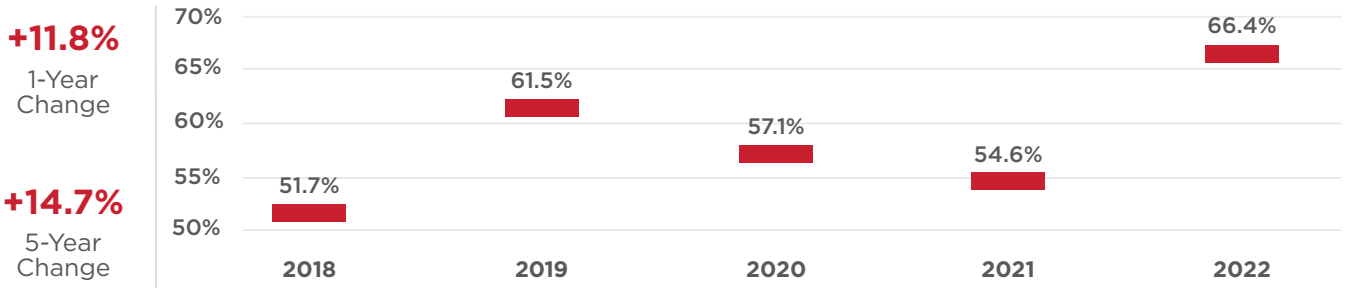
Total 1-Year Change **+6.4%** Total 5-Year Change **-0.9%**

UT Southern

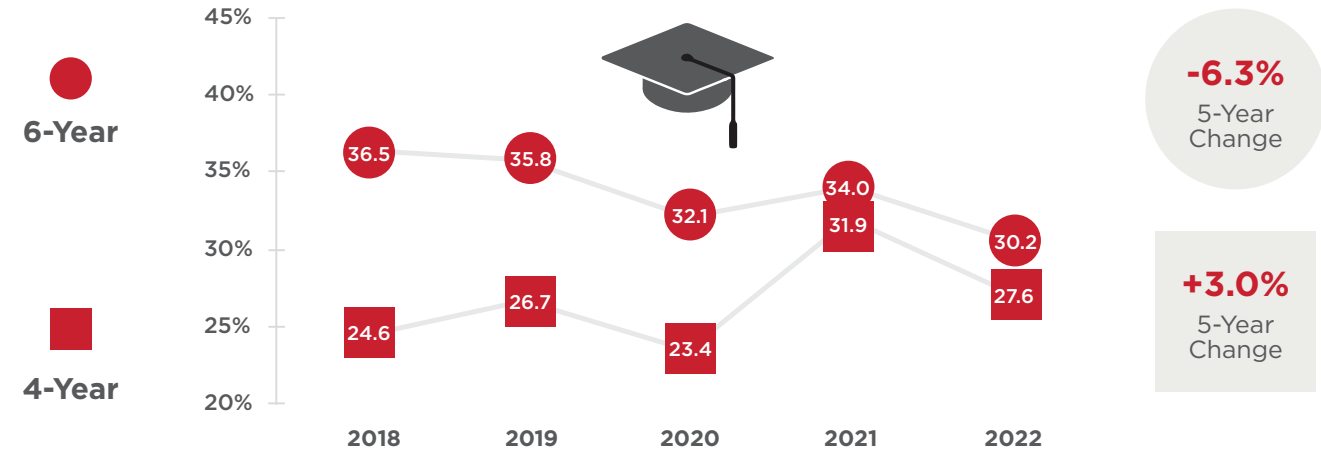
DEGREES AWARDED *2018-2022*

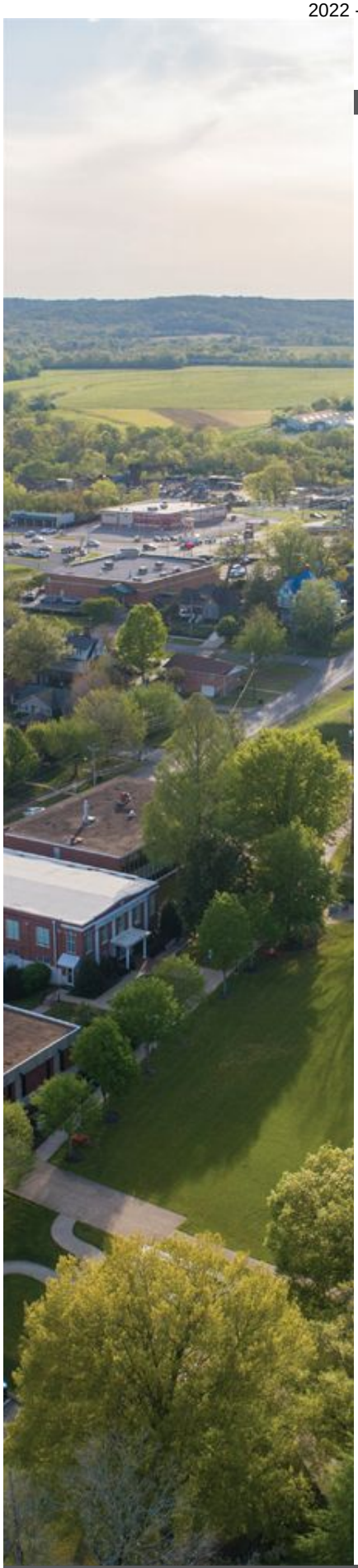


FIRST-YEAR RETENTION RATES *2018-2022*



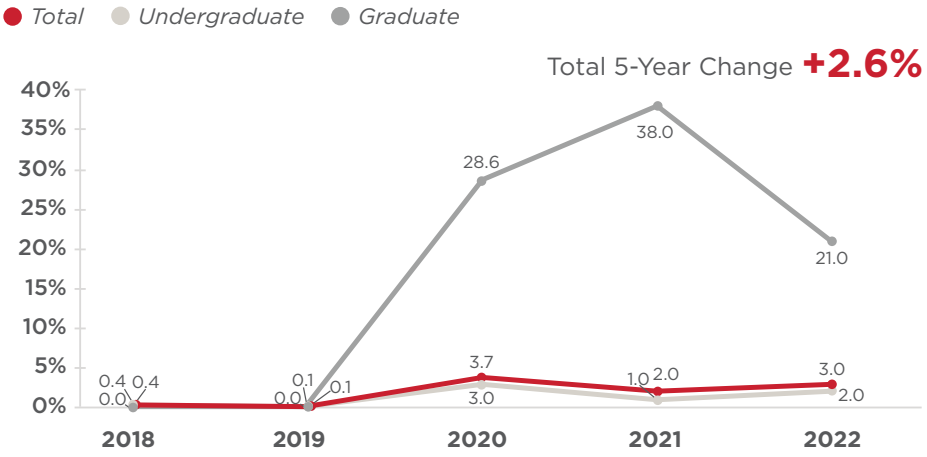
GRADUATION RATES *2018-2022*





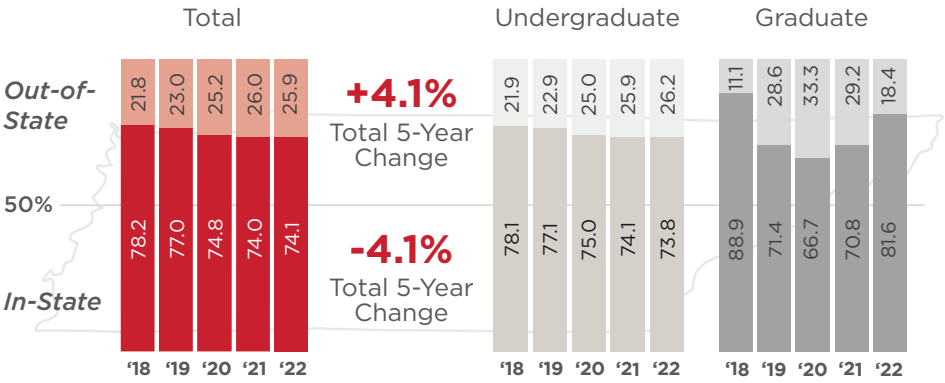
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

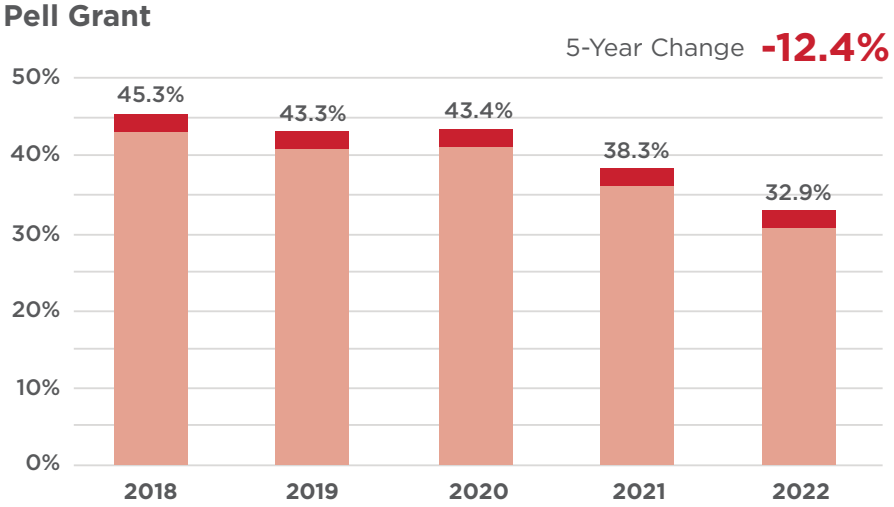


**Represents % of students enrolled in online courses only.*

Residency



Pell Grant



UT Southern

Racial/Ethnic Minority

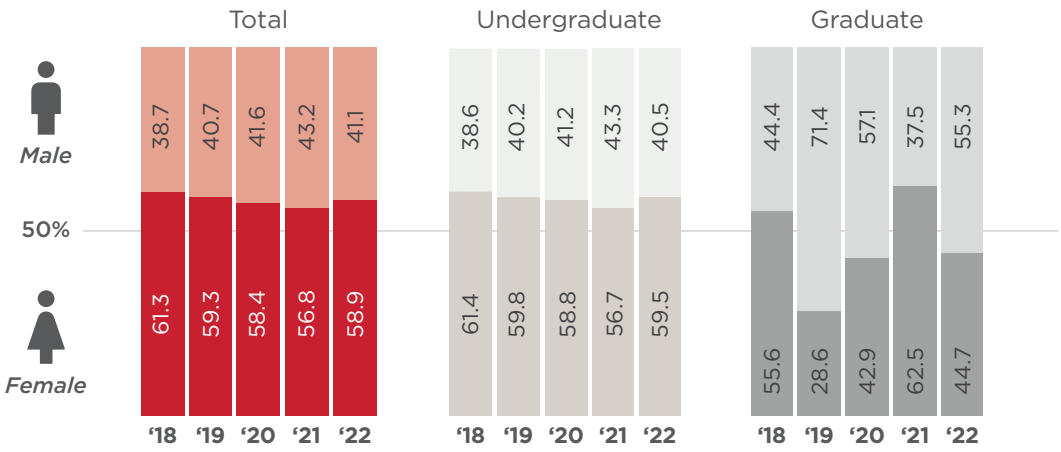
	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	66.4%	72.0%	72.7%	75.6%	77.5%	+11.1%
*Asian**	9.1%	10.6%	9.6%	7.6%	5.1%	-4.0%
Black or African American	3.0%	3.0%	5.2%	4.2%	4.7%	+1.7%
Hispanic/Latino	2.1%	3.0%	3.4%	3.7%	3.0%	+0.9%
Multi-racial	0.9%	0.6%	0.4%	0.7%	1.0%	+0.1%
White	0.2%	0.3%	0.5%	0.6%	0.5%	+0.3%

**Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*

Gender

+2.4% Total 5-Year Change

-2.4% Total 5-Year Change



Class
of
2021
ΑΓΡ

University of Tennessee at

MARTIN

UT System Student Success Indicators
October 2022

MARTIN

2022 UTM Enrollment Snapshot

6,868
Total Enrollment

6,165 UNDERGRAD
703 GRAD

Total New Student
1,748
TOTAL

Total Online Only
23.5%
TOTAL

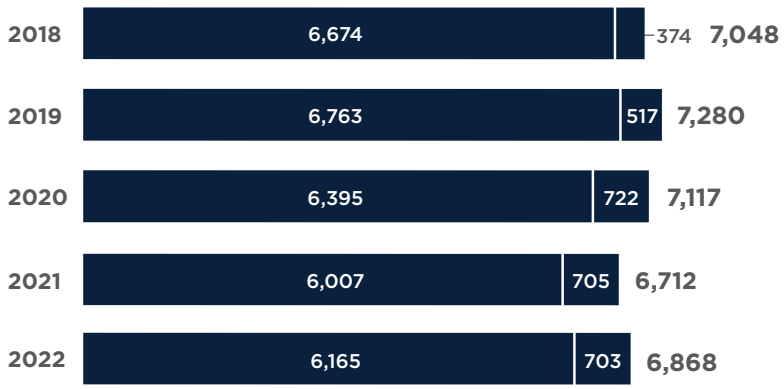
Total Residency
91.1% IN-STATE
8.9% OUT-OF-STATE

Pell Recipient
33.4%
TOTAL

Total Gender
63.0% FEMALE
37.0% MALE

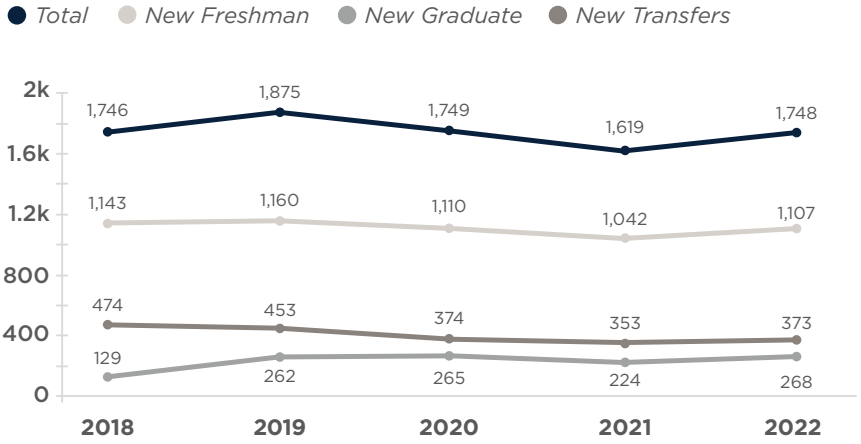
ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



1-Year Change **+2.3%** 5-Year Change **-2.6%**

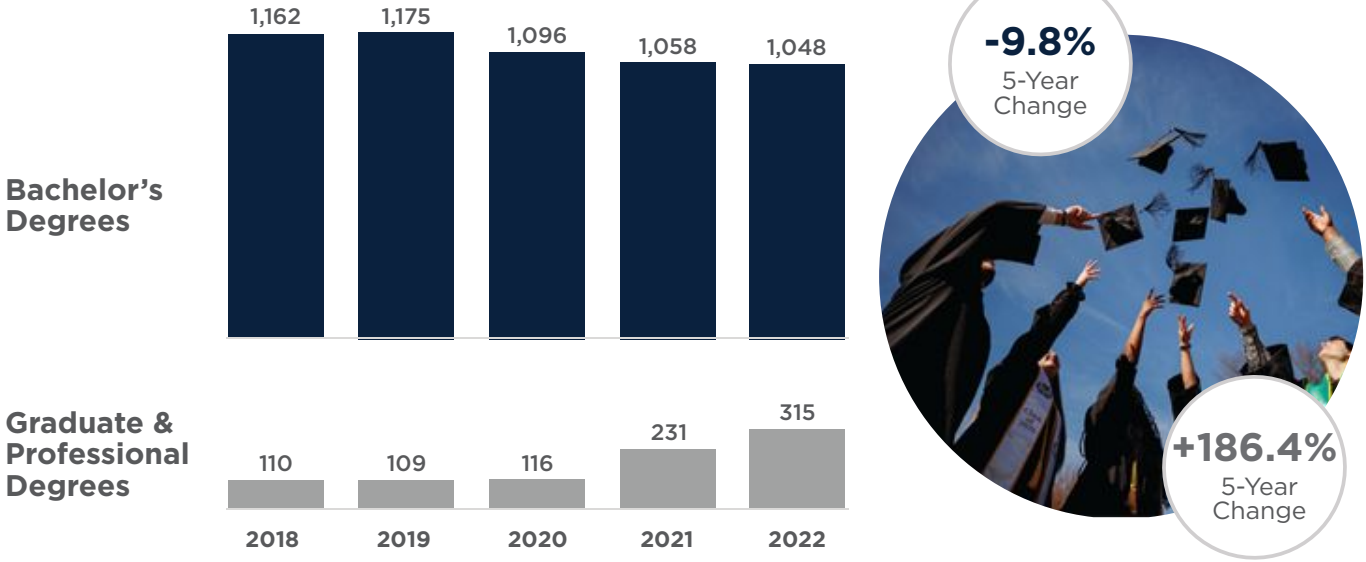
New Student Enrollment



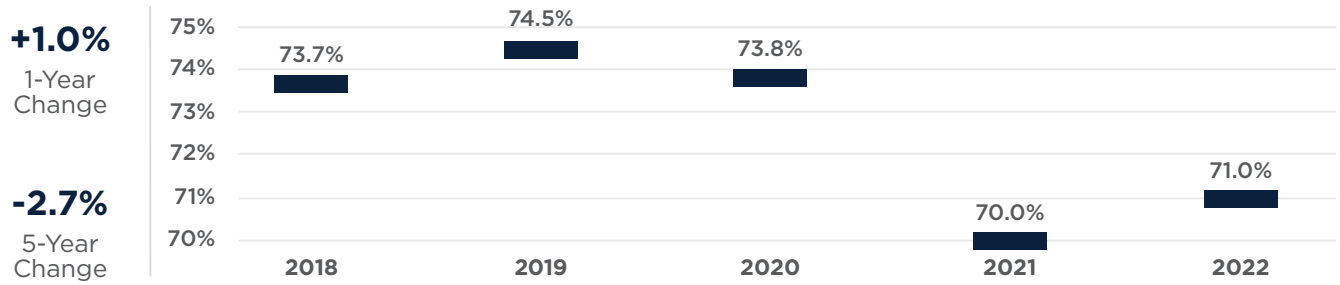
Total 1-Year Change **+8.0%** Total 5-Year Change **+0.1%**

UT Martin

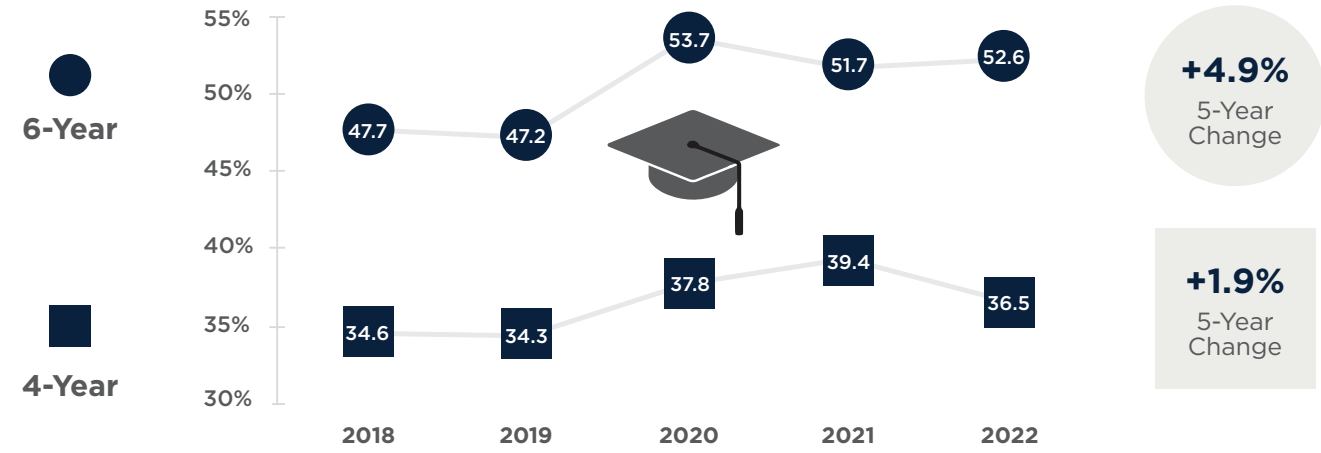
DEGREES AWARDED *2018-2022*



FIRST-YEAR RETENTION RATES *2018-2022*

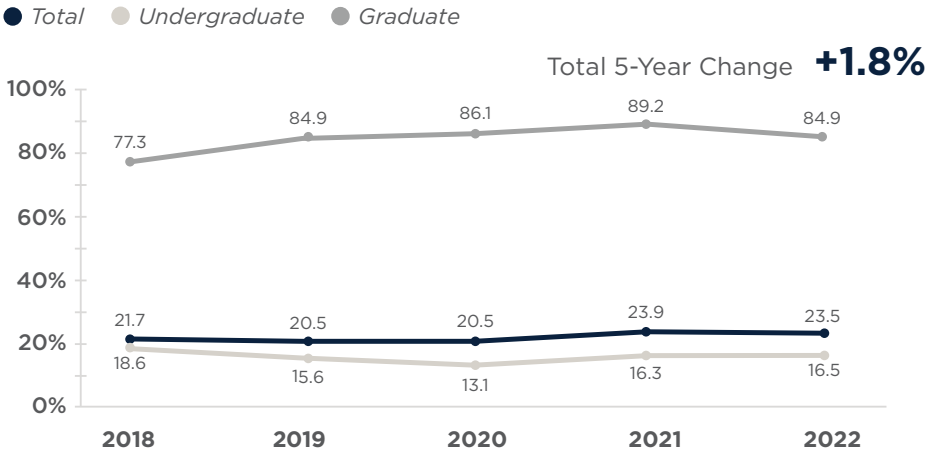


GRADUATION RATES *2018-2022*



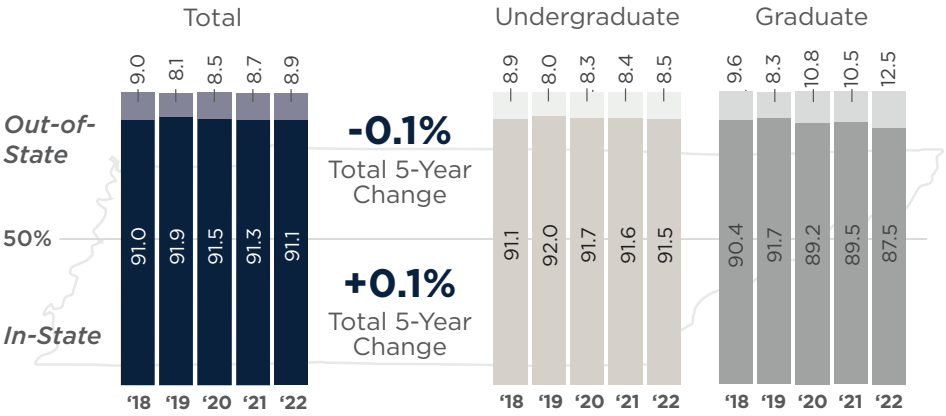
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

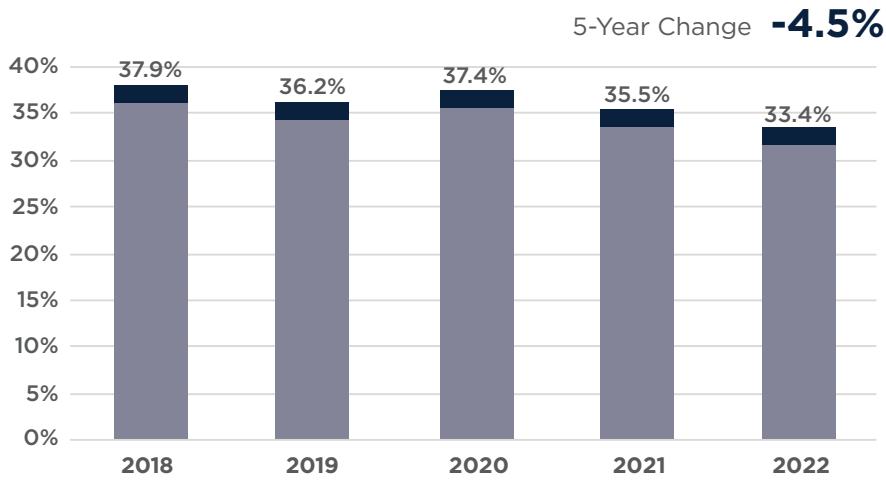


**Represents % of students enrolled in online courses only.*

Residency



Pell Grant

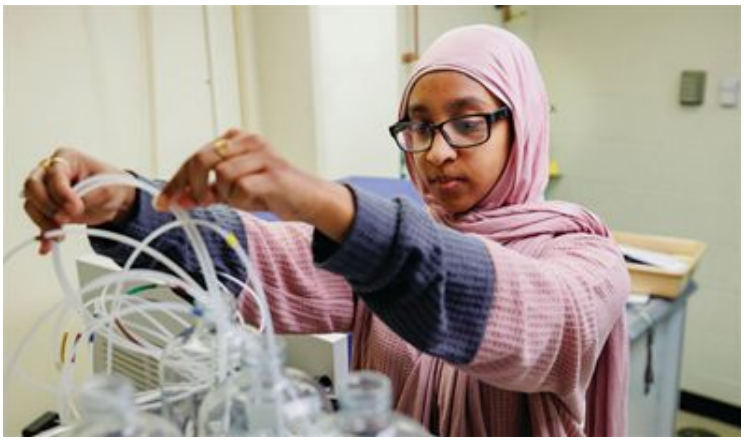


UT Martin

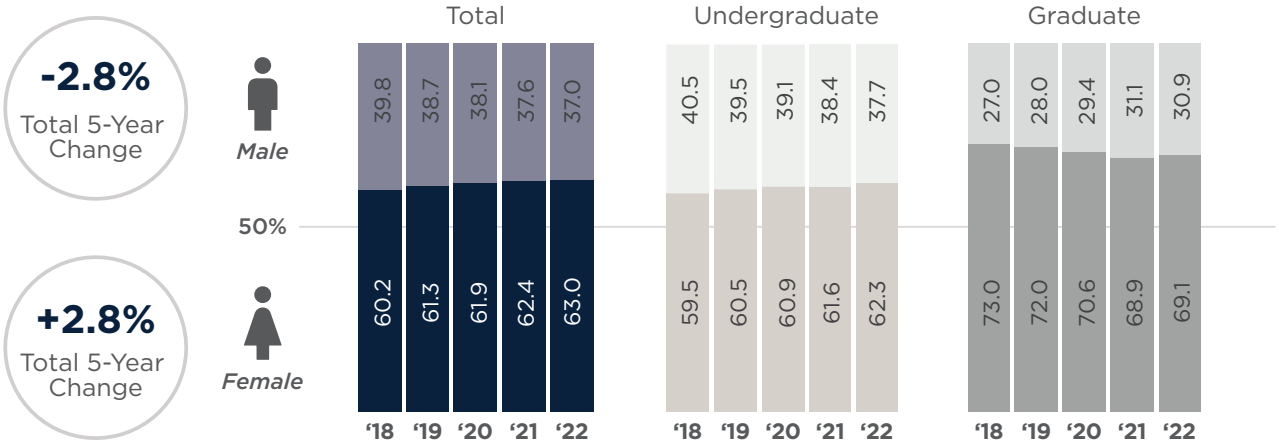
Racial/Ethnic Minority

	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	79.5%	79.7%	79.3%	78.8%	77.5%	-2.0%
*Asian**	12.8%	12.6%	12.8%	12.5%	12.9%	+0.1%
Black or African American	2.8%	3.0%	3.3%	3.4%	4.2%	+1.4%
Hispanic/Latino	2.2%	2.7%	2.9%	3.4%	3.3%	+1.1%
Multi-racial	0.7%	0.8%	0.9%	1.1%	1.1%	+0.4%
White	0.4%	0.2%	0.2%	0.2%	0.2%	-0.2%

**Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*



Gender



UTHSC MATCH DAY
2022
COUNTDOWN TO OPEN
ENVELOPES
0
DAYS

University of Tennessee

HEALTH SCIENCE CENTER

UT System Student Success Indicators
October 2022

2022 UTHSC Enrollment Snapshot

3,142
Total Enrollment

296 UNDERGRAD
2,846 GRAD

Total New Student
904 TOTAL

Total Online Only
11.3% TOTAL

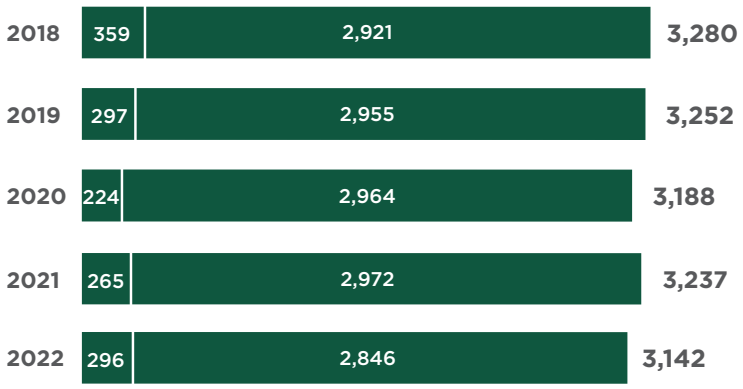
Total Residency
69.6% IN-STATE
30.4% OUT-OF-STATE

Pell Recipient
11.8% TOTAL

Total Gender
66.0% FEMALE
34.0% MALE

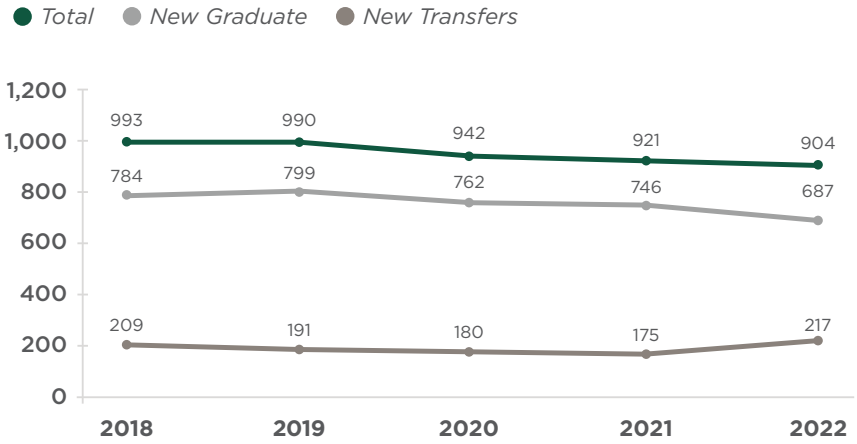
ENROLLMENT *2018-2022*

Undergraduate | Graduate | Total Enrollment



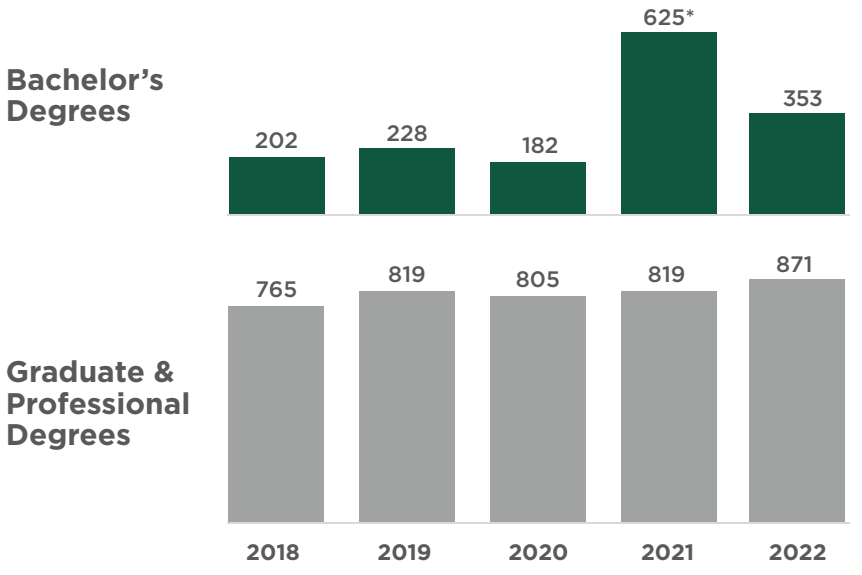
1-Year Change **-2.9%** 5-Year Change **-4.2%**

New Student Enrollment



Total 1-Year Change **-1.8%** Total 5-Year Change **-9.0%**

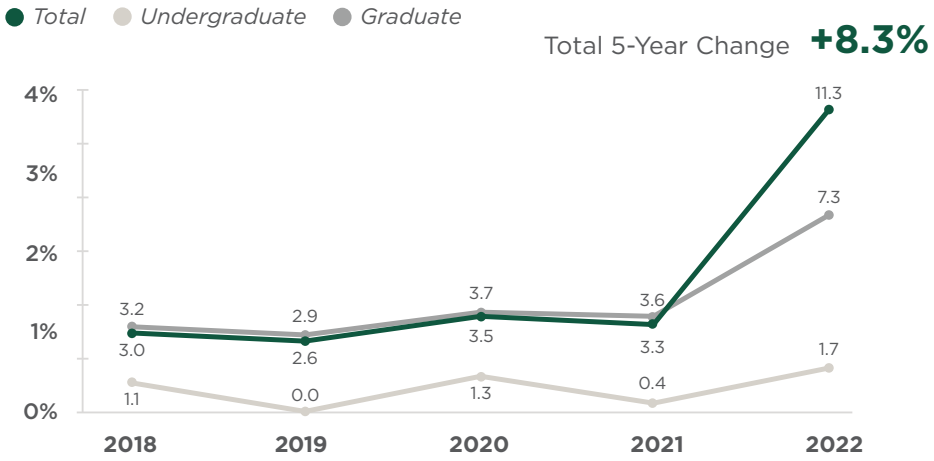
DEGREES AWARDED *2018-2022*



**UTHSC awarded BSPS degree for the first time (474 awards). All Pharmacy students that met the requirements were awarded the degree. Going forward, less than 200 BSPS will be awarded per year.*

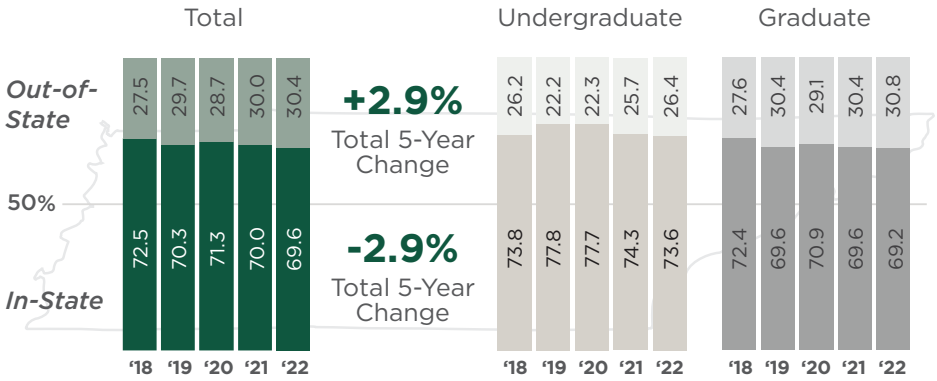
DISAGGREGATED ENROLLMENT DATA *2018-2022*

Online*

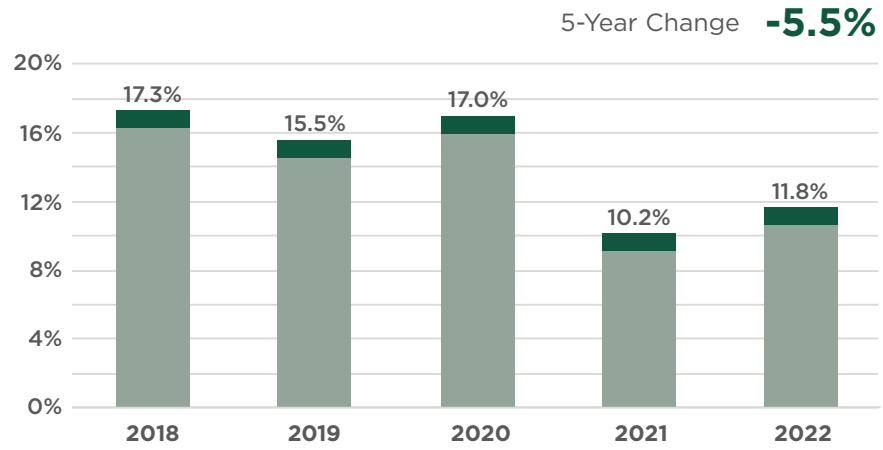


**Represents % of students enrolled in online courses only.*

Residency



Pell Grant



UT Health Science Center

Racial/Ethnic Minority

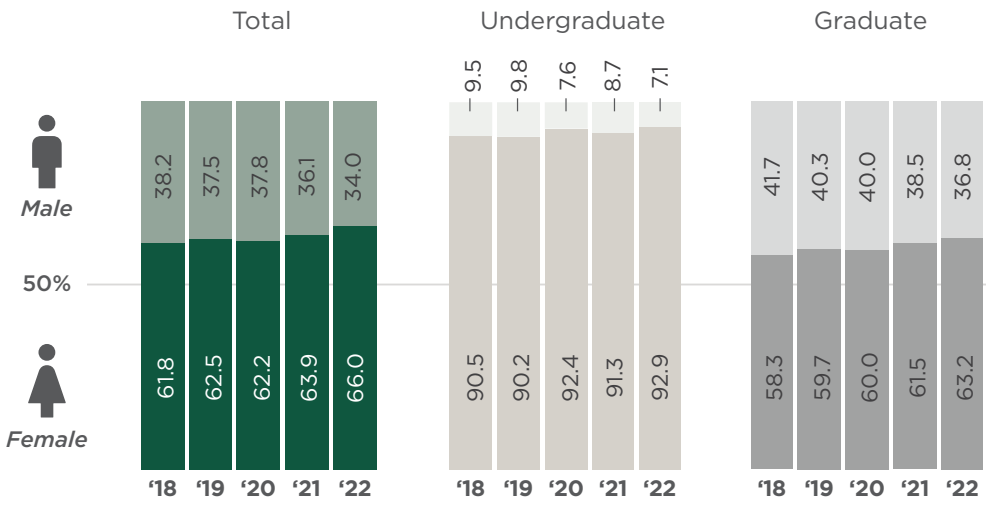
	2018	2019	2020	2021	2022	Total 5-Year Change
American Indian or Alaskan Native	67.7%	69.0%	67.9%	64.9%	62.3%	-5.4%
*Asian**	12.2%	10.3%	11.2%	11.8%	13.0%	+3.7%
Black or African American	9.3%	10.1%	10.7%	10.6%	10.3%	-1.9%
Hispanic/Latino	3.7%	3.8%	4.0%	3.5%	3.6%	-0.1%
Multi-racial	3.6%	1.5%	1.6%	1.9%	2.1%	-1.5%
White	0.0%	0.1%	0.1%	0.1%	0.1%	+0.1%

**Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*

Gender

-4.2% Total 5-Year Change

+4.2% Total 5-Year Change



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

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THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Report on Periodic Post-Tenure Performance Review (PPPR)**

Type: Information

Background

Section I of UT Board Policy BT0006, *Policies Governing Academic Freedom, Responsibility, and Tenure,* outlines procedures for the evaluation of tenured faculty, which includes (a) Annual Performance and Planning Review (APPR) and (b) Periodic Post-Tenure Performance Review (PPPR). APPR requires that each tenured faculty member undergo a formal annual review that evaluates the current year's activities and planning for the following year. In addition to APPR, PPPR is a comprehensive review that occurs every six years in addition to APPR. However, PPPR requires that reviews: (i) utilize an internal-departmental peer review committee of faculty at the same or higher rank; (ii) involve external reviews when deemed necessary by the review committee or the dean; (iii) occur on a staggered basis to avoid an administrative burden.

Academic Year (AY) 2019-20 was the first year PPPR occurred on the UT campuses. To assist the UT Board of Trustees, the System President, and campus leadership in evaluating and improving procedures, each campus previously reported on the following: (i) all individuals, departments, and colleges involved in the process; (ii) summary results of outcomes for faculty under review; (iii) estimates of hourly rates/salary for all parties involved, hours spent per faculty under review, and total costs for groups, campuses, and the system as a whole.

Campus Report Summary and Observations

The information provided in the PPPR data table includes (i) summary data such as the numbers of colleges, departments, faculty, and faculty reviewers who participated in the process; (ii) additional findings on faculty exemptions and retirements; (iii) performance findings regarding how many faculty met or did not meet expectations for rank; (iv) average hourly cost and time estimates for every level of faculty and staff involved in the process; and (v) calculated costs, which reveal campus and system total costs ($505,177) as well as the average PPPR cost per faculty member ($3,368).

UT System PPPR Summary Report 2021-2022

Periodic Post-Tenure Review 2021-22 (BT0006)	UTC	UTHSC	UTK	UTIA	UTM	System Total or Average***
Summary Data for AY 21-22						
Total Number of Colleges/Divisions on Campus (*n*)	5	6	11	2	5	**29**
# of Colleges that Conducted PPPR (*n*)	3	4	7	2	5	**21**
# of Departments that Conducted PPPR (*n*)	7	16	44	7	14	**88**
# of Faculty Who Were Scheduled for PPPR (*n*)	7	35	100	17	20	**179**
# of Faculty Who Completed PPPR Process (*n*)	7	24	85	14	20	**150**
# of Faculty Who Served as PPPR Reviewers (*n*)	19	59	65	45	49	**237**
Average Reviewers per Faculty	2.71	2.46	0.76	3.21	2.45	-
Additional Findings						
# of Faculty Scheduled for, but Who Did Not Undergo, PPPR (*n*)	0	11	15	3	0	**29**
# of all PPPR Exemptions (excluding retirement exemptions) (*n*)	0	11	2	1	0	**14**
Faculty Retiring or Announcing Retirement in lieu of Completing PPPR (*n*)	0	0	13	2	0	**15**
% of Faculty Scheduled for PPPR Who Announced Retirement in 2021-22	0.0%	0.0%	13.0%	11.8%	0.0%	-
Summary of Performance Findings						
% of PPPR-Reviewed Faculty Who DID NOT Meet Expectations for Rank	0	0	0	0	0	**0%**
% of PPPR-Reviewed Faculty Who MET Expectations for Rank	100%	100%	100%	100%	100%	**100%**
Average Hourly Rate for Cost Estimations**						
OIT & Tech (per hour)		$21	$50	$0		**$24**
Faculty Under Review (per hour)	$67	$76	$97	$69	$54	**$73**
Faculty Reviewers (per hour)	$65	$79	$97	$70	$54	**$73**
Department Leadership (head, chair, etc.) (per hour)	$75	$155	$119	$94	$51	**$99**
College or School Leadership (dean, division head, etc.) (per hour)	$115	$248	$199	$139	$78	**$156**
Academic Affairs/CAO/Executive (per hour)	$128	$67	$138	$192	$102	**$125**
Estimates of Hours Spent (per group)						
OIT & Tech (total time in hours spent for all staff)	0	10	100	0	0	**n/a**
Faculty Under Review (hours required to compile all PPPR materials)	56	264	965	350	152	**357**
Faculty Reviewers (hours to complete reviews)	44	531	1,166	247	462	**490**
Department Leadership (head, chair, etc.) (total time for reviews in hours)	56	171	338	14	53	**126**
College or School Leadership (dean, division head, etc.) (total hours required)	7	10	155	22	42	**47**
Academic Affairs/CAO/Executive (total hours to complete/approve all reviews)	14	325	100	7	12	**92**
Hours per PPPR Faculty Member	25	54	33	46	36	**39**
Campus Total Hours***	177	1,365	2,824	640	721	**5,727**
Calculated Costs (Totals)**						
OIT & Tech	$0	$210	$5,000	$0	$0	**n/a**
Faculty Under Review	$3,752	$20,064	$93,605	$24,150	$8,208	**$29,956**
Faculty Reviewers	$2,860	$41,949	$113,102	$17,290	$24,948	**$40,030**
Department Leadership (head, chair, etc.)	$4,200	$26,505	$40,222	$1,316	$2,703	**$14,989**
College or School Leadership (dean, division head, etc.)	$805	$2,480	$30,845	$3,058	$3,276	**$8,093**
Academic Affairs/CAO/Executive	$1,792	$21,639	$13,800	$1,248	$1,224	**$7,941**
Estimated Cost per PPPR Faculty Member	$1,916	$4,702	$3,430	$3,362	$2,018	**$3,368**
Campus & System Total Cost***	$13,409	$112,847	$291,574	$47,062	$40,359	**$505,251**

**Number of faculty who were scheduled to undergo PPPR, before any exemptions due to retirement, leave of absence, administrative appointment, or other campus-recognized exemption from review.*

***The numbers reported in the yellow boxes represent the UT System TOTAL, not the System average as noted in the column header. Note that all system averages are the system total divided by sums provided in column G. We do not report averaged means, as these categories are weighted differently and provide an inaccurate figure.*

Note: "Scheduled for PPPR" refers to any tenured faculty member who, under the established campus review cycle and regardless of whether a faculty member has a review exemption, would undergo review during the academic year being reported here.

Note: Do not count faculty who announced their retirement date *before* the start of the 2021-22 academic year.

Directions: For each cell in this section, where applicable, estimate the average hourly rate that an individual in each position earns. (Note: Approximately 52 weeks in 12-month appt. and 40 weeks in 9-month appt.) For instance, a tech support person might earn $30 an hour, the average faculty member might earn $60, while a provost might average $100 an hour. Just use a rough estimate for your specific campus. If this does not apply, leave blank or enter 0.

Directions: In this section, estimate the approximate number of hours required for these individuals to complete their responsibilities in the PPPR process. If you had two tech support staff invest 8 hours each, then enter 16 (8*2). If a provost spent approximately 1.5 hour per faculty under review for 9 faculty who underwent PPPR, then enter 13.5 (9*1.5).

UT Southern: Periodic Post Tenure Review Update (Fall 2022)

In lieu of an annual report on PPPR, UT Southern has provided the following information explaining their transition to UT Policy from previous post-tenure review at Martin Methodist College.

1. **Describe how UT Southern complies with the BOT policy on periodic post-tenure review:**

   BT0006 - Policies Governing Academic Freedom Responsibility and Tenure – UT System Policies (tennessee.edu):

   The Board of Trustees recognizes and affirms the importance of tenure in protecting academic freedom and thus promoting the University's principal mission of discovery and dissemination of truth through teaching, research, and service. The Board also recognizes its fiduciary responsibility to students, parents, and all citizens of Tennessee to ensure that faculty members effectively serve the needs of students and the University throughout their careers. Therefore, the President shall establish, with Board approval, procedures for each campus under which every tenured faculty member shall receive a comprehensive performance review no less often than every six years. As a minimum, the procedures for this periodic review shall: (1) provide for a peer review committee internal to the campus composed of tenured faculty members at the same or higher academic rank as the faculty member being reviewed, some of whom hold appointments in the same department as the faculty member being reviewed and some of whom do not; (2) provide for external reviews to be solicited when deemed necessary by the peer review committee or the dean; and (3) provide for appropriate staggering of reviews to avoid excessive administrative burden at any given time.

   Response:

   The University of Tennessee Southern continues the tradition set forth by the institution when it was Martin Methodist College, calling for a Post-Tenure Review for tenured faculty, occurring every six years after the previous. There is a special Post-Tenure Review Committee, composed of tenured faculty members at the same or higher academic rank as the faculty member under review, both from inside and outside the faculty member's program area or School. The process, which was more detailed than recommended by the BOT policy, has been aligned with the process of the UT sister institutions.

2. **Faculty Data:**

   a. How many faculty are employed at UTS?

      51

   b. How many of these faculty hold academic tenure?

      18 (35.3 %)

   c. How many faculty members at UTS have undergone post-tenure review since June 2021?

      0

   d. Since June 2021, how many currently tenured faculty at UTS have announced a planned retirement in the subsequent six academic years through AY2027-28, regardless of whether they have already undergone post-tenure review?

      0

3. **Describe the review cycle at UTS that has been established and when the next group of faculty undergoes PPPR at UTS. Specifically, how many years until every currently tenured faculty member required to complete PPPR completes the review process?**

   There are 8 tenured full professors. Of the 8, 3 are scheduled for post-tenure review in 2023; 1 in 2024; 2 in 2028. One is on a special administrative assignment. The final individual has indicated but not put in writing his intent for a planned retirement within the next five academic years. There are 10 associate professors. Of the 10, 1 is scheduled for review in 2024; 1 in 2026; 2 in 2027; and 6 in 2028.

   Note: UT Southern faculty were given a year of grace from July 1, 2021-June 30, 2022, as faculty were introduced to the new requirements in the first year after the acquisition.

4. **How many faculty members were reviewed during the last cycle of post tenure review at UTS?**

   In the spring of 2021, from March until May, 8 tenured faculty underwent post-tenure review. This review was under MMC guidelines, as described in the MMC faculty handbook. Rankings ranged from 1-5, from low to high; teaching, service, and scholarship were all addressed, and the post-tenure process was very similar to the tenure process. Of the 8, all met expectations (with ranked scores of at least a 3 in all areas). Knowing that the requirements would be changing as Martin Methodist College was acquired by the University of Tennessee, the School chairs and the Provost used the opportunity through conferences related to the review to acquaint faculty with the new

requirements as well as new opportunities, especially regarding the scholarship, faculty development, and other areas related to teaching and learning provided by the UT System.

5. **Please describe the nature of any improvement plans currently in place for tenured faculty members (no names or identifiable information needed).**

   Not applicable.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Annual Report on Intercollegiate Athletics**

Type: Information

Background

In 2007, the Association of Governing Boards (AGB) adopted a statement on Board Responsibilities for Intercollegiate Athletics. In a follow-up 2012 report, *Trust, Accountability, and Integrity,* AGB noted, "To honor and exercise the duty of trust, the board must ensure that student-athletes are…successful as students…[and] be attentive to the academic progress of athletes, ensuring that their participation in intercollegiate sports does not negatively affect their progress and success in the curriculum."

UT Board Policy BT0015

Effective November 2019, the University of Tennessee Board of Trustees issued BT0015—Policy on Oversight of Intercollegiate Athletics, which details the Board's role and the specific responsibilities of the Chancellors and Intercollegiate Athletics Departments relative to the Board's oversight. The policy requires that any UT campus with an intercollegiate athletics program submit a written report to the Education, Research, and Service Committee each fall. Each campus report must contain the following information: (1) the role of athletics on the campus; (2) oversight of the faculty athletics representative (FAR) on each campus; (3) how athletics program success is measured; (4) National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) data or comparable measure; (5) NCAA Graduation Success Rate (GSR) or comparable measure; (6) department benchmarks for student performance assessment; (7) admissions policy; (8) student-athlete summary information; and (9) academic standards and policy descriptions. The UT Southern campus is a member of the National Association of Intercollegiate Athletics (NAIA). As such, certain NCAA terminology is not applicable, but comparable information has been provided.

Campus Summary

The Chancellors of the Chattanooga, Knoxville, Martin, and Southern campuses submitted summary reports outlining the required information, as presented in Table 1, *ERS Athletics Summary Table 2021-22*, which follows this Agenda Item Summary. The full Campus reports are located in the ERS Appendix.

Table 1
Education, Research, and Service Committee: Athletics Summary Table, 2021-22*

	UT Chattanooga	UT Knoxville	UT Martin	UT Southern
1 Role of Intercollegiate Athletics (ICA)	"[UTC Athletics] sponsors sixteen NCAA Division I sports programs. A long-time member of the Southern Conference, UTC Athletics is committed to providing the highest level of student academic success, integrity, and competitiveness." (p. 7)	"The role of intercollegiate athletics at the University of Tennessee, Knoxville is to provide students with opportunities for participation in intercollegiate athletics in an environment that encourages the achievement of academic excellence and athletic success while maintaining a proper balance between participation in athletics and the educational and social life common to all students." (p. 10)	"[The UTM Athletics Department] provide[s] a sense of campus unity, promote the visibility of the campus, provide essential life skills to the students involved in athletics, and improve the level of student satisfaction to promote retention." (p. 6)	"At a small school like UT Southern, athletics contributes to creating a positive environment for all students, not just student-athletes. [It is] important to create that community that comes from cheering on classmates and friends in athletic competitions." (p. 7)
2 Faculty Athletics Representative (FAR) Oversight	"[The FAR's] primary duties include academics, compliance/rules interpretation, student-athlete well-being, and administrative responsibilities." (p. 8)	"[The FAR] is appointed by the Chancellor to assist the Chancellor in maintaining oversight of the intercollegiate athletics program concerning academic success, academic integrity, student-athlete well-being, and compliance. (p. 11)	"[The FAR] abides by the Ohio Valley Conference policies and procedures for their level of oversight and other functions. The functions and responsibilities are mandated by the NCAA and/or OVC regulations." (p. 7)	"[The FAR reports directly to the Chancellor and works closely with the Director of Intercollegiate Athletics, Associate Vice Chancellor for Enrollment Management, and coaches to ensure eligibility and the integrity of the athletics program." (p. 8)
3 Measuring the Athletics Program	"The success of our Athletics Department is measured by how it enhances the mission of the University…We expect a program that produces a positive image and is a source of pride. Students are the primary reason we exist as an institution, and our student-athletes are some of the most successful on campus. We expect to see measured success in the classroom. Continued growth in grade-point-average,	"The Chancellor expects the Athletics Department to foster the pursuit of academic excellence and academic integrity by student-athletes; inspire and support the achievement of individual and team championship performance; conduct intercollegiate athletics programs consistent with both the letter and spirit of the policies and regulations set forth by the National Collegiate Athletic Association, the Southeastern	"The Chancellor utilizes a combination of the following achievements to determine the success of athletics on campus: Academic Progress Rate, Graduation Success Rate, cumulative Grade Point Average for the department, budget, and fund-raising. The primary measurement tools for the department's success academically are APR, GSR, and GPA. The Chancellor's benchmarks in	"The Chancellor supports the National Association of Intercollegiate Athletics (NAIA) aims and objectives to promote the development of athletics as an integral part of the educational offering of member institutions. Intercollegiate athletic success is measured primarily by the retention and success of student-athletes. Each team is evaluated by its members' retention and academic

	graduation rates, and Academic Progress Rates (APR) are valuable metrics when judging our program…We want to be competitive in the Southern Conference and attract top-notch individuals worldwide. We want to build a championship culture that does not sacrifice integrity, civility, or honesty to win at all costs." (p. 9)	Conference, and the University of Tennessee, Knoxville; operate fiscally in a self-sufficient, responsible, and transparent manner; establish and enforce expectations for standards of behavior for coaches, staff, and student-athletes appropriate to their positions as representatives of the university; and overall to be a source of pride for the university's students, alumni/ae, and supporters." (p. 12)	these areas are higher than the NCAA benchmarks required to avoid penalties." (p. 9)	performance as reported to the Chancellor. Coaches are evaluated by the progress their team is making in their particular sport and the progress of each athlete academically." (p. 9)
4 ***NCAA Academic Progress Rate (APR)******	14 divisions; 2020-21 APR single-year score range: 963-1000 (p. 11)	18 sports; 2020-21 single-year APR range: 963-1000 (p. 13)	14 divisions; The departmental score that would qualify UT Martin for the Academic Unit funding is a single-year score of 985. This academic year the single-year departmental rate was 983. (p. 10)	UT Southern does not track or report the Academic Progress Rate (APR) defined by NCAA. The NCAA APR is also a four-year aggregate computed semester-to-semester. However, a comparable reporting metric for retention has been applied. At UTS, there are 17 divisions; single-year retention ranged from 44%-100%, and the 4-year average retention ranged from 34%-91%. (p. 11)
5 ***NCAA Graduation Success Rate (GSR)** or Federal Graduation Rate***	"The [UTC] Athletics Department saw 10 of its 16 programs beat the national average for Graduation Success Rate based on information released by the NCAA in December 2021. The Mocs posted an 89% overall GSR for the most recent cohort, its second-highest number on record since the NCAA began reporting in 1998." (p. 13)	16 sports; single-year GSR ranged from 83%-100%; 5-year GSR ranged from 75%-100% (p. 14)	12 divisions; single-year GSR ranged from 57%-100%; 5-year GSR ranged from 68.6%-100%. (p. 12)	UT Southern uses the federal definition of graduation rate, unlike the NCAA's Graduation Success Rate described in Key Terms; the cohorts below, therefore, do not include students who transferred to UT Southern during the academic year or those who enrolled for the first time in the spring semester. Single-year and 4-year cohort graduation rates ranged from 20-80% (p. 12)

6 ***Department Benchmarks***	"UTC adheres to the NCAA benchmarks related to the Division I revenue distribution that began in spring 2020. This revenue is distributed to member schools based on the academic achievement of student-athletes. The model allows schools with higher graduation rates and academic success to qualify for more funds." GSR ≥ 90%; APR ≥ 985. "The difference between student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points." (p. 15)	"All teams are benchmarked against SEC peers on an annual basis" (p. 15)	"NCAA regulations require that the program have a multiyear rate of 930 or higher. The Chancellor's tool for measuring success regarding APR requires all teams present with a score of 950 or above single-year rate. During the 2020-21 academic year, twelve of the fifteen programs achieved this benchmark. The programs that do not meet the benchmark… undergo extensive education, evaluations, and recruitment monitoring to facilitate an increase in scores for that program." (p. 13)	"The Athletics Department measures success in retention against the average retention rate of the University. The Athletics Department compares team graduation rates against the average graduation rate of the University. Traditional high school graduates to meet at least two of the three standards: 2.0 high school GPA; top-half of high school class; or a minimum composite score of 18 on the ACT or 970 on the SAT." (p. 13)
7 ***Admissions Policy***	"2.85 high school GPA (on a 4.0 scale) and a minimum 18 ACT composite (940* SAT composite). Minimum 2.5 high school GPA (on a 4.0 scale) and a 21 ACT composite (1060* SAT composite). Students who fall in the middle…might be admissible under our Index admission process. 3-5 index students may be taken each season depending on the academic makeup of the team. The index is maintained by the admission office and coordinated by the Asst. Vice Chancellor for Athletic Academic Enhancement." (p. 16)	"The Special Considerations Admission Committee (SCAC) reviews admissions files of freshman applicants referred by the Undergraduate Admissions Holistic Review Committee. These applicants have special or unique talents or who have overcome significant life-altering obstacles and/or whose contributions would add to the overall strength of the University. . . . Student-athletes with an IR below 0.55 may be admitted subject to cumulative limits for each sport." (p. 16-17)	"Student-athletes…meet all the same admissions requirements as non-student-athletes. Institution policy requires that there are no departures from the standard admissions requirements for student-athletes. The Conditional Admission Committee [reviews files] that do not meet regular admission requirements for admission into our conditional admission program. There are a limited number of these slots available." (p. 16)	"UT Southern does not have a separate admissions policy for student-athletes. In 2021-2022, the University admitted first-time students with a minimum 16 Composite score on the ACT and a minimum 2.0 high school GPA. Transfer students are admitted based on good standing at their last school and a minimum cumulative transfer GPA of 2.0. Students who do not meet these requirements for admission may be offered admission by the Provost if exceptional circumstances exist." (p. 14)

8 ***Student-Athlete Summary vs. All Students***	Top 5 Student-Athlete Majors: Exercise and Health Science; Sport Mgmt.; Psych; Communication; and Mgmt. Top 5 Non-Student-Athlete Majors: Psychology; Nursing; Criminal Justice; Biology; and Communication (p. 19-20)	Top 5 Student-Athlete Majors: Communication Studies; Sport Mgmt.; Kinesiology; Supply Chain Mgmt; Biological Sciences. Top 5 Non-Student-Athlete Majors: Psych.; Supply Chain Mgmt.; Marketing; Business (exploratory); Finance (p. 18-19)	Top 5 Student-Athlete Majors: Health and Human Performance; Interdisciplinary Studies; Mgmt.; Ag. Business; Engineering. Top 5 Non-Student-Athlete Majors: Nursing; Ag. Business; Ag. Mgmt.; Integrated Studies (p. 17)	Top 5 Student-Athlete Majors: Human Performance and Phys. Ed.; Business; Mgmt.; Biology; Nursing; General Studies. Top 5 Non-Student-Athlete Majors: Nursing; Behavioral Sciences; Business; General Studies; and Elementary Ed (p. 15).
9 ***Academic Integrity in Standards and Policies***	"This Student-Athlete Code of Conduct does not supersede any other UTC, NCAA, or Southern Conference rule, policy, or regulation. Nothing in this Student-Athlete Code of Conduct shall be construed as a limitation on the UTC's right to take disciplinary action against a student-athlete pursuant to the University's code and standards of conduct applicable to all UTC students." (p. 23)	"Student-athletes are held to the same policies, standards, and conduct process for all students at the University of Tennessee, which can be found in the Honor Statement in the Student Code of Conduct." (p. 20)	"[UTM] has identified as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction, and evaluation. …The integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students." (p. 18)	"The faculty and staff of The University of Tennessee Southern apply the same academic integrity standards to all students, regardless of their athletic status." (p. 17)

*Reporting for APR and GSR are one academic year behind, which is standard for NCAA.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

3

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Proposed Peer and Aspirational Peer Institutions**

Type: Action

Presenter: Jorge Pérez,
Associate Vice President for Institutional Effectiveness

Background

The current set of comparable and aspirational peers of the UT System and its constituent campuses was approved by the Board in 2017. UT often gauges progress on key performance indicators relative to peer systems and institutions, as evidenced by the report "UT System Performance Compared to Peers" presented to the Board at its June meeting this year. A current set of peers is necessary for analyses of topics such as access, affordability, student success, research expenditures, operational effectiveness, IDE (inclusion, diversity, and equity), and salary competitiveness, including studies presented to the Board or a committee of the Board. An updated list of comparable and aspirational peers of the UT System and its constituent campuses, along with an initial list of peers for UT Southern, has been prepared for the Committee's consideration and, if deemed acceptable, the Board's approval.

Timeline

1. UT System shared peer selection criteria with UT campuses on August 3, 2022.
2. Campuses provided feedback on the criteria (e.g., additions, deletions) to UT System by August 19, 2022.
3. UT System Institutional Research (IR) developed initial lists of campus peers and aspirational peers, based on the approved criteria (see Attachment 1), that were shared with campuses by September 9, 2022.
4. Campuses provided feedback on peer lists to UT System by September 30, 2022.
5. UT System generated final peer lists on Friday, October 7, which are included in the materials that follow this Agenda Item Summary.

Process

1. Criteria approved by the Board in 2017 were shared with the campuses for feedback. UT campus leaders were encouraged to share the criteria with key stakeholders (e.g., faculty, administrators, etc.).
2. With only slight adjustments based on UT campus feedback, the criteria (see Attachment 1) were applied to establish initial lists of candidate peers. Data was collected from established national sources and annual data reports from professional associations. Information was collected from institution websites or factbooks as necessary.
3. Z-scores were calculated for each quantitative criterion. A "z-score" represents how far a given institution is from the mean on a given criterion. The z-score formula is:

$$\text{z-score} = \frac{\text{observed score} - \text{mean}}{\text{standard deviation}}$$

4. For each institution, z-scores of all criteria were averaged to create a composite, overall z-score. Institutions were then ranked from highest to lowest on the composite z-score.
5. In addition to the quantitative criteria, the following qualitative or additional dimensions were considered for each constituent:
   a. UT System – Systems with roughly the same number of campuses, a land-grant institution, and similar governance were more likely to be selected as a comparable peer.
   b. UTK – Research universities with medical schools and no veterinary medicine schools were excluded.
   c. UTC – Research 2 (medium research) universities and institutions with enrollments below 7,000 or above 19,500 were excluded. UTC requested additional criteria on percent of minority students, percentage of full-time students, and urban campus setting located within a midsized city like Chattanooga.
   d. UTS – Only baccalaureate colleges with enrollments between 600 and 2,200 were included. UTS requested additional criteria indicating percentage of full-time students, and the number of institutions offering similar programs (e.g., business, education, health professions).
   e. UTM – Research 3 (lower research) universities and institutions with enrollments below 2,000 or above 22,000 were excluded. UTM requested additional criteria indicating the number institutions offering agriculture programs, percentage of full-time students, undergraduates living on campus, minority students, and percentage of graduate students.

f. UTHSC – Only stand-alone health sciences centers were included. Universities with medical schools (e.g., University of North Carolina) were excluded.

6. Applying these qualitative filters, the lists of potential comparable or aspirational peers were reduced to:

   a. UT System – 30 systems
   b. UTK – 37 institutions
   c. UTC – 53 institutions
   d. UTS – 51 institutions
   e. UTM – 64 institutions
   f. UTHSC – 25 institutions

7. From these subsets, initial lists of peers were established and shared with UT System and UT campus leaders. The initial list of UT System peers was vetted by the President's Executive Leadership Team (ELT); initial lists of UT campus peers were vetted by the respective campus stakeholders. Modifications to initial lists were made based upon feedback from the ELT (in the case of UT System peers) and UT campus leaders (in the case of UT campus peers).

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

Resolved:

The Board of Trustees hereby approves the new lists of comparable and aspirational peers for the UT System and its five campuses as presented in the meeting materials to be effective immediately (Fall 2022). The approved list of peers shall be attached to this Resolution after adoption.

THE UNIVERSITY OF TENNESSEE SYSTEM

Attachment 1 – Criteria for Establishment of Peers

Criteria Used for System and All Campuses

Institutional Characteristics:

1. Public Institution
2. Carnegie Classification
    a. UTK – Very High Research Activity (R1)
    b. UTC – High Research (R2), Doctoral/Professional Univ (R3); Masters: Larger Programs
    c. UTS – Baccalaureate Colleges: Diverse Fields
    d. UTM – Masters Medium (M2), Masters Large (M1)
    e. UTHSC – Special Focus: Medical
3. Region (South +)
4. Not a Historically Black College or University or a Large Hispanic Student Population

Student Characteristics:

5. Total Headcount (size)
6. Student FTE (full-time equivalent)
7. Graduate Student Population
8. Freshmen 6-Yr Graduation Rate (excludes UTHSC, System)
9. Freshmen 1st Year Retention Rate (excludes UTHSC, System)
10. ACT/SAT Scores (excludes UTHSC, System)
11. Freshmen Admit Rate (excludes UTHSC, System)
12. Pell Grant Recipients (excludes UTHSC, System)

Degrees Awarded:

13. Total Degrees (excludes UTHSC)
14. Bachelor Degrees (excludes UTHSC)
15. Masters Degrees (excludes UTHSC)
16. Doctoral/Professional Degrees (excludes UTM and UTS)

Financial:

17. Total Expenditures
18. Total Educational & General (E&G) Expenditures
19. E&G Expenditure/Student FTE
20. Total Revenue
21. State Appropriation Revenue
22. Tuition/Fees Revenues
23. Endowment
24. Endowment per Student FTE

Research:

25. Total Research Expenditures reported to National Science Foundation (NSF) (excludes UTM and UTS)

Faculty:

26. Total Number of Faculty
27. Total Tenure and Tenure-Track Faculty
28. Total Faculty FTE
29. Student/Faculty FTE Ratio (excludes UTHSC, System)

Source: Integrated Post-Secondary Educational Data System (IPEDS)

Additional Criteria for a Campus or System

UT- Knoxville:

1. 1862 Land Grant Institution
2. Flagship
3. SEC Athletic Conference
4. Top 65 in US News Undergraduate Ranking
5. Vet Med Schools
6. Ag Research Expenditures reported to NSF
7. Total Research Expenditures less Med School Expenditures as reported to NSF
8. Adjustment for Agricultural Research Expenditures for comparability
9. Capacity Funding (US Dept. of Ag. Hatch/Stennis Funds)
10. Federal Grants/Contracts Revenue
11. Faculty Awards

UT-Chattanooga:

1. Carnegie Classification Size & Setting (enrollment: 7,000 to 20,000)
2. Full-Time Student Enrollment (excludes part-time students)
3. Minority Students
4. Students Age 25+
5. Metropolitan location (midsize city)

UT – Southern:

1. Carnegie Classification Size & Setting (enrollment: 600 to 2,200)
2. Full-Time Student Enrollment (excludes part-time students)
3. Minority Students
4. Academic Program Offerings
5. NAIA Schools

UT- Martin:

1. Carnegie Classification Size & Setting (enrollment: 2,000 to 22,000)
2. Full-Time Student Enrollment (excludes part-time students)
3. Undergraduates Living on-campus
4. Academic Program Offerings – specifically programs in Agriculture
5. Minority Students

UT – Health Science Center:

1. Campuses with a Medical Center
2. National Institute of Health (NIH) Awards
3. Faculty Awards
4. Resident and Fellows (Headcount)

UT System:

1. Number of Campuses
2. Organizational Structure
3. Campuses with a Medical Center/School

Note: “Faculty Awards” refers to the number reported in the annual report of “The Top American Research Universities” prepared by the Center for Measuring University Performance. The metric is based on the number of a variety of prestigious faculty awards and honors in Arts, Humanities, Science, Engineering, and Health.”

Student FTE (full-time equivalent) includes part-time students. An undergraduate student taking 8 hours instead of a full load of 15 hours counts as 8/15 or .533. A full-time student taking 15 hours would equal one student.

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

Recommended Comparable and Aspirational Peers
UT System and Campuses – October 2022

	University of Tennessee System
Comparable Peers	University of Illinois System
	University of Colorado System
	Texas A&M System
	University System of Maryland
	University of Alabama System
	University of Massachusetts System
	University of Missouri System
	University of Nebraska System
	University of Arkansas System
	Texas Tech University System

	University of Tennessee, Knoxville	University of Tennessee at Chattanooga	University of Tennessee Southern	University of Tennessee at Martin	University of Tennessee Health Science Center
Comparable Peers	Virginia Tech University	Arkansas State University	Peru State College	Austin Peay State University	University of Nebraska Medical Center
	University of Colorado	University of West Georgia	Dickinson State University	Coastal Carolina University	The University of Texas Health Science Center at San Antonio
	University of Kentucky	Texas A & M University-Corpus Christi	University of Science and Arts of Oklahoma	Truman State University	University of Arkansas for Medical Sciences
	University of Oklahoma	Stephen F Austin State University	Glenville State University	University of North Alabama	University of Oklahoma-Health Sciences Center
	Auburn University	Valdosta State University	Oklahoma Panhandle State University	Auburn University at Montgomery	Texas Tech University Health Sciences Center
	Clemson University	Louisiana State University-Shreveport	University of New Hampshire at Manchester	Frostburg State University	Louisiana State University Health Sciences Center-New Orleans
	University of South Carolina	University of Central Arkansas	Mayville State University	Northwest Missouri State University	
	University of Missouri	University of Missouri-St Louis	Montana State University-Northern	Southeast Missouri State University	
	Iowa State University	The University of Texas at Tyler	University of Maine at Fort Kent	Morehead State University	
	University of Nebraska–Lincoln	University of Arkansas at Little Rock	Ohio State University-Marion Campus	McNeese State University	
Aspirational Peers	University of Illinois	Western Kentucky University	Rogers State University	Stephen F Austin State University	Oregon Health & Science University
	Penn State University	University of Nebraska at Omaha	University of Minnesota-Morris	West Texas A&M	University of Maryland, Baltimore
	North Carolina State University	Lamar University	Lake Superior State University	University of Central Missouri	Medical University of South Carolina
	University of Georgia	Northern Kentucky University	University of Pittsburgh-Johnstown	Angelo State University	U. of Texas Health Science Center at Houston
	Michigan State University	Eastern Kentucky University	Valley City State University	University of Nebraska at Kearney	
	Purdue University	College of Charleston	The University of Montana-Western	Murray State University	

Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE SYSTEM
RECOMMENDED PEERS – 2022

SYSTEM	COMPARABLE PEER (P)	2017 PEER (P)
University of Illinois System	**P**	P
Rutgers University System		P
University of Colorado System	**P**	P
Texas A&M System	**P**	
University System of Maryland	**P**	
University of Alabama System	**P**	P
University of Massachusetts System	**P**	P
University of Missouri System	**P**	P
Louisiana State University System		P
University of Tennessee System		
University of Nebraska System	**P**	P
University of Arkansas System	**P**	
Texas Tech University System	**P**	P

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE, KNOXVILLE
RECOMMENDED PEERS – 2022

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2017 PEER (A/P)
University of Florida			A
University of Minnesota			A
University of Wisconsin			A
University of Illinois	**A**		
Penn State University	**A**		
North Carolina State University	**A**		P
University of Georgia	**A**		A
Michigan State University	**A**		A
Purdue University	**A**		A
Virginia Tech University		**P**	P
University of Colorado		**P**	
University of Kentucky		**P**	P
University of Oklahoma		**P**	
University of Tennessee, Knoxville			
Auburn University		**P**	P
University of Alabama			P
Clemson University		**P**	P
University of South Carolina		**P**	P
University of Missouri–Columbia		**P**	P
Louisiana State University			P
Iowa State University		**P**	P
University of Nebraska–Lincoln		**P**	P

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE AT CHATTANOOGA
RECOMMENDED PEERS – 2022

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2017 PEER (A/P)
Appalachian State University			A
University of North Carolina Wilmington			A
University of North Florida			A
Western Kentucky University	**A**		
University of Nebraska at Omaha	**A**		P
Lamar University	**A**		
Northern Kentucky University	**A**		
Eastern Kentucky University	**A**		
College of Charleston	**A**		A
Arkansas State University		**P**	
University of West Georgia		**P**	P
University of Tennessee at Chattanooga			
Texas A & M University-Corpus Christi		**P**	
Stephen F Austin State University		**P**	P
Valdosta State University		**P**	P
Louisiana State University-Shreveport		**P**	
University of Central Arkansas		**P**	P
University of Missouri-St Louis		**P**	
The University of Texas at Tyler		**P**	
Tennessee Technological University			P
Georgia College and State University			P
University of Arkansas at Little Rock		**P**	A
Northeastern State University			P
Murray State University			P
Southeast Missouri State University			P
Jacksonville State University			P
Florida Gulf Coast University			P
University of North Carolina at Greensboro			A

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE SOUTHERN
RECOMMENDED PEERS – 2022

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)
Rogers State University	**A**	
University of Minnesota-Morris	**A**	
Lake Superior State University	**A**	
University of Pittsburgh-Johnstown	**A**	
Valley City State University	**A**	
The University of Montana-Western	**A**	
Peru State College		**P**
Dickinson State University		**P**
University of Science and Arts of Oklahoma		**P**
Glenville State University		**P**
Oklahoma Panhandle State University		**P**
University of New Hampshire at Manchester		**P**
Mayville State University		**P**
Montana State University-Northern		**P**
University of Tennessee Southern		
University of Maine at Fort Kent		**P**
Ohio State University-Marion Campus		**P**

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE AT MARTIN
RECOMMENDED PEERS – 2022

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2017 PEER (A/P)
Stephen F Austin State University	**A**		A
West Texas A&M	**A**		P
University of Central Missouri	**A**		
Angelo State University	**A**		
Midwestern State University			P
University of Nebraska at Kearney	**A**		
Murray State University	**A**		A
Austin Peay State University		**P**	P
Coastal Carolina University		**P**	
Truman State University		**P**	
University of North Alabama		**P**	
Auburn University at Montgomery		**P**	P
Frostburg State University		**P**	P
Northwest Missouri State University		**P**	
University of Tennessee at Martin			
Southeast Missouri State University		**P**	A
Morehead State University		**P**	P
McNeese State University		**P**	P
Arkansas Tech University			P
Arkansas State University			P
University of Texas at Tyler			P
Marshall University			A
Western Carolina University			A
University of Central Arkansas			A

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE SYSTEM
ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
RECOMMENDED PEERS – 2022

INSTITUTION	ASPIRATIONAL PEER (A)	COMPARABLE PEER (P)	2017 PEER (A/P)
Oregon Health & Science University	**A**		A
University of Maryland, Baltimore	**A**		A
Medical University of South Carolina	**A**		P
The University of Texas Health Science Center at Houston	**A**		A
University of Nebraska Medical Center		**P**	P
The University of Texas Health Science Center at San Antonio		**P**	P
University of Arkansas for Medical Sciences		**P**	P
University of Oklahoma-Health Sciences Center		**P**	P
University of Tennessee Health Science Center			
Texas Tech University Health Sciences Center		**P**	P
Louisiana State University Health Sciences Center-New Orleans		**P**	P

Source: The Integrated Postsecondary Education Data System (IPEDS)
Prepared by: UT System Institutional Effectiveness (September 30, 2022)

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

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AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Proposed New Academic Unit: School of Natural Resources, UTK**

Type: Action

Presenter: Carrie L. Castille,
Senior Vice Chancellor and Senior Vice President, UTIA

Background

Subject to the Board's approval, the University of Tennessee Institute of Agriculture (UTIA) is proposing to elevate the Department of Forestry, Wildlife, and Fisheries into a new School of Natural Resources, with an implementation date of January 2023.

Natural resources represent an essential facet of Tennessee's economy and culture; the state's varied and changing landscape from east to west results in tremendous terrestrial and aquatic biological diversity, making the state the most biodiverse inland state in the nation. Moreover, natural resources contribute significantly to Tennessee's economy. Forestry and the forest products industry generate more than $24 billion in output annually, accounting for 3.5 percent of the state's economy and more than 98,000 jobs for Tennesseans.

The proposed change will make UT's program more competitive with natural resource programs in the region and throughout the country. Creating the school will require no additional investment as the department already functions like most natural resource schools in the region, with a comprehensive range of disciplines covered in teaching, research, and Extension. School status will enhance the visibility of the programs and provide opportunities for future expansion. The increased visibility and stature of the program will increase the growth rate in our existing degree programs.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

Resolved:

The Board of Trustees hereby approves the following:

(1) The existing department of "Forestry, Wildlife and Fisheries" shall be elevated and converted to a school within the University of Tennessee Institute of Agriculture (UTIA), which school shall be known as the "School of Natural Resources";
(2) Subject to state approvals as may be required, the implementation date for the School of Natural Resources shall be January 2023;
(3) The proper officers of the University are authorized to (i) seek any state approvals as may be required in connection with establishing the new academic unit, and (ii) take such other actions as may be necessary and deemed appropriate in order to effectuate the establishment of the School of Natural Resources, consistent with the description presented in the meeting materials.

New Academic Unit Request

Institution:	The University of Tennessee Institute of Agriculture
Type of Unit:	Converting a Department into a School
Proposed Unit Name:	School of Natural Resources
Proposed Unit Location:	Institute of Agriculture (AgResearch, Herbert College of Agriculture, UT Extension)
Proposed UT Board Approval:	October 2022
Proposed THEC Approval:	November 2022
Proposed Implementation:	January 2023

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Campus Letter of Support

THE UNIVERSITY OF TENNESSEE KNOXVILLE
OFFICE OF THE PROVOST

September 19, 2022

Randy Boyd, President
University of Tennessee System
505 Summer Place
UT Tower #1288
Knoxville, TN 37902

Dear President Boyd:

Please accept the attached application to convert the Department of Forestry, Wildlife and Fisheries (FWF) in the University of Tennessee Institute of Agriculture (UTIA) into the School of Natural Resources. The proposed School would begin operation in January 2023.

UTIA houses four primary units: (1) AgResearch, (2) the Herbert College of Agriculture, (3) UT Extension, and (4) the College of Veterinary Medicine (CVM). Across these units, UTIA contains 11 academic departments (3 in CVM and 8 in Herbert College). FWF carries out educational, research, service, and Extension activities within the first three units, with faculty members who typically have appointments in at least two of the units. FWF offers two general areas of study (a) Forestry and (b) Wildlife and Fisheries. The department offers a bachelor of science (BS) and a master of science (MS) in both areas and a doctoral program in natural resources. A third undergraduate program under consideration, if the School's creation is approved, would result from elevating the current Wildland Recreation concentration in the Forestry BS degree program into a BS major in Outdoor Recreation. We believe the change from a concentration to a standalone degree program would increase this program's visibility and enrollment significantly.

FWF is the second largest department within Herbert College, with approximately 350 undergraduates and more than 50 graduate students. FWF currently employs 30 faculty members, with 7 faculty and professional staff searches underway. Consequently, the proposed School of Natural Resources will have adequate faculty and staff to conduct the research, teaching, and Extension programs currently being offered. Likewise, the department's current budget will be adequate to transform the department seamlessly into a School, particularly under the new Budget Allocation Model for Herbert College. FWF faculty have a long history of securing extramural funding as well, ensuring that the research and Extension programs have the resources needed to continue to expand these programs.

The Department of Forestry was established at the University of Tennessee in 1964, with the first four-year degree program (Bachelor of Science in Forestry) approved in the Spring of 1965. Since 1965, the three primary missions of the department have grown substantially to benefit our students, Tennesseans, and beyond. FWF has established a number of programs recognized nationally and internationally, including an internationally-recognized program in bear research initiated in the 1960s, the oldest university-based tree improvement program in the country, and a strong reputation regionally and nationally in hardwood forest management. More recently, programs in wildlife health, human dimensions in natural resources, renewable carbon, and native grasslands have enhanced the reputation and impact of the department even further.

The time is right for transforming the Department of Forestry, Wildlife and Fisheries to a School of Natural Resources. Global concerns surrounding climate, biodiversity, and human interaction with the environment are increasing. The change would increase the visibility of the university's natural resource programs during this critical period, demonstrating the expertise we offer for these complex issues. Within Tennessee, natural resources

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represent an essential facet of our economy, culture, and quality of life. Without question, Tennesseans value our natural resources for their aesthetic and recreational benefits, but also for their economic impact. At a minimum, natural resources account for close to 10 percent of our state's economy. In addition, the transition from a department into a school would make our programs more competitive with other natural resource programs around the region and country. Compared to our twelve land-grant university peers in the southern region of the Association of Public and Land-Grant Universities, only one has a structure like ours, with a single natural resources department within a College of Agriculture. The vast majority are schools or colleges. A UT School of Natural Resources would allow the program to be on equal footing with its peer institutions and allow for greater collaboration with units across the University of Tennessee system.

Beyond enhancing our standing in the natural resources community, a School would also provide added benefits to students by increasing program visibility and career opportunities and diversifying the range of science-based teaching and outreach offerings. The creation of a school will also enhance current efforts to partner with other Tennessee universities and state agencies on a broad spectrum of natural resource-related issues. For example, UTIA is working with several state agencies to increase outdoor recreation opportunities while protecting the state's natural resources and supporting entrepreneurs and local communities. These efforts will contribute to community and economic development in rural areas of the state and enhance the university's standing in the natural resource arena.

Thus, with your approval, I request transmission of this request to THEC for review. Please contact me if you have any questions or need additional information.

Sincerely,

John Zomchick
Provost and Senior Vice Chancellor

Rationale for Proposed Academic Unit

Overview of Proposed Change

The University of Tennessee Institute of Agriculture (UTIA) proposes elevating the Department of Forestry, Wildlife, and Fisheries into a new School of Natural Resources that would begin in January 2023, following all necessary approvals by the UT Board of Trustees and the Tennessee Higher Education Commission.

Currently, UTIA houses 4 primary units: (1) AgResearch, (2) the College of Veterinary Medicine, (3) the Herbert College of Agriculture, and (4) UT Extension. Across these units, UTIA contains 11 academic departments (3 in CVM and 8 in Herbert College). The Department of Forestry, Wildlife, and Fisheries (FWF) offers two areas of study: (1) Forestry and (2) Wildlife and Fisheries. The department also offers a Bachelor of Science (BS) and a Master of Science (MS) in each area and a doctoral program in natural resources. The FWF curricula emphasize a mastery learning approach, emphasizing practical, hands-on experiences. The department's faculty, staff, and students conduct research and Extension activities that advance the science and sustainable management of our natural resources. Whether improving timber harvest methods or restoring native fish species to our rivers, our research and Extension work make our world a better, more enjoyable place to live.

The Department of Forestry was established at the University of Tennessee in 1964, with the first four-year degree program (Bachelor of Science in Forestry) approved in the Spring of 1965. A second Bachelor of Science (Wildlife and Fisheries Science) was added in the early 1970s, as were Master of Science degree programs for both disciplines. In 1977, the department was renamed the Department of Forestry, Wildlife and Fisheries (FWF) to reflect better the range of teaching, research, and Extension activities. As part of the renaming and reorganization, the fisheries research program housed in the Department of Agricultural Biology was transferred to FWF. Extension responsibilities were also given to the department. A Ph.D. in Natural Resources was approved for FWF in 2001.

Forestry, wildlife, and fisheries constitute three of the primary natural resources in the state of Tennessee. In addition to teaching and research focus areas, the department also engages with Extension, offers numerous events, and connects with the local community through training, workshops, service, and outreach. For example, on October 20, departmental faculty will work with Forest Resources Research and Education Center to present The Woods and Wildlife Field Day with UT AgResearch and UT Extension. The event will take place in the UT Cumberland Forest in Oliver Springs, TN. Over the years, the department has promoted sustainable forest management, habitat improvement, economic development, and restoration of native species in local communities, the state, and the region.

Additionally, outdoor recreation and new disciplinary programs are options the department is currently exploring. With new initiatives like the Tennessee RiverLine[1] and the Bill Dance

[1] The Tennessee RiverLine is a continuous system of hiking, biking, and on-water experiences along the 652-mile reach of the Tennessee River from Knoxville, TN, to Paducah, KY. The system will serve as a catalyst for economic, social and environmental

Signature Lakes[2], there is an even greater focus on the importance of conserving natural resources in Tennessee. Given the planned growth of the department and the increased focus on the importance of natural resources, UTIA proposes elevating the Department of Forestry, Wildlife, and Fisheries into a School of Natural Resources.

The change would make our program more competitive with natural resource programs in the region and country. Compared to our twelve land-grant university peers in the southern region of the Association of Public and Land-Grant Universities, only one - Oklahoma State University - has a structure like ours, with a single natural resources department within a College of Agriculture (Table 1) . Of the other eleven institutions: three have natural resource departments within Colleges of Agriculture and Natural Resources, one has multiple natural resource departments and an independent agency, four have Schools of Natural Resources, and three have Colleges of Natural Resources. Importantly, our two aspirational peers in the southern region, the University of Georgia and the University of Florida, have schools or colleges (UGA: School of Forestry and Natural Resources, UF: School of Natural Resources, and School of Forestry).

Table 1

Status of Natural Resource Programs at Southern Region Land-Grant Universities

University	**Status**
Auburn	School of Natural Resources
Univ. of Arkansas	College of Forestry, Agriculture and Natural Resources
Univ. of Florida	Two Schools: School of Forestry & School of Natural Resources
Univ. of Georgia	Warnell School of Forestry and Natural Resources
Univ. of Kentucky	Department of Forestry and Natural Resources
LSU	School of Renewable Natural Resources
Mississippi State	College of Forestry
NC State	College of Natural Resources
Oklahoma State	Department of Natural Resource Ecology & Management
Clemson	Department of Forestry and Natural Resources
Texas A&M	Texas A&M Forest Service Three natural resource-related departments: ▪ Dept of Ecology and Conservation Biology ▪ Dept. of Rangeland, Wildlife and Fisheries Management ▪ Dept. of Recreation, Park, and Tourism Sciences
Virginia Tech	College of Natural Resources and Environment

impact in the four states and dozens of cities, towns, and rural communities along the Tennessee River, as well as the more than 4.5 million residents who call the Tennessee River Valley home. See: Tennessee RiverLine (tnriverline.org)

[2] The Tennessee Wildlife Resources Agency and the State of Tennessee will invest $15 million in improvements both above and below the water at the 18 lakes - nine major reservoirs and nine "small venue" lakes. Enhancements will include increased stocking rates, habitat and fisheries management, as well as improved access for fishing and boating. The collaborative effort between Tennessee Wildlife Resources Agency, Tennessee State Parks and Tennessee Department of Tourist Development, according to a news release, "seeks to solidify Tennessee as the heart of fishing in the southeast and drive economic activity across the state."

Goals of the Institution and Related Units

The UT Institute of Agriculture is committed to discovering and providing **Real. Life. Solutions.** that boost the state's economy, protect the environment, and enhance health for the people of Tennessee and beyond. To achieve this, the priorities outlined in the most recent strategic plan are:

1. Strengthening Tennessee's Health
2. Enhancing Tennessee's Biodiversity and Environmental Quality
3. Enriching Tennessee's Economy
4. Developing Tennessee's Workforce
5. Growing Tennessee's Food, Fiber, and Energy Systems

The Institute comprises four primary units, three of which are components of the Department of Forestry, Wildlife and Fisheries FWF) and would continue to be so in the proposed School of Natural Resources (SNR). These units include AgResearch, the Herbert College of Agriculture (HCA), and UT Extension. All three units' goals coincide with the Institute's priorities. AgResearch identified four objectives to address the priorities. These are increasing research impacts with 'tightly integrated, multidisciplinary research and development programs; targeted investments in research capacity (personnel and equipment); fostering collaboration and creative problem solving; and encouraging broad, innovative research and development themes with targeted support.

The goals of the Herbert College of Agriculture include:

1. creating a signature model of experiential learning and leadership that defines, differentiates, and transforms the student experience;
2. growing enrollment to provide resources to invest in the delivery of transformative educational experiences;
3. expanding industry partnerships to support recruitment, expand opportunities for students, and recognize faculty expertise;
4. adopting new teaching techniques and delivery methods (e.g., online) that provide access to a high-quality education; and
5. reinforcing a culture that values diversity, equity, and inclusion in all we do.

UT Extension's stated mission is to "help Tennesseans improve their quality of life and solve problems through the application of research and evidence-based knowledge about agriculture and natural resources, family and consumer sciences, 4-H youth development, and community development."

Addressing the Institute's priorities, Extension is focused on economic prosperity, environmental sustainability, and well-being in rural and urban communities. The stated strategic goals are to demonstrate the value of Tennessee Extension to enhance resources, foster greater engagement of diverse communities across Tennessee, expand and strengthen Tennessee Extension volunteerism, cultivate a workplace where employees thrive, and embrace the use of technology and innovation to meet the evolving needs of Tennessee Extension.

Overview and Goals of Proposed Unit

The Department of Forestry, Wildlife, and Fisheries (FWF) is the broadest academic unit within the Institute of Agriculture in disciplinary areas, highlighting one of the primary reasons a School of Natural Resources is needed. Faculty experience and training include such diverse specialties as:

- Biometrics
- Carbon Science
- Finance
- Fisheries
- Forest Ecology
- Forest Products
- Forest Resource Mgmt.
- Human Dimensions
- Native Grasslands
- Outdoor Recreation
- Polymer Chemistry
- Resource Economics
- Restoration Science
- Timberland Investment
- Tree Improvement
- Urban Forestry
- Wildlife Health
- Wildlife Management

Although this breadth is common within our peer forestry or wildlife and fisheries programs regionally and nationally, it is rare to find these programs within the same department rather than residing within a college or school of natural resources.

Today, FWF consists of 31 teaching, research, and Extension faculty; 13 professional, and 8 administrative staff members; and nearly 400 students. The Department of Forestry, Wildlife, and Fisheries (FWF) mission is to advance the science and sustainable management of natural resources to promote their health, utilization, and appreciation in Tennessee, the region, and beyond through programs in teaching, research and Extension.

FWF/SNR is “comprehensive” in that programs are conducted in undergraduate and graduate education, research, and Extension. Undergraduate majors in both Wildlife and Fisheries Science and Forestry are maintained; each major has a choice of concentrations to allow students to specialize in an area of their choosing. Research programs are faculty-driven and reflect the diversity mentioned above. The department has embraced several focus areas enhanced by creating research centers, including the UT Tree Improvement Program, Human Dimensions Research Lab, Center for Native Grassland Management, and Center for Wildlife Health. FWF faculty members are also active affiliates of the Center for Renewable Carbon and the One Health Initiative, initiated by FWF faculty and currently directed by Dr. Deb Miller, Professor in FWF. We also serve as the host institution for the Southern Appalachian Cooperative Ecosystem Studies Unit. Extension programs have been developed to meet the needs of Tennessee landowners and residents in suburban and urban areas and to educate other Extension professionals through in-service training. Extension professionals within FWF also provide service and science-based education relevant to the public’s needs regionally and nationally.

Natural resources represent an essential facet of Tennessee’s economy and culture, ranging from the forests and wildlife populations found in the Appalachian Mountains in the east to those in the rich alluvial coastal plains in the west. Tennessee’s varied and changing landscape from east to west results in tremendous terrestrial and aquatic biological diversity, making the state the most

biodiverse inland state in the nation. Moreover, natural resources contribute significantly to Tennessee's economy. Forestry and the forest products industry generate more than $24 billion in output annually, accounting for 3.5 percent of the state's economy and more than 98,000 jobs for Tennesseans. Estimates of the statewide tourism sector dependent on natural resources have exceeded $16 billion. In addition to their impact on Tennessee's economy, natural resources are a fundamental component of Tennessee's culture. For many Tennesseans, the outdoors represents an essential part of their livelihood and quality of life.

FWF has a long history of contributing to the priorities and goals of the university, as well as the three primary missions of the land grant university system. A School of Natural Resources would enhance this by recognizing the breadth of the education programs and facilitating collaboration across UTIA and UTK on education, research, and outreach. Within the Institute of Agriculture, the School would encompass programs to address all five priorities above better than the current department or other departments within the Institute.

As a launch point for our vision, we have identified six focus areas that build on existing strengths and/or address emerging issues:

1. **Hardwood Forest Management**: Hardwood forests dominate Tennessee's landscape, providing opportunities to focus on not only hardwood forest management but also the large amount of ecosystem, terrestrial, and aquatic diversity, as well as the unique recreational opportunities provided by these forests. With closer connections to Ames Research and Education Center, the School of Natural Resources could be the national leader in hardwood management and associated resources. Additionally, climate change has increased interest in carbon sequestration, and our new forest business MS concentration provides an avenue to lead this emerging field through research, teaching, and engagement.

2. **Outdoor Recreation**: The proposed school will play a statewide leadership role in educating professionals to manage recreational resources and visitors and helping communities and individuals develop and sustain outdoor-based recreation and tourism opportunities. This effort will bolster local economies, heighten conservation awareness among Tennesseans, and promote healthy lifestyles.

3. **Habitat Management and Ecosystem Restoration**: One of the significant strengths of FWF from its inception has been research and instruction in ecology and habitat management. In the past two decades, this emphasis has expanded to include the restoration of various ecosystems, from mined lands to native grasslands and oak savannahs. This work will continue as part of the school but could be expanded with the potential provided by Ames and the addition of landscape ecology/spatial analytical expertise. With the move of Forest Service offices to the Cherokee Research Park and adding a landscape-scale ecologist, this topic would continue to be a significant strength of the program.

4. **Wildlife Health**: FWF was one of the first natural resource programs in the country to establish a Center for Wildlife Health. Wildlife Health research and the UT One Health Initiative are growing rapidly, driven partly by concern about zoonotic diseases — cross-species diseases that travel to humans from other animals — and diseases that travel from

wildlife to livestock and thereby threaten our agricultural production systems. With its emergence in West Tennessee, Chronic Wasting Disease (CWD) has become a central issue for deer management in Tennessee. Given that Ames Research and Education Center is located in the epicenter of the CWD outbreak and the current efforts to elevate forest and wildlife research at the Center, UTIA is positioned to be a national leader in CWD research, management, and education.

5. **Private Natural Resource Use and Management:** FWF has developed a strong reputation for preparing students for careers in state and federal agencies. Moving to a School of Natural Resources offers an opportunity to expand our reach into the private sector in forestry, wildlife, fisheries, and recreation. FWF's efforts include the recently established non-thesis MS in Forest Business, a potential forest business minor for current natural resource students and Biosystems Engineering students interested in the forest products sector, and natural resource enterprise training for wildlife and fisheries and recreation students. This initiative offers another opportunity to expand enrollment, potentially attracting new students interested in natural resources.

6. **Bio-based Products:** The department's research portfolio includes groundbreaking work on energy, chemicals, composites, and solid wood products derived from cellulosic sources. Although much of this effort is currently focused on the bioenergy component, the faculty efforts in this area, primarily by FWF faculty associated with CRC, cut across land management (forest and grassland), policy and socio-economics, wildlife management and ecology, and watershed management projects. Investigations into the efficient production of bioenergy have moved to the forefront of our resource management strategy due to increases in energy costs and a desire to reduce dependency on foreign oil. This strategic focus includes producing biofuels and bio-based products from cellulosic feedstocks such as switchgrass and woody biomass from our forests. Increased acreage in switchgrass will have significant implications for wildlife populations. Increased use of timber resources for biomass will also affect plant and animal species and the markets for traditional wood products.

Inventory of Academic Program Offerings

Undergraduate Studies Curriculum

The two undergraduate degree programs, (1) Forestry and (2) Wildlife and Fisheries Science, have expanded since their creation. These programs now contain four concentrations in the Forestry BS program and two in the Wildlife and Fisheries BS program. Collectively, these concentrations enroll approximately 350 undergraduates (Table 2). A faculty member in the discipline administers each concentration, though all faculty are responsible for the direction and requirements of all concentrations and degree programs. Three of the four Forestry concentrations and one of the Wildlife and Fisheries BS programs are accredited by the Society of American Foresters. The Wildlife and Fisheries Management Concentration was the first wildlife program accredited by the organization, highlighting the interdisciplinary nature of FWF's undergraduate degrees. Students who complete a degree in Wildlife and Fisheries are also eligible for the Wildlife Biologist certification by the Wildlife Society. Similarly, students completing a B.S. in Forestry are eligible

to become a Certified Forester with the Society of American Foresters.

Table 2

Organization of Concentrations and Undergraduate Degrees in the FWF Department

BS in Forestry*			**BS in Wildlife and Fisheries**		
Concentration Name	*Enrollment*	*Accreditor*	*Concentration Name*	*Enrollment*	*Accreditor*
Forest Resources Management	21 (FA22)	Society of American Foresters	Wildlife and Fisheries Management	183 (FA22)	Society of American Foresters
Restoration and Conservation Science	45 (FA22)	Society of American Foresters			
Urban Forestry	6 (FA22)	Society of American Foresters	Wildlife Health	20 (FA22)	N/A
Wildland Recreation	38 (FA22)				

For the **Candidate Certified Foresters, through the Society of American Foresters, individuals with an earned degree at the baccalaureate, masters or doctorate level in forestry from UT are eligible. Wildlife and Fisheries graduates are eligible if they have completed 51 semester credits in forestry. UT Wildlife and Fisheries graduates can earn this with an additional 12 credits of coursework. They are eligible to become **Certified Foresters** with five years of forestry experience. As our students complete an SAF-accredited program, they also meet the education requirement for state registered forester requirements (Tennessee does not license foresters). UT Wildlife and Fisheries graduates are eligible for Associate Wildlife Biologist (AWB) through The Wildlife Society, and have met the education requirement. The AWB certification is granted for 10 years and cannot be renewed. An AWB certified individual can upgrade to Certified Wildlife Biologist during the 10-year time period once the necessary experience requirements are obtained.*

We actively promote hands-on field-based teaching, discovery, and outreach activities that are the key to experiential learning and maintaining ties to the land and associated natural resources. In addition, we have infused our curriculum with an interdisciplinary approach that promotes collaboration and problem-solving, culminating with a single capstone course combining Forestry and Wildlife and Fisheries Science majors in land management planning teams. We have expanded our efforts to involve undergraduate students in research, added opportunities for experiencing extension activities and careers, and solidified our emphasis on sustainable resource management. Ethics and professionalism are emphasized in numerous courses for both majors, beginning with introductory courses and concluding with the joint capstone experience.

Even the most skillfully prepared classroom presentation involving the latest technology cannot compare to field settings in providing students with three-dimensional, real-world representations of natural features. Students gain hands-on experience and knowledge in microsite conditions, species composition and structure, habitat quality, accessibility, soil quality, and population estimation that they will need to perceive and process as professional foresters, wildlife/fisheries biologists, and land managers. Although traditional lecture-only courses continue to provide

foundational knowledge, we have found that there is simply no substitute for students being able to see and touch nature – to "get their hands dirty." Therefore, we are committed to focusing on experiential learning through traditional field laboratories and our fall block program for our majors. About one-half of our course offerings in all five concentrations incorporate field-based labs as part of their instructional methods.

The current degree programs and the respective concentrations have been recently reviewed and updated by faculty to reflect the knowledge and skills required for the associated professions. The primary modifications involved updating the curricula to meet the new Vol Core requirements and enhance the quantitative skills of the graduates.

The current Forestry BS concentrations consist of:

- Forest Resources Management provides education on managing the broad spectrum of natural resources. In addition to core required courses, there are elective credit hours for comprehensive studies or specialized training in one or more forestry areas.
- Restoration and Conservation Science - prepares students for a career in maintaining and restoring the health of natural landscapes. The program draws from many disciplines and emphasizes forestry, ecology, soil and waters, and wildlife. The curriculum includes an internship and courses in restoration and conservation. Students may specialize in wildlife habitats, watersheds, ecosystem construction, ecology, or biodiversity
- Urban Forestry - interdisciplinary program emphasizing forestry, arboriculture, horticulture, urban forest management, and urban wildlife. The curriculum prepares graduates to evaluate, plan, and resolve problems in urban and traditional forests.
- Wildland Recreation - prepares students to work in natural resource-based recreation settings. Students can obtain specializations in education, cultural and natural history interpretation, communications and public relations, landscape design and ornamental horticulture, or business and public administration.

The current Wildlife and Fisheries Science BS concentrations are:

- Wildlife and Fisheries Management – involves the science and art of maintaining populations of wild animals at levels consistent with the best interests of both wild species and people. Management goals may be aesthetic, economic, or ecological. Success depends on the fieldwork of wildlife and fisheries biologists and the scholarly application of scientific information.
- Wildlife Health - provides training for biologists interested in ensuring the health of wildlife and fisheries populations, conserving wild species, and protecting domestic animals and humans from diseases spread by wildlife. Wildlife health is a challenging aspect of wildlife management, and students are encouraged to continue with a graduate or veterinary degree after completing this undergraduate program.

Planned Program Change:

A noteworthy future change to the ongoing undergraduate degree programs will be to elevate the Wildland Recreation Concentration (housed under the BS in Forestry) to a freestanding BS in

Outdoor Recreation. The Wildland Recreation concentration is the second largest in the Forestry program and enrolls approximately 40 of the 115 undergraduate Forestry majors. Elevating this concentration into a freestanding BS degree program is a natural progression for the concentration. It is the norm for our peer institutions, offering an avenue to increase enrollment within the university. This change also coincides with an increased emphasis on Outdoor Recreation in Extension and Tennessee agencies responsible for public lands in the state (Tennessee Parks, Division of Forestry, and Tennessee Wildlife Resources Agency).

Graduate Studies Curriculum

As described above, FWF has administered two MS degrees in the same disciplines as the undergraduate programs (Forestry and Wildlife and Fisheries Science) since the 1970s, with a Ph.D. in Natural Resources added in 2001. The programs have been expanded to reflect the growing breadth of the research and education programs in the department. Two concentrations have been added to the Forestry MS degree – 1) Bio-Based Products, Wood Science, and Technology; and 2) Forest Business – to identify unique research and work areas. Similarly, the Wildlife and Fisheries Science MS offers one concentration in Wildlife Health to delineate a specific department specialty. Two of these concentrations also are part of the Ph.D. degree, Bio-Based Products and Wood Science and Technology and Wildlife Health. A third Ph.D. concentration in Natural Resource Economics is offered in collaboration with the Department of Agricultural and Resource Economics. Most graduate students do not select a concentration (Table 3); instead, they opt for a traditional general M.S. or Ph.D. degree.

The MS Concentration in Forest Business is a new option, formally initiated in Fall 2022. The non-thesis concentration is designed to prepare students for careers in the private forestry sector, specifically timberland investment, data science in wood processing, and wood procurement and logistics. The program was developed in consultation with leaders in these industries seeking graduates with technical skill sets in forestry-related topics but with a strong understanding of business principles. Two companies have already proposed funding students or their current employees to complete the program. Currently, the program is designed as an on-campus degree, but we are working to develop online or executive degree options. Moreover, other natural resource sectors (wildlife and fisheries, and recreation) have asked about similar options for those fields.

Table 3

Organization of Graduate Degrees and Concentrations in the FWF Department

MS in Forestry			**MS in Wildlife and Fisheries**		
Concentration Name	*Enrollment*	*Accreditor*	*Concentration Name*	*Enrollment*	*Accreditor*
No Concentration	13 (FA22)	N/A	No Concentration	14 (FA22)	N/A
Bio-Based Products, Wood Science, and Technology	2 (FA22)	N/A	Wildlife Health	0 (FA22)	N/A
Forest Business	2	N/A			
Ph.D. in Natural Resources					
Concentration Name	*Enrollment*	*Accreditor*			
No Concentration	10 (FA22)	N/A			
Bio-Based Products, Wood Science, and Technology	3 (FA22)	N/A			
Wildlife Health	0 (FA22)	N/A			
Natural Resource Economics	1 (FA22)	N/A			

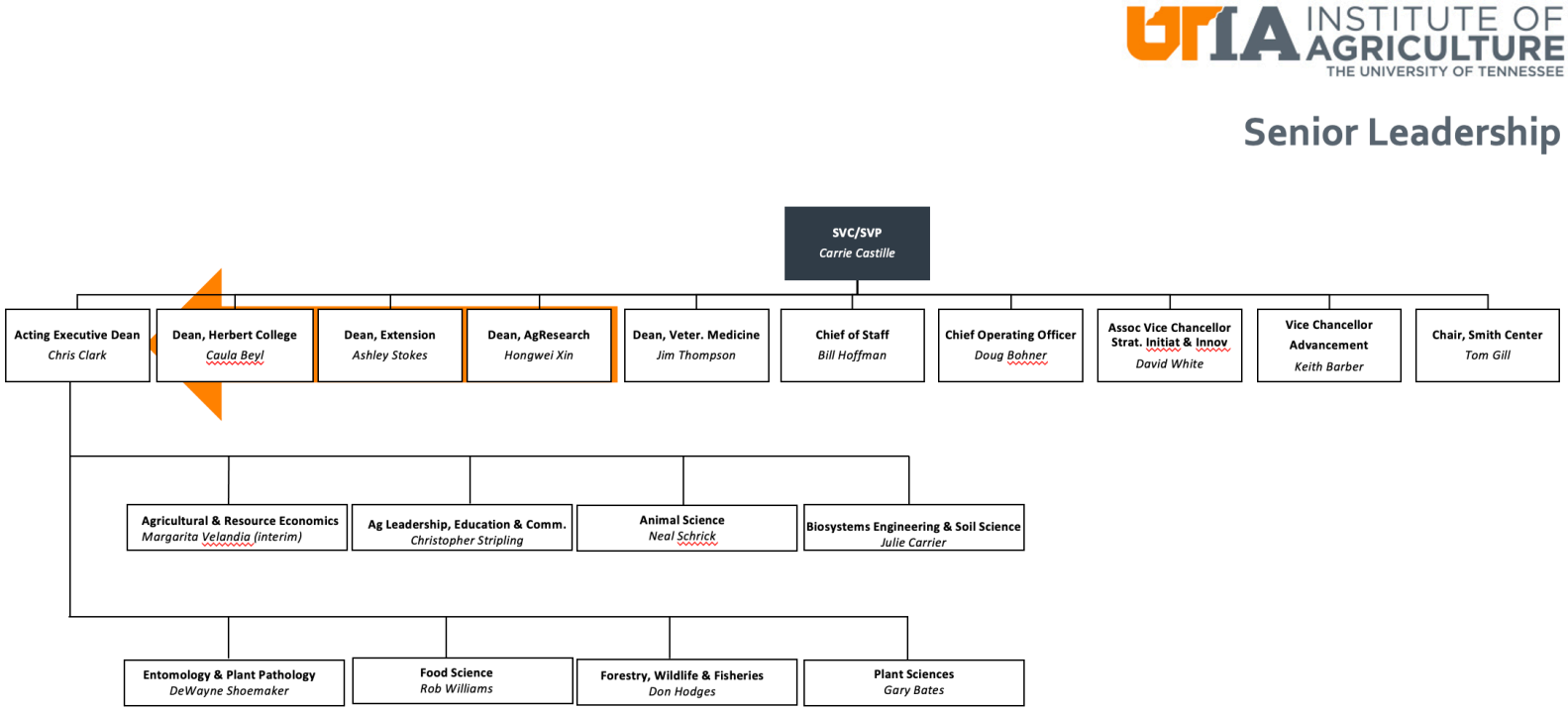
Planned Program Change:

Finally, once the BS in Outdoor Recreation is established, we will explore an MS degree program's feasibility to help meet that discipline's demands. The program's feasibility will depend on the number of faculty positions that we can allocate to Outdoor Recreation, demand for the degree program by students and employers, and the availability of funding for student support. The existing Ph.D. in Natural Resources within the department will be able to encompass doctoral students in Outdoor Recreation.

Organizational Structure

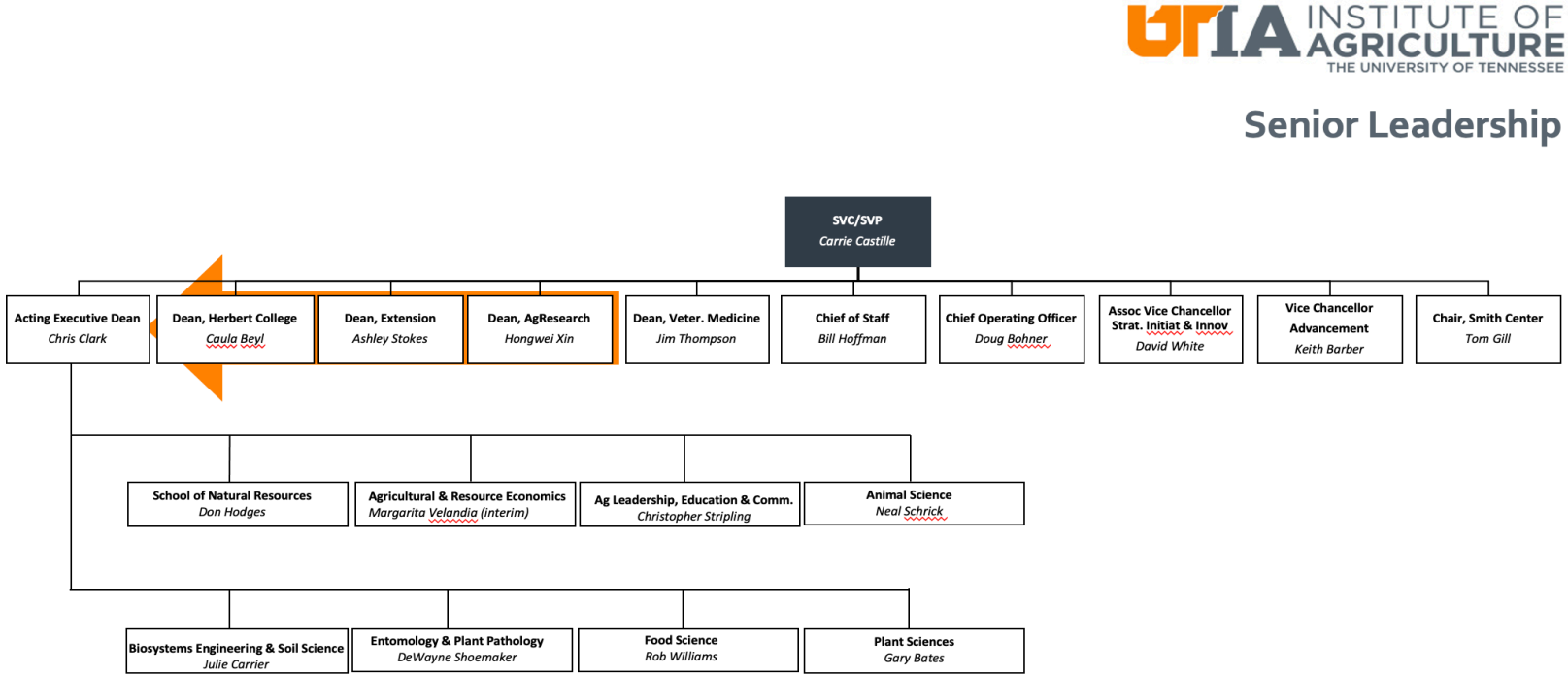
The proposed change will not change reporting lines within UTIA. The School of Natural Resources will be on the same organizational level as UTIA departments, with the Director of the School reporting to the Executive Dean.

Current Organizational Chart



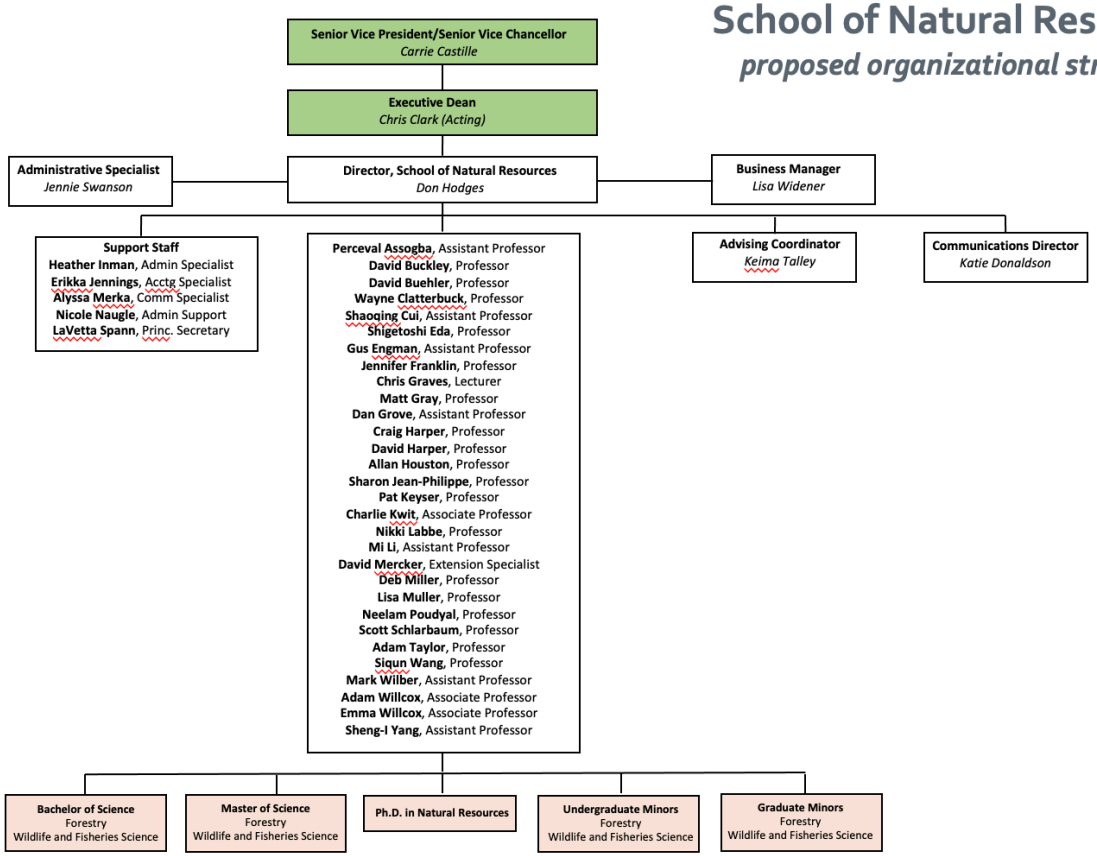
4

Proposed (New) Organizational Chart



School of Natural Resources

proposed organizational structure



Cost-Benefit Analysis of the Proposed Academic Unit

The proposed School of Natural Resources will require no additional investment as the department currently functions like most natural resource schools in the region, with a comprehensive range of disciplines covered in teaching, research, and Extension. School status will enhance the visibility of the programs and provide opportunities for future expansion. The increased visibility and stature of the program will increase the growth rate in our existing degree programs. The most meaningful change associated with the school will be developing the proposed BS in Outdoor Recreation as additional teaching resources become available. The addition of the Outdoor Recreation degrees would increase enrollment even further. The resources close to campus (e.g., Great Smoky Mountains National Park, Obed Wild and Scenic River, TVA reservoirs) make UT an extremely desirable and logical location for the program. The move of the Tennessee RiverLine program to UTIA will only enhance the range of teaching, research, and outreach programs in this area. The professional staff of the RiverLine will be able to offer lectures, internships, and classes for students in Outdoor Recreation, as well as those in Forestry and Wildlife and Fisheries and UTIA departments. School faculty will be conducting research and outreach to support the work of the RiverLine. Similarly, the proposed Center for Outdoor Recreation and Economy (CORE) will enhance the Outdoor Recreation efforts across all three mission areas.

Another significant initiative as part of an effort to establish the School of Natural Resources is the relocation of approximately 40 USDA Forest Service Forest Inventory and Analysis (FIA) scientists to the Cherokee Research Park. The department has collaborated with FIA for several decades, and FWF faculty have routinely conducted research projects funded by FIA. FIA has hired several students during the school year for part-time positions and permanent positions upon graduation. Additionally, numerous FIA scientists are adjunct faculty within FWF); the closer proximity of the unit on the larger UT campus will only enhance that collaboration. The Forest Service and the university are in the final stages of completing the agreement to expand this research and education collaboration (Statement of Mutual Benefits and Interests appears in Appendix B and the move to a new building in Cherokee Park in late 2023.

School status also will enhance our ability to increase the current level of donor interest and endowments, which currently exceed $3 million. Additional funds will improve undergraduate and graduate support, domestic and international student travel, research support, and endowed professorships.

Existing and Anticipated Facilities for Proposed Academic Unit

The transition to a School of Natural Resources presents no immediate need for new or renovated facilities. Office and laboratories for FWF faculty currently include those in the Plant Biotechnology Building, McCord Hall, and the Center for Renewable Carbon. The bulk of the faculty offices will be consolidated in the New Energy and Environmental Science Research Building, scheduled for completion in November 2023, which also will house state-of-the-art laboratories. Faculty in the Center for Renewable Carbon will remain in that facility, and most of those in Plant Biotech will also stay there.

The school will also not affect the use of research areas across the state, such as the Forest Resources and East Tennessee Research and Education Centers. As part of the moves related to the school transition, the Ames Research and Education Center is proposed to become more central to our research, teaching, and Extension efforts. The Tennessee Tree Improvement Program (TIP) has been the primary focus of research at Ames historically. Still, given the silviculture research associated with the TIP work and the prevalence of Chronic Wasting Disease at Ames, research efforts by School faculty will increase substantially.

Appendix A: Financial Projections

Tennessee Higher Education Commission
Appendix A: THEC Financial Projections Form
UT Knoxville
Proposed School of Natural Resources

	Year 1 (Jan 1 - June 30, 2023)	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space[1]	$0	$0	$0	$0	$0
Equipment	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Consultants	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Sub-Total One-time	$0	$0	$0	$0	$0
B. Recurring Expenditures					
Personnel					
Administration					
Salary	$0	$0	$0	$0	$0
Benefits	$0	$0	$0	$0	$0
Sub-Total Administration	$0	$0	$0	$0	$0
Faculty					
Salary	$0	$0	$0	$0	$0
Benefits	$0	$0	$0	$0	$0
Sub-Total Faculty	$0	$0	$0	$0	$0
Support Staff					
Salary	$0	$0	$0	$0	$0
Benefits	$0	$0	$0	$0	$0
Sub-Total Support Staff	$0	$0	$0	$0	$0
Graduate Assistants					
Salary					
Benefits					
Tuition and Fees* (See Below)	$0	$0	$0	$0	$0
Sub-Total Graduate Assistants	$0	$0	$0	$0	$0
Operating					
Travel	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Equipment	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Sub-Total Operating	$0	$0	$0	$0	$0
Total Recurring	$ -	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES (A + B)	$ -	$ -	$ -	$ -	$ -

*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	$ -	$ -	$ -	$ -	$ -
Number of Graduate Assistants					

II. Revenues	Year 1 (Jan 1 - June 30, 2023)	Year 2	Year 3	Year 4	Year 5
Tuition Generated under BAM	$0	$0	$0	$0	$0
Extension State Funding	$0	$0	$0	$0	$0
Extension Federal Formula Funding	$0	$0	$0	$0	$0
Research State Funding	$0	$0	$0	$0	$0
Research Federal Formula Funding	$0	$0	$0	$0	$0

Notes:
Operating Expenses include only expenses using state and federal formula funding

Appendix B: Statement of Mutual Benefit

STATEMENT OF MUTUAL BENEFITS AND INTERESTS:

It is mutually beneficial to enter into this agreement to establish a framework for developing individual Supplemental Project Agreements (SPAs) for the parties to work together on projects to accomplish their mutual goals.

The research priorities identified by the U.S. Forest Service (USFS) and Southern Research Station (SRS) align well with those of the University of Tennessee's Institute of Agriculture (UTIA) and Knoxville campus (UTK). Specifically, based on an assessment of current conditions and stakeholder input in the region, the SRS, in conjunction with the Southern Region of the USFS (Region 8), has identified three critical issues: 1) water and forest interactions, 2) timber market conditions and futures, and 3) fire in a changing ecological and social landscape. In addition to the focus of research in the Southern US, a critical component underlines these areas – access and use of consistent regional and national data to make informed decisions. One of the leading providers of this data need is the Forest Inventory and Analysis (FIA) Program of the USFS. This partnership will also include the University of Tennessee Research Foundation (UTRF), which is a 501(c)(3) non-profit organization. Even though the UTRF is a separate entity from the University of Tennessee, UTRF and its subsidiaries provide assistance and resources to research activities of faculty staff and students at the university, as well as space and facilities for industry and government collaborators in UT research.

These issues fit well within the future direction of the UTIA, which has identified five ten-year priorities: 1) supporting food, fiber, and energy systems; 2) enhancing biodiversity and environmental quality; 3) enriching our economy, 4) developing our workforce, and 5) strengthening our health. Similarly, the research emphasis of the UTK emphasizes creating a "more just, prosperous, and sustainable future through world-class research, scholarship, and creative work," as well as providing students with enhanced opportunities for experiential learning and active engagement in research.

Water and Forest Interactions

The interaction between forests and hydrology has primarily been studied at the watershed scale and has demonstrated the importance of woods on the landscape for regulating water flows and improving water quality. As of 2020, the U.S. has nearly 17 million hectares of forest under restoration, and water resources will be a crucial issue in managing these forests. The SRS is a leader in forest hydrology research, including the ongoing development of models used in the iTree software suite. Model improvement depends on incorporating information on ecosystem processes, with which researchers at UTIA and UTK have considerable experience and expertise. Better characterization of the influence of trees on infiltration rate, water storage, and the balance between soil water and transpiration rate will improve existing models to inform management practices. Recent and ongoing research on the effects of management practices and other factors on the water in urban forests, mining areas, and riparian forests by UTIA scientists has focused on the influence of tree species on water quality and seasonal processes. This provided valuable information and demonstrated the need for more testing and the development of methods to scale operations from the physiological to ecosystem scale.

Timber Market Conditions and Futures

The recent economic downturns due to the Great Recession of 2008-09 and the pandemic have affected timber markets in the region. Given the nature of these changes and the importance of timber and non-timber goods and service markets, assessing the current and future conditions is a critical topic for research and regional economic development. Researchers in numerous departments within UTIA and UTK have collaborated with the USFS on these topics for some time. The potential for expanded research and collaboration is substantial, particularly in the areas of regional economic impact assessment, forest industry trends and structure, bioenergy, international trade, and non-timber forest products. Having viable markets also significantly impacts forest landowners by providing an outlet for forest products and encouraging forest management for sustainable forests. Forests and forest products are essential to a potentially expanding forest carbon marketplace. The Timber Products Output (TPO) program's FIA program is also a significant component in understanding forest industry changes and changes in forest markets.

Fire in a Changing Ecological and Social Landscape

Several faculty members within UTIA have researched the use of prescribed fire over the past several decades. This research encompasses a wide range of research and management questions related to improved wildlife habitat; restoration of oak savannas, high-quality early successional habitat, and shortleaf pine; maintenance of oak-dominated forests, and fuel reduction. This research has occurred on a variety of state and federal land holdings, as well as private forests. Increased collaboration with SRS research foresters stationed on campus and at facilities such as Bent Creek would enhance the research programs of both parties related to prescribed fire and wildfire research and address questions related to the effects of climate change on fire frequency and behavior in the Southeast US. The use of fire in hardwood ecosystems has been investigated as an opportunity in oak regeneration but has some potential impacts on log quality and forest markets.

An additional opportunity for collaboration involves the need to better understand the influence of fire on biogeochemistry. The relationship between fire severity and the fate of metals and nutrients released from consumed fuels is poorly known, particularly in eastern forests where the fire rarely results in soil heating. A research team comprised of faculty from three colleges within UTK and researchers at Oak Ridge National Laboratory is investigating these processes. The team is characterizing fire severity and studying the effects on flows of nutrients and heavy metals through vegetation and their transformations by soil microbial populations.

Other Key Areas for Collaboration

In addition to the three primary research focus areas identified by the SRS, the USFS and UT scientists have collaborated in several related fields over the past decade. Moreover, other opportunities exist to expand this history of collaboration further. These include oak regeneration, genetic resources, spatial analysis, biomass and bioenergy, forest health, and data management. Additional research areas are likely to be identified through the life of the partnership, such as the production of traditional and engineered wood products and the sustainability of these industries.

UT faculty, SRS personnel, and combined teams have conducted oak regeneration studies. Two main strategies for addressing the oak regeneration problem are to reduce competitors of naturally

established young oaks through prescribed burning, herbicide, and cutting treatments and artificial regeneration of oak with high-quality oak seedlings that exhibit improved growth and survival. UTIA faculty trained in silviculture, forest ecology, tree physiology, and tree improvement have researched both strategies, including SRS scientists. Enhanced collaboration would increase the efficiency, scale, scope, and impact of future work in this area. Work on artificial regeneration of oak and chestnut hybrids conducted at UT has direct applications in restoring species lost to exotic pests and assisting the migration of forest species as climate change continues and suitable habitats shift. Current knowledge of seedling characteristics that enhance planted oaks' competitive position and success can be expanded to include seedling characteristics that enhance tree seedlings' resilience, growth, and survival. Efforts by UTIA scientists to develop and test silvicultural practices that enhance carbon storage while sustaining other ecosystem services could also be expanded by collaborating with SRS Research Foresters trained in various relevant subdisciplines. The recent partnership established between UTIA and The Nature Conservancy that includes a fund for Climate Smart Forestry research offers another opportunity for collaboration.

Improving and protecting forest tree genetic resources encompasses the oldest research program in the department, the UT Tree Improvement Program. This program was initiated in 1959 and had holistic objectives of improving different tree species in areas valued by Tennessee landowners while engaging in genetic conservation of species that are threatened or endangered within the state. The program is integrated with the Tennessee Division of Forestry (TDF), Tennessee Wildlife Resources Agency (TWRA), and SRS, Southern Region (Region 8), and SRS through separate formal memoranda of understanding to coordinate research and development activities, efficient technology transfer, and to avoid duplication of effort.

The SRS FIA unit located in Knoxville has three major components that provide regional/national consistent data – 1) a network of permanent FIA plots for every 6,000 acres in the US, 2) a TPO program that characterizes the primary forest industry in the US, and 3) National Woodland Owner Survey (NWOS) which summarizes the demographics of the private forest landowners of the US. FIA is expanding the plot network into urban areas, the TPO to examine non-timber forest products, and NWOS into corporate, tribal, and urban forest landowners. These areas are also an opportunity to expand cooperative research between FIA and UTIA.

Collaborative efforts between the SRS and university scientists on spatial data and analysis have begun recently. As technological advances continue in remotely-sensed data collection and analysis methods, opportunities continue to expand for natural resource applications. Coupled with the increasing research capacity of departments within UTIA and UTK in spatial analysis, the potential for collaboration continues to increase. Along the same lines, the university's data science and processing capabilities offer a new area of collaboration between UTIA and UTK scientists and the SRS FIA Unit, particularly in digitizing current paper data records as well as the management of 'big data.'

In addition to mutual research interests, the partnership would offer enhanced possibilities to engage undergraduate and graduate students to benefit the students, university research, and USFS programs. This could include opportunities for students to participate in collaborative research, work as interns for the USFS and as permanent employees upon graduation, SRS scientists to serve

on graduate student committees and provide guest lectures, and current SRS employees to work on an advanced degree.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.1

AGENDA ITEM SUMMARY

Meeting Date:	October 28, 2022
Committee:	Education, Research, and Service
Item:	**Proposed New Academic Program: Bachelor of Applied Science in Information Technology Cybersecurity, UTC**
Type:	Action
Presenter:	Jerald Hale, Provost and Senior Vice Chancellor of Academic Affairs

Background

The University of Tennessee at Chattanooga proposes a new Bachelor of Applied Science in Information Technology (IT) Cybersecurity for implementation in Spring 2023. The program will provide an innovative, interdisciplinary IT education involving computer systems, networking, and electrical engineering technologies. Using a course structure that quickly moves students into the workforce, students will complete all required coursework in one year. Students will have intensive experiential learning opportunities and gain hands-on experience in the field. The program will require $100,000 for new equipment to establish a teaching laboratory and test network including $20,000 for new computers and servers. Six new faculty (at $80,000), a program director (at $120,000), and technical and administrative staff will be hired during the first three years (at salaries of $35,000-$55,000). Additional program costs include a one-time $10,000 needed to update library resources for IT students and faculty, a $45,000 operating budget for years 1 and 2, and a $76,000 operating budget in year 3. Tuition and fee increases are expected to meet or exceed program needs starting in year four.

This program will be the sixth Tennessee institution to offer a bachelor's degree under CIP 11.1003 (Computer and Information Systems Security) and the only institution in East Tennessee. It will provide an additional pathway for secondary Career and Technical Education (CTE) students with an associate of science or an applied science degree with an option to matriculate into a BAS program that leads to a high-growth career in Greater Chattanooga. The program will seek accreditation via the Computer Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC-ABET) in 2023, once the program produces graduates.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.1

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

Resolved: The Board of Trustees hereby approves the proposed new Bachelor of Applied Science in Information Technology Cybersecurity at the University of Tennessee at Chattanooga for implementation in Spring 2023. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the new program.

THEC TSAC

EMILY HOUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
312 ROSA L. PARKS AVENUE, 9TH FLOOR
NASHVILLE, TENNESSEE 37243
(615) 741-3605

BILL LEE
Governor

5.1

TO: Bernie Savarese, Acting Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Julie A. Roberts, Chief Academic Officer
Tennessee Higher Education Commission

Digitally signed by Julie A. Roberts
Date: 2022.10.03 15:12:40 -05'00'

SUBJECT: University of Tennessee, Chattanooga
Information Technology in Cybersecurity, Bachelor of Applied Science

DATE: October 3, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed Information Technology in Cybersecurity, Bachelor of Applied Science (BAS) degree. This proposed program has satisfied all requirements with conducting a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer, Dr. James Walden, Director of the Center for Information Security and Professor of Computer Science at Northern Kentucky University.

The University of Tennessee, Chattanooga may now seek approval from the University of Tennessee Board of Trustees (BOT). Contingent upon approval by the BOT, and a formal request indicating that such approval has been granted, University of Tennessee, Chattanooga may request that the Information Technology in Cybersecurity, BAS program be placed on the Commission's agenda for approval.

cc: Emily House, THEC, Executive Director
Randy Boyd, UT, President
Stephen Angle, UTC, Chancellor
Jerry Hale, UTC, Provost and Senior Vice Chancellor for Academic Affairs
Karen Etzkorn, UT System, Director of Academic Affairs
Katherine Brackett, THEC, Director of Academic Affairs

Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
August 16, 2022

In keeping with *THEC Policy A.1 New Academic Programs: Approval Process,* the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

Institution: University of Tennessee, Chattanooga	**NAPP Submission**: January 21, 2022 **Revised NAPP Submission:** April 13, 2022 **Revised NAPP Submission:** July 14, 2022
Academic Program, Degree Designation Information Technology in Cybersecurity, Bachelor of Applied Science (BAS-ITCyS)	
Proposed CIP Code: 11.1003 (Computer and Information Systems Security)	
Proposed Implementation Date: Spring 2023	
Academic Program Liaisons: Dr**.** Karen Etzkorn, *Director of Academic Affairs* (etzkorn@tennessee.edu) Dr. Joseph Kizza *Department Head Department of Computer Science and Engineering* (joeseph-kizza@utc.edu)	
External Reviewer: James Walden, PhD Professor and Director of Cybersecurity Department of Computer Science Northern Kentucky University waldenj@nku.edu | 859-572-5571	
New Academic Program Approval Process: Essential Steps **1)** Site Visit: *March 10, 2022* **2)** External reviewer submits report to UTC and THEC (30 days after site visit): *April 11, 2022* **3)** UTC submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): *May 11, 2022* **4)** THEC makes determination of whether to support, not support or defer support of proposed program: *TBD* **5)** If THEC supports the institution's response, UTC may seek approval from the Board of Trustees: *October 27-28, 2022.* **6)** UTC provides documentation of BOT approval and request program to be placed on Commission agenda: *November 3, 2022.*	

Note: Comments in italics within this document should be addressed in the revised submission and should be accompanied by a crosswalk of changes

Criteria	Comments
Letter of support from President/Chancellor	▪ A signed letter of support from Chancellor Angle was submitted along with the letter of notification (LON) that was dated on June 21, 2021.

Background on academic program development	▪ The proposed Information Technology in Cybersecurity (ITCyS) program emerged from identified labor market gaps for individuals trained in cybersecurity and requests from the Greater Chattanooga Chamber of Commerce, industry partners, and the University of Tennessee, Chattanooga (UTC) advisory board to address the critical need for trained IT professionals in the greater Chattanooga region. ▪ ITCyS is intended for adult learners and transfer students who have already completed their Associate of Science (AS) or Associate of Applied Science (AAS) and will require students to enroll full-time and consist of coursework in the morning and an internship in the afternoon. ▪ ITCyS will differ from the current UTC Computer Science, BS with a concentration in Cybersecurity by offering an accelerated time to degree, targeting a different student population (e.g., adult learners) and by differing in curricular scope with less emphasis on the mathematical underpinnings of the academic discipline. ▪ The proposed program is designed to be substantially different from existing programs in Tennessee by requiring an internship component tied to the curricular objectives of the program to maximize student learning opportunities in workplace settings and quickly moving students from the program to the workforce. ▪ ITCyS will align with the Information Technology Tennessee Career and Technical Education (CTE) cluster to provide students with a program that is aligned with each of the sub-pathways of this cluster including Cybersecurity, Networking Systems, Coding, and Web Design. Two local K-12 districts near UTC (Hamilton and Bradley County Schools) offer this CTE cluster. ▪ The proposed program will work with the Department of Computer Science and Engineering's Institutional Advisory Board at UTC that included representatives from leading corporations and employers in the region including Tennessee Valley Authority, Oak Ridge, BlueCross BlueShield, etc., to ensure the program is aligned with current and emerging industry needs.
Purpose and nature of program	▪ ITCyS will require 120 credit hours and will include 60 credit hours of General Education and required science and mathematics courses, 42 credit hours of Information Technology courses, and 18 credit hours of Cyber Security courses**.** ▪ The proposed program is designed so that graduates will demonstrate mastery to program, operate, test, maintain, and analyze complex computer systems along with associated equipment following appropriate safety, health, and environmental considerations and regulations. ▪ ITCyS is designed to incorporate intensive experiential learning for students to practice knowledge gained in the curriculum in their internship settings.

	▪ The proposed program will prepare students to obtain advanced industry-recognized certifications (e.g., Certified Information System Security Professional (CISSP), Certified Information Security Manager (CISM), Certified Information Systems Auditor (CISA) and NIST Cybersecurity Framework (NCSF)) through the inclusion of the content of these certifications into the program's curriculum. Completing the requisite exams for each of these certifications will be optional. ▪ ITCyS will seek accreditation via the Computing Services Accreditation Board of ABET for Engineering and Technology (CSAB-ABET) in 2023, once the program produces graduates. The program intends to pursue accreditation under the Cybersecurity and Similarly Named Computing category of standards. ▪ UTC notes that the proposed program is difficult to situate in a specific CIP code, but that CIP 11.1003- Computer and Information Systems Security fits most closely with the intended scope of the program. ▪ The program of study is designed to ensure graduates achieve the following educational objectives. Students will: o Act as responsible and ethical professionals and leaders in Information Technology and Cybersecurity or closely related disciplines; o Function effectively in inclusive, multidisciplinary environments and adapt to various environments; and o Participate in further knowledge-building opportunities. ▪ Graduates of the degree will meet the following six ABET - CAC student learning outcomes. Specifically, students will: o Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions; o Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline; o Communicate effectively in a variety of professional contexts; o Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles; o Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline; and o Apply security principles and practices to maintain operations in the presence of risks and threats.
Alignment with State Master Plan and Institutional Mission	▪ The THEC Master Plan supports "tactical strategies to support Tennessee's students and institutions for greater success and improved workforce alignment, while continuing to focus on

	increasing the state's educational attainment". The proposed program is designed to prepare non-traditional learners to meet demonstrated labor market needs and future growth opportunities in Cybersecurity in both Tennessee and in Chattanooga. ▪ Faculty and students will collaborate with local industry partners by creating new educational pathways for non-traditional learners and for developing knowledge and research through a collaborative intensive internship program to impact the community directly. ▪ UTC also follows the institutional pledge, "We shall achieve". The proposed program aligns with the UTC mission through its community partnerships and a focus on technical revitalization to better tie together the university and the economic partners around UTC to better provide educational opportunities to the area's citizens. ▪ The proposed program aligns closely with UTC's strategic goals by developing cutting-edge academic offerings, building and participating in strategic partnerships, and becoming deeply involved in the community as well as offering another program focused on non-traditional learners. ▪ The Department of Computer Science and Engineering is committed—through the proposed degree—to developing ethically and socially responsible leaders within the regional industry; creating a supportive, collegial learning environment for those who seek knowledge; building effective community partnerships; and achieving national recognition through research, scholarship, and creative endeavors. ▪ The main strategic goals of UTC are to: o Transform lives through meaningful learning experiences for students; o Inspire, nurture, and empower scholarship, creativity, discovery, innovation, and entrepreneurial initiatives for students; o Ensure stewardship of resources through strategic alignment and investments; o Embrace diversity and inclusion as a path to excellence and societal change within the university's surrounding community. ▪ The ITCyS program will align with the UTC Strategic Goals by offering an academic program rooted in meaningful learning experiences that blend academic course work with internships, developing closer academic and industry working partnerships in a dynamic and growing industry, securing private funding sources to augment student success in the program, and through providing an alternative pathway to adult learners and transfer students to earn an expedited degree while gaining critical learning experiences.

Institutional capacity to deliver the proposed program	▪ The proposed program will be in the Department of Computer Science and Engineering (CSE) within the College of Engineering and Computer Science at UTC and will leverage existing facilities and capacities. ▪ The department currently has a major in Computer Science with a concentration in Cybersecurity that was previously named the Information Security and Assurance concentration. ▪ The Cybersecurity Concentration has increased enrollment from 61 students in 2017 to 117 in 2020 and has graduated 11 students the last two academic years. ▪ UTC does not anticipate the proposed program having a negative impact on the current concentration because the intended students for the proposed program and the internship component of the program differs from current offerings. ▪ The CSE Department Head will serve as the Program Coordinator for the first two years and have immediate responsibility for administering the program. A program director will be hired in year three. ▪ UTC currently has articulation agreements for students with an Associate of Science or Associate of Applied Sciences to transfer to the UTC Bachelor of Science and Bachelor of Applied Science Engineering and Computer Sciences programs with Chattanooga State Community College, Cleveland State Community College, Dalton State Community College (GA), Motlow State Community College, Enterprise State Community College (AL), Covenant College, and Lee University. Further agreements are being developed with Pellissippi State Community College, Nashville State Community College, Volunteer State Community College, Roane State Community College, and Columbia State Community College. ▪ Faculty advisors as well as CECS Professional Advisors will be assigned to students based on common specialties and interests.
Existing programs offered at public and private Tennessee institutions	▪ There are currently five standalone major programs in the proposed CIP code in Tennessee: Freed Hardeman University; Lipscomb University; University of Tennessee, Martin; University of Tennessee, Southern; and Union University. ▪ The proposed program differs from the existing program at UT Martin through a focus on information technology with an emphasis on Cybersecurity rather than the entire program oriented around Cybersecurity. ▪ The University of Memphis has an undergraduate major in Computer Science with a concentration in Cybersecurity. ▪ ETSU and BlueCross Blue Shield have launched a similarly designed program in Computing that includes a concentration in Cybersecurity and intends to serve Chattanooga residents particularly in the healthcare industry.

	▪ The proposed program differs from the ETSU program through offering a broader curriculum designed to serve a variety of industries and an intended student population that is comprised of adult learners and transfer students.
Feasibility Study	
Student interest	▪ UTC anticipates most students to come from Tennessee Board of Regents (TBR) community colleges – particularly Chattanooga State Community College (ChSCC) and Cleveland State Community College (ClSCC). ▪ Annually, ChSCC averages over 250 students enrolled in their Engineering and information Technologies division and has doubled graduation since between 2016-2019 (31 in 2016 to 63 in 2019, respectively). ClSCC has nearly doubled their enrollment in related disciplines between 2016-2019 and has graduated approximately 10 students per year. ▪ UT Chattanooga surveyed students at ChSCC (N=99) and ClSCC (N=77) and found 74 percent of ChSCC students and 80 percent of ClSCC were interested in pursuing a transfer program designed like the proposed program.
Local and regional need	▪ UT Chattanooga cited inquiries from regional employers about establishing the proposed program to help their current and potential employees be equipped with the skills and experience to meet the current workplace demands. ▪ EMSI Data showed there were 233 jobs closely related to the proposed program in Tennessee that were posted between March 2019-March 2021 in the Chattanooga region. ▪ UT Chattanooga found that only 21 percent of the current population in the Chattanooga region possess the talent to fill current IT related openings. ▪ BLS data for the associated occupations in the Chattanooga region shows a shortage of available workers to fill available jobs in the region.
Employer need/demand	▪ Tennessee Department of Labor and Workforce Development data from July 2019 showed over 2000 openings for IT related jobs in Tennessee. ▪ IPEDS data has six direct occupational matches for the proposed CIP code. ▪ EMSI data shows that Tennessee institutions are only producing 54 percent of the number of graduates needed for associated occupations to the proposed program. In Chattanooga, 74 percent of available jobs have a degree produced in that CIP. ▪ EMSI data shows the cybersecurity shows up at a desired skill in 56 percent of job postings.
Future sustainable need/demand	▪ EMSI data shows the projected growth rates for the six occupational matches with information security analysts growing by 40 percent in Chattanooga and 33 percent in Tennessee through 2030.

	▪ EMSI data shows the median salary for the six identified occupations in the region is approximately $47.34 per hour. ▪ Citing the 2021 THEC Academic Supply and Demand report, UTC showed that Information Security Analysts – identified as the closest occupational match to the proposed program – is classified as a high-demand occupation and is projected to have the highest growth rate in Tennessee. ▪ MOUs are currently in development with the TVA regarding supporting the proposed program. ▪ Letters of Support were received by: o Joseph Brown – VP of Engineering and Quality Assurance at Miller Industries o Steven Douglas – VP of Nuclear Operations Support at TVA o Amanda Thompson – Chief People Officer at US Xpress Inc. o Julian Bell – Executive Vice President at Signal Energy o Scott Swiney – Corporate Director of Information Technology at Playcore Inc. o Karen Walker – Senior Director of IT at CBL Properties. o Greg Sutherland – VP of IT at McKee Foods o Marie Webb – VP and Chief Talent and Inclusion Officer at EPB o Joe Ferguson – Advisory Board Chairman College of Engineering and Computer Science at UTC o Debra Socia – President and CEO at the Enterprise Center o Dr. Joshua Guerin – Associate Professor and Chair at UTM ▪ Letters committing to financially support internships were received from o Sias Reyneke – CIO Miller Industries Towing Equipment, Inc o Amanda Thompson – Chief People Officer at US Xpress Inc. o Scott Swiney – Corporate Director of Information Technology at Playcore Inc. o Holly Haynes – AVP Talent Acquisition at UNUM
Public comments	▪ The University of Memphis provided a public comment (Appendix A) to notify that they offer an undergraduate program in Computer Science with a concentration in Cybersecurity. UoM is not opposed to the proposed program.
Specific Items Required for the New Academic Program Proposal	
Implementation timeline	▪ UTC anticipates the proposed ITCyS program to be ready for a Spring 2023 implementation date. Given that the earliest the program could receive full approval is November 2023, implementation in Spring 2023 seems early. Please consider revising the implementation timeline, and provide a detailed timeline for

	marketing, enrollment, and admissions activities that will ensure that the program meets its enrollment projections. ▪ UTC currently is accredited by ABET and already possesses a designation as a National Security Agency/Department of Homeland Security National Center of Academic Excellence in Cyber Defense. ▪ UTC sent the SACSCOC Substantive Change prospectus for the proposed program in Fall 2021 for program implementation in Fall 2022.
Curriculum	▪ The proposed curriculum will include at least 120 credit hours, made up of credits transferred from a previously completed associates degree, and 60 credits at UTC in the major. ▪ Students will not be admitted into the program until general education requirements have been satisfied for the proposed program. No additional lower division courses are required for program completion. ▪ Students will take 60 credit hours for the proposed major curriculum which includes 18 credit hours in cybersecurity. ▪ The proposed student learning outcomes are: o Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. o Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. o Communicate effectively in a variety of professional contexts. o Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. o Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. o Apply security principles and practices to maintain operations in the presence of risks and threats. ▪ UTC will leverage 10 existing courses (32 credit hours) offered by the BS in Computer Science and develop 10 new courses (28 credit hours) for the proposed program. ▪ The proposed ITCyS curriculum will serve students by preparing them for advanced technology careers in information technology, computer science, and related fields. ▪ The program aims to be an interdisciplinary computer science field that exposes students to computer systems, networking, and electrical/electronic engineering technologies undergirded by cyber security and 20 hours a week of an intensive internship. Current commitments from industry partners include 16 positions, with an additional 20 committed by Oak Ridge Innovation Institute. Many of the letters of commitment for the internship program mention a start date of January 2022 – does the delayed start affect any of

	these commitments? Please add a letter of support/commitment from Oak Ridge to the NAPP. ▪ Please adjust the alignment/formatting of Tables 23 and 24 on page 43, and Tables F1 and F2 on Appendix pg. 216.
Academic Standards	▪ Students must have successfully earned 60 credit hours of general education courses or earned a relevant associate degree from a community college prior to enrollment in the proposed program. Please clarify how students who transfer into the program will complete the full 120 credits required for graduation. More specifically, please provide more information about how the AS and AAS curriculum summarized in Tables 22 and 23 on page 43 align with the description of the program requirements on page 42, and the clear path for advising listing the full requirements of the Bachelor Degree in Appendix G on pages 219-220. ▪ Students who have not met transfer requirements will be admitted to UTC with a condition to meet the requirements. Once all program requirements are met, students will be admitted to the next available cohort in the BS-ITCyS. ▪ Students must abide by the criteria laid forth by the UTC Transfer Student Admissions criteria. ▪ Students in the proposed program must adhere to the retention and graduation requirements as outlined in the UTC Undergraduate catalog. ▪ Please address the external reviewer's observation "Admissions standards for the proposed program are incomplete. The description of admissions on pages 56-57 of the proposal explains university-level admissions requirements with a focus on transfer students. It does not explain the criteria used to select applicants for membership in a student cohort. As the proposal describes plans to teach students in 15-person and later 20-person cohorts (see pages 10-11), selection criteria are needed. The proposal also does not describe who would be responsible for the selection process" (External Review Report, pg. 1).
Equity	▪ UTC plans to work closely with community colleges, local industry partners, and trade groups to ensure information about the program reaches a diverse population. ▪ The College of Engineering and Computer Science has a variety of resources to help students from marginalized backgrounds find more success including scholarships and programs.
Program enrollment and graduates	▪ The program anticipates admitting two 15 student cohorts in the first two years, increasing to three 20 student cohorts in year 3. ▪ Graduation projections assume that 75 percent of admitted students will complete the program, equating to 11 graduates in year one, increasing to 45 graduates in year five.

Administrative structure	• The proposed program will be housed in the College of Engineering and Computer Science within the Computer and Engineering Department. • The Department of Computer and Engineering chair will serve as the program coordinator and primary administrator.
Faculty resources	▪ The Department of Computer and Engineering currently has twelve full-time faculty and one lecturer position to support the proposed program. ▪ The proposed program will seek six additional non-tenure, non-permanent faculty positions to serve as professors of practice to serve in the proposed program. ▪ Four of these positions will be hired in the first year (two in the first semester and two in the second semester) and two additional faculty members will be hired in year two. ▪ UTC will hire a program director in year three to manage the program. The program will be managed by the Department Head until the program director is hired. Internship partners are already established and will be managed by the dedicated industry liaison in the College of Engineering and Computer Science's Student Success Center.
Library and information technology resources	▪ UTC currently offers many different resources through the library to support the College of Education and Computer Science. ▪ Students will be able to access required informational technology resources, including specialized software, from off-campus. A one-time expense of $10,000 will add the IEEE Computer Society Digital Library and the Homeland Security Digital Library.
Support resources	▪ The College of Engineering and Computer Science operates a Center for Student Success that provides tutoring support, peer mentoring, professional advising, and career development to students. The Center oversees course selection and sequencing and working with community employers to support students. ▪ The College provides staff to provide technical support, maintain labs and classrooms, and offer hardware and software solutions for students. ▪ The College has an Industrial Advisory Board to help support the program and ensure the concepts being taught are aligned with the direction of industry and to provide learning opportunities for UTC students. ▪ Students will have access to existing tutoring and advising services. Tutoring services are open until 7:00 pm or 8:00 pm Monday – Thursday. ▪ Biweekly status meetings will be held with every student, ensuring student success. These meetings will be conducted by the department head and will cover (1) the student's academic progress, (2) the student's internship performance, (3) discussion of challenges

	the student is facing in class or at the internship, (4) identification of ways program staff and faculty can better support the student. ▪ An existing Career Counselor at the Center for Student Success will serve as Internship Coordinator for the program and will work with the program director and Head of the Department of Computer Science and Engineering to arrange and coordinate internships, as well as to check in with entities hosting student interns to ensure ongoing success.
Facilities and equipment	▪ The Computer Science and Engineering Department has two large teaching rooms, each furnished with a multi-media podium. Further, classes for the proposed program can be scheduled in any of 60 instructional rooms in the college's building. ▪ UTC offers many labs with remote access for students to access needed technology, including 100 computers in the computer science laboratory, and 15 in a cybersecurity laboratory ▪ UTC employs four full-time employees, two part-time student technicians, and work-study students to support their labs. ▪ All entry level lab courses have lab assistants to help students through these courses. ▪ Courses with labs have lab fees to help offset the cost of the labs and needed updates. ▪ UTC anticipates constructing an additional lab space for students in the proposed program.
Marketing and recruitment plan	▪ UTC plans to work with the College of Engineering and Computer Science, UTC Admissions, UTC Bursar, UTC Financial Aid, and the planned BAS-ITCyS advisory board to develop a strategic marketing plan for the program. ▪ UTC plans year-round marketing in traditional and online methods, leveraging faculty connections, and joint partnerships with local community colleges to reach potential students—particularly those enrolled in or with degrees in AS or AAS programs in information, computer, and engineering technology. ▪ UTC has a four-year marketing timeline for the program that incorporates geographic and accreditation considerations and their impact on the proposed program. ▪ UTC has developed a marketing assessment plan to ensure the marketing for the proposed program is effective.
Assessment and evaluation	▪ The proposed program will be assessed by standard UTC assessment and will also be assessed as a part of the planned ABET accreditation process. ▪ The program will undergo an assessment of student learning outcomes, program evaluation, analysis of student work in their Design Project capstone requirement and exit interviews.
Accreditation	▪ UTC notified SACSCOC of the substantive change for the proposed program in the fall of 2021.

	▪ UTC will apply for ABET CAC accreditation in fall of 2023 after the first student has graduated from the proposed program. UTC will begin preparing for this process in the fall of 2022.
Funding and THEC financial projections form	▪ UTC anticipates the proposed program generating revenue starting in year four. ▪ UTC will have one-time expenses totaling $100,000 (half to be paid in years one and three) to provide a dedicated ITCyS teaching lab, separate computer network, and new computers and servers. ▪ UTC proposes $10,000 to update library resources with additional publications needed for the program. ▪ Faculty costs represent the bulk of the costs for the proposed program with six positions and a program director planned to be hired. UTC anticipates $338,400 needed in year one and increasing to $727,802 in year five to fund faculty. A program director is planned to be hired in year three totaling $169,200 and increasing to$176,036 in year five. ▪ UTC plans to hire four support staff positions - 1 recruiting staff, 1 part-time career counselor, 1 administrative assistant, 1 technical support - to support this program. Salaries and benefits for these position total $141,000 in year one and increase to $218,610 in year five. ▪ UTC anticipates operating costs to increase from $45,000 in year one to $76,000 in year five. These costs will cover various material costs, professional development, and miscellaneous administrative costs. ▪ A $1,000 honorarium is included in the planning year to cover the costs of the external program review. Institution reallocations will come from the College of Engineering and Computer Science for the first three years before the program is anticipated to return allocation beginning in year four. ▪ UTC anticipates private gifts to help support the program which increase in amount from $150,000 in years 1 and 2 to $300,000 in years three and beyond. These contributions reflect an annual contribution of $5,000 per student placed as an intern. At present, 16 placements have been secured, amounting to $80,000. ▪ Please ensure that the THEC financial projection form appears in the Appendix (it is currently blank)

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

5.2

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Proposed New Academic Program: Bachelor of Science in Business Administration with a major in International Business, UTK**

Type: Action

Presenter: John Zomchick,
Provost and Senior Vice Chancellor

Background

The Haslam College of Business (HCB) seeks to add a major in International Business as part of the Bachelor of Science in Business Administration (BSBA) degree options. This change results from a consistent increase in the number of students pursuing international business content and participating in study abroad and foreign language proficiency. A major in International Business prepares students for an international career in various business fields. HCB's International Business (IB) major is designed to accompany a second major within the college. Specifically, it equips students with the functional skills that enhance their effectiveness as business professionals, incorporating advanced foreign language requirements and a mandatory semester study abroad experience. Students develop their international business knowledge, intercultural fluencies, technical, functional skills, and communication skills in both English and their chosen second language. By adding an international business major, UT Knoxville, The University of Tennessee's flagship institution, would join an elite set of schools that prioritized international business education, opening a new area for academic recognition and student recruiting. Further, based on feedback from the other HCB academic departments, it is anticipated that students completing this degree combination will be highly sought after by employers.

This program will be relatively specialized, with cohort targets of approximately 20-30 students. The proposed BSBA-IB major will also be evaluated as part of the AACSB accreditation process for HCB. The proposed BSBA-IB major will be housed in the Office of International Programs & Study Abroad, with administrative and financial support provided through Undergraduate Programs at HCB. HCB will use its existing operations and infrastructure to support BSBA-IB program activities related to recruitment and

admissions, partner relationship development, student services, and career management. Consequently, new administrative costs to support the proposed BSBA-IB program will be minimal at the program launch, given the precise nature of the degree, and will not exceed $8,040 annually for the first five years.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

Resolved: The Board of Trustees hereby approves the proposed new Bachelor of Science in Business Administration with a major in International Business at the University of Tennessee, Knoxville, for implementation in Spring 2023. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the new program.

THEC TSAC

EMILY HOUSE
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
STUDENT ASSISTANCE CORPORATION
312 ROSA L. PARKS AVENUE, 9TH FLOOR
NASHVILLE, TENNESSEE 37243
(615) 741-3605

BILL LEE
Governor

5.2

TO: Bernie Savarese, Acting Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Julie A. Roberts, Chief Academic Officer
Tennessee Higher Education Commission

Digitally signed by Julie A. Roberts
Date: 2022.10.03 15:12:40 -05'00'

SUBJECT: University of Tennessee, Knoxville
International Business, Bachelor of Business Administration (BSBA-IB)

DATE: August 16, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed International Business, Bachelor of Science in Business Administration (BSBA-IB) program. This proposed program has satisfied all requirements by conducting both an external review and responding satisfactorily to all recommendations and suggestions by the external reviewer, Dr. Kendall Roth, Professor of International Business, Senior Associate Dean for International Programs and Partnerships, and Executive Director of the Center for International Business Education and Research (CIBER) at the University of South Carolina.

University of Tennessee, Knoxville may now seek approval from the Board of Trustees (BOT). Contingent upon approval by the BOT and a formal request indicating that such approval has been granted, UTK may request the International Business, Bachelor of Science in Business Administration program be placed on the Commission's agenda for approval.

cc: Emily House, THEC Executive Director
Randy Boyd, UT President
Donde Plowman, UTK Chancellor
John Zomchick, UTK Provost
Robert Hinde, UTK Vice Provost for Academic Affairs
Karen Etzkorn, UT Director of Academic Affairs

Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
August 5, 2022

In keeping with *THEC Policy A.1 New Academic Programs: Approval Process,* the NAPP is submitted in entirety to THEC at the time the campus seeks to request an external review complements the Letter of Notification (LON) by addressing the additional criteria explained further in the NAPP checklist.

Institution: University of Tennessee, Knoxville	**NAPP Submission Date**: April 29, 2022 **Revised NAPP Submission Date:** May 16, 2022 **Revised NAPP Submission Date:** July 1, 2022
Academic Program, Degree Designation: International Business Bachelor of Science in Business Administration (BSBA-IB)	
Proposed CIP Code: 52.1101 (International Business/Trade/Commerce)	
Proposed Implementation Date: Spring 2023	
External Reviewer: Kendall Roth, PhD Professor, International Business Senior Associate Dean for International Programs and Partnerships Executive Director, CIBER Darla Moore School of Business University of South Carolina kroth@moore.sc.edu | 803-777-3604	
New Academic Program Approval Process: Essential Steps **1)** Paper review: *June 2022* **2)** External reviewer will submit report to UT System and THEC (30 days after site visit): *July 2022* **3)** UTK submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): *August 2022* **4)** THEC makes determination of whether to support, not support or defer support of proposed program: *TBD* **5)** If THEC supports the institution's response, UTK may seek approval from the UT Board of Trustees: *October 27-28, 2022* **6)** UT System provides documentation of BOT approval and request program to be placed on Commission agenda: *November 3, 2022*	

Note: Italics reflect concerns based on the NAPP Evaluation conducted by THEC staff and should be addressed in the revised NAPP.

Criteria	Comments
Letter of support from President/Chancellor	▪ Letters of support were received from University of Tennessee, Knoxville (UTK) Provost and Senior Vice Chancellor John Zomchick and University of Tennessee System Vice President Linda Martin.
Background on academic program development	▪ UTK seeks to add an undergraduate program in International Business, BSBA-IB to its current Bachelor of Science in Business Administration (BSBA) degree options. ▪ The program is proposed in response to increasing enrollment in courses related to international business, participation in study

	abroad, and developing foreign language proficiency by students in the Haslem College of Business (HCB) at UTK. ▪ Students pursuing an BSBA-IB degree must have a double major elsewhere in the HCB. ▪ Required elements of the proposed program will be: o Twelve hours of international business coursework including a three-credit international business capstone o A nine-hour collateral in Advanced Foreign Language o A semester of study abroad in an approved location.
Purpose and nature of program	▪ The proposed program will offer students the ability to learn how global trade affects business and understand the complex interaction of cross-border political, legal, economic, social, and financial issues. ▪ Enrolled students will gain a worldwide perspective allowing them to meet current and future demands of the global workplace and will gain the knowledge and specialized skills necessary to prosper in the today's global business environment.
Alignment with State Master Plan and Institutional Mission	▪ The proposed program aligns with the THEC State Master Plan in several ways: o Training in international business is critical for Tennessee's continued recruitment of foreign investment and provides graduates trained to fill roles in multinational companies coming to Tennessee, thus meeting the State's economic and workforce development needs. o The BSBA-IB reflects existing UTK student preferences for an academic program that enhances their employment opportunities in multinational companies, therefore ensuring increased degree production. o The BSBA-IB program ensures statewide efficiencies by leveraging existing courses and faculty expertise to create an innovative program. ▪ The BSBA-IB program aligns with the 2020 THEC Master Plan Update by o Ensuring student success by providing administrative and academic support for accepted students and providing a quality academic experience that will create well-rounded and prepared graduates. o Increasing family prosperity by training students for international, high-wage careers. Students will also have access to scholarships and funding opportunities to help support the co-curricular experiences. o The BSBA-IB program prepares a vital and attractive workforce that is essential ensuring continued international investment in Tennessee and imperative for the state's continued success as a leader in international investment and job creation. ▪ The proposed program is designed in alignment with UTK's mission, vision, and strategic plan, developing skills to address a growing workforce need. The BBAS-IB enhances the HCB's capacity to achieve its "Global Initiative" to instill a global

	perspective into all students through research, learning, and exposure to international contexts and opportunities.
Institutional capacity to deliver the proposed program	▪ The HCB currently has both a concentration and a collateral in International Business. ▪ The proposed program will require students to double major with another of the core business disciplines (Accounting, Business Analytics, Economics, Finance, Human Resource Management, Management, Marketing, or Supply Chain Management) offered in the Haslam College of Business. ▪ The existing collateral and concentration in International Business are the largest and most popular in the College and will continue after the implementation of the proposed program. ▪ The HCB will use existing courses and faculty to deliver this academic program.
Existing programs offered at public and private Tennessee institutions	▪ Comparable programs in CIP 52.1101 include concentrations or emphases in international business in Bachelor of Science in Business, Bachelor of Science in Business Administration, or Bachelor of Business Administration (BBA) degree programs at Belmont University, Carson-Newman University, Christian Brothers University, Maryville College, Rhodes College, Southern Adventist University, Trevecca Nazarene University, and Union University. ▪ The University of Memphis offers a BBA in International Business that is a stand-alone major with a foreign language requirement and an optional study abroad. This program has graduated 23-33 graduates a year for the last three years.
Feasibility Study	
Student interest	▪ Current student enrollment reflects widespread student interest in international business: o The International Business Concentration at UTK has a three-year average of 272 students enrolled and 116 graduates. o The International Business Collateral has a three-year average of 181 students enrolled and 128 graduates. o Almost a third (27 percent) of HCB students participate in study abroad programs during their course of studies. ▪ A total of 44 students responded to a survey gauging student interest in the proposed program. Eighty-eight percent of those students agreed or strongly agreed that international business would be a valuable addition to HCB. Seventy-two percent believed the program would be beneficial to their career goals. ▪ Two focus groups of ten students each confirmed student interest in studying International Business, highlighting interest in education abroad, foreign language proficiency, and developing cross-cultural literacy and global awareness. Participants in these focus groups were a broad range of current IB students, including students who were pursuing a collateral or concentration in IB, declared a language minor, had studied abroad in some capacity, and members of the International Business Club.

Local and regional need	▪ EMSI data project over 12,000 job openings in Tennessee per year for students with an international business major. ▪ EMSI data further demonstrate that the southeast region – Alabama, Georgia, Kentucky, North Carolina, Tennessee, and Virginia – produced 500 graduates in International Business in 2022, with a regional demand for over 110,000 graduates per year.
Employer need/demand	▪ EMSI data show over 140,000 job postings in the international business jobs and project state and regional increases over six percent in the next five years. ▪ Over 1,000 foreign-based businesses have already invested in Tennessee, providing a stable workforce need for international business expertise. ▪ Letters of support are provided from E&J Gallo Winery, AllianceBernstein, Peachtree Playthings, Southbridge Access, and Proctor and Gamble. The letters highlight the advanced foreign language requirements and study abroad experiences as distinctive and valuable training for students in the proposed program. *The letter from AllianceBernstein needs to be on company letterhead.*
Future sustainable need/demand	▪ EMSI data demonstrate an anticipated 6.6 percent increase in international business-related jobs in the region from 2020-2025, which would translate to the creation of 9,351 additional openings. The same data show six percent national growth between 2020-2025 for several occupations that graduates of the BSBA-IB would serve, equating to over 150,000 new jobs. ▪ Graduates from the proposed program would be prepared for careers as Personal Service Managers, Economists, Chief Executives, General and Operations managers, Marketing Managers, Market Research Analysts, Project Management Specialists, and Computer Occupations. A search of SOC codes for these occupations in August 2021, found 58,800 unique job postings in Tennessee.
Public Comments	▪ No public comments were received.
Specific Items Required for the New Academic Program Proposal	
Implementation timeline	▪ The implementation timeline is targeting Spring 2023 implementation. *Please update the implementation date on the NAPP cover sheet.* ▪ The program will be listed in the 2022-2023 catalog, which will become visible to students after the program has been fully approved. Applications will be accepted from sophomores in Spring 2023.

Curriculum	▪ Students who complete the proposed BSBA-IB program will: o Be able to demonstrate an understanding of business challenges and opportunities in other cultures and countries. o Develop their ability to appreciate different cultural perspectives and political and economic institutions. o Appreciate the broader environment of world events. o Develop a depth of professional knowledge in both international business and a functional business discipline and be prepared to succeed in future international assignments in their careers. ▪ The 120 credit hour curriculum includes: o 20 credit hours – Lower Division Business Core o 19 credit hours – Upper Division Business Core o 39 credit hours – Major coursework ▪ 15 credit hours – Functional Business Major courses (the student's required other Major) ▪ 12 credit hours – IB Major courses ▪ 3 credit hours – IB Capstone ▪ 9 credit hours – Advanced Foreign Language o 39 credit hours – General Education Courses / VolCore o 3 credit hours - Unrestricted electives o A full semester study abroad experience is also required to include nine credit hours in international business coursework and three credits of advanced foreign language. ▪ One course, IB 460 – Global Capstone in International business, needs to be developed. ▪ The program is intended to be delivered in-person, but some coursework could be offered online. ▪ Syllabi were provided for the IB Major courses that currently exist, and for the courses in the Upper Division Business Core.
Academic Standards	▪ Admission, retention, and graduation standards follow those established in the HCB.
Equity	▪ The program director will work with the HCB Office of Diversity and Community Relations to host informational sessions directly to underserved and underrepresented students. ▪ Marketing and communications materials will be designed to be inclusive. ▪ The retention and graduation of underserved and underrepresented students by using dedicated advising, work with faculty to ensure that classrooms support diversity, and the requirement of completing four one-credit Leadership series courses that focus on successful program completion.
Program enrollment and graduates	▪ The BSBA-IB projects the following enrollment and graduation: o Year 1: 3 declared majors, 0 graduates o Year 2: 8 declared majors, 0 graduates o Year 3: 12 declared majors, 0 graduates o Year 4: 17 declared majors, 8 graduates o Year 5: 20 declared majors, 10 graduates

	▪ The program is expected to attract a niche student population due to the advanced foreign language requirements, study abroad, and business requirements.
Administrative structure	▪ The proposed BSBA-IB will be housed in the International Programs & Study Abroad office at the Haslem College of Business and will have a dedicated program coordinator.
Faculty resources	▪ Existing 13 full-time faculty are sufficient to teach the courses required by the proposed program, no additional faculty are requested. ▪ *The CV on pg. 275 does not include a name, please revise.*
Library and information technology resources	▪ No additional library or information technology resources are needed to support the launch and success of the proposed BSBA-IB.
Support resources	▪ Support for students who enroll in the proposed BSBA-IB will come from the HCB Office of International Programs & Study Abroad (IPSA) who will help guide students to their required study abroad experience. ▪ HCB and IPSA will collaborate to develop and deliver the global capstone course. ▪ The proposed program will work with IB faculty and administrators in two international business specific consortiums, the Consortium for Undergraduate International Business Education (CUIBE) and the Business International Studies Network (BisNet). ▪ Industry partnerships are important to the success of students enrolled in the program, and the HCB will leverage various employer networks to identify specific opportunities that exist for students in the IB program. ▪ Student support also exists through the UTK Office of Information Technology, Student Disability Services, The Division of Student Success, VolTech, and Smokey's Closet. ▪ The HCB Undergraduate Business team includes professional advising, and the Office of Student Engagement & Success, and other student directed supports.
Facilities and equipment	▪ The HCB operates out of the Haslem Business Building (HBB), a state of the heart 174,000 square-foot facility which houses administrative offices, student support units, classrooms, and student meeting spaces. The HBB includes 35 classrooms, and 28 team rooms for small group collaboration. ▪ The academic departments and faculty in the HCB are housed in the Stokely Management Center. Three classrooms are also located in the Stokely Management Center. ▪ Additional facilities are not required.
Marketing and recruitment plan	▪ Marketing will be conducted by sharing program information on the HCB website, with first- and second-year HCB students, through the HCB office of Marketing and Public Relations who will assist with external marketing and digital and social media campaigns and making program information available to faculty. ▪ Recruitment activities will be phased and focus on current business majors in the HCB, then to prospective students looking to receive

	a business degree with interest in IB. Information sessions will be hosted in consultation with the HCB Office of Diversity and Community Relations to engage directly with underserved and historically underrepresented groups. Further, the program will prioritize the retention of underserved and underrepresented students through dedicated advising, valuing each student in class, and by offering four one credit courses that focus on the development of professional skills that will ensure success in and after the program.
Assessment and evaluation	▪ External assessment of the program will be conducted through regular SACSCOC and AACSB accreditation processes. ▪ Internal assessment and evaluation will be conducted via regular assessment of student accomplishment of learning outcomes, handled by Dr. Sara Easler and Mr. George Drinnon.
Accreditation	▪ Details about the proposed program were shared with the AACSB external evaluators at the March 2022 college evaluation. However, no accrediting body exists for international business.
Funding and THEC financial projections form	▪ Minimal instructional, administrative, and program support expenditures are anticipated due to the reliance on current infrastructure and faculty. ▪ $1500 is budgeted in the planning year for the external program reviewer. ▪ In 2024-25 the program capstone course will be launched, and compensation of $8040 is budgeted to cover faculty instructional time, these costs will be offset by the $101 per credit hour HCB undergraduate student fee. The External Reviewer suggested that this cost estimate was low, offering a figure of more like $15,000 for the development and facilitation of the capstone course. The response from the program mentions keeping this suggestion in mind and outlines some alternative instructional models that might be utilized to ensure the quality of the capstone experience *– please clarify the current plans for this course, and make sure the financial projections form and narrative are consistent.* ▪ UTK anticipates enrolling 20 students per BSBA-IB cohort and projects that the program will be revenue generating by year three. ▪ New revenue from the program will be accrued only through student enrollment in IB 460, the program capstone course – these revenues amount to $7,199 in year 3, $18,064 in year 4, and $27,910 in year 5.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

6

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Grant of Tenure upon Initial Appointment**

Type: Action

Background

Chancellor Plowman has recommended tenure be granted to individuals upon their initial appointment to a faculty position at the University of Tennessee, Knoxville. I have received documentation that each individual satisfies the following requirements to be considered for tenure upon initial appointment:

(1) The tenure candidates were tenured at the institution from which they were recruited and could not have been successfully recruited without being considered for tenure upon initial appointment; and

(2) All the required tenure review and recommendation procedures were followed by the campuses; candidates received a positive recommendation for tenure at every level of review.

Information on the candidates is provided in Attachments 1 and 2.

Following my review of the tenure dossiers, in consultation with the Vice President for Academic Affairs and Student Success, I am recommending that the Board grant tenure to these individuals in their faculty appointments.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

Resolved: The Board of Trustees hereby grants tenure upon initial appointment to the individuals presented in the meeting materials and listed on Attachment 1, which shall be attached to this Resolution after adoption.

Attachment 1

October 2022 Tenure upon Initial Appointment

UTK			
Last Name	**First Name**	**College**	**Department**
Akos	Patrick	Education, Health, & Human Sciences	Educational Psychology & Counseling
Heaslip	Kevin	Tickle College of Engineering	Civil & Environmental Engineering
Hess	Jon	Communication & Information	Communication Studies
Huang	Shichun	Arts & Sciences	Earth and Planetary Sciences
Martin	Kenneth	Arts & Sciences	Theatre
Reed	Deborah	Education, Health, & Human Sciences	Theory & Practice in Teacher Education
Romero-Hall	Enilda	Education, Health, & Human Sciences	Educational Psychology & Counseling
Su	Xuhong	Arts & Sciences	Political Science
Zastoupil	John	Arts & Sciences	Music

Attachment 2

October 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTK

Chancellor Donde Plowman has recommended to President Boyd that tenure be granted to the following individuals upon their initial appointment to a faculty position at UT Knoxville:

Dr. Patrick Akos was recruited to serve as Associate Vice Provost for Student Success and Executive Director of Honors and Scholars. Dr. Akos currently serves as a Professor in the Department of Psychology and Neuroscience at the University of North Carolina at Chapel Hill School of Education. He is an outstanding scholar and was listed in the top 5% of scholars of counseling research in an empirical review of 18 years of publications in the field in 2021. He's published over 75 refereed journal publications and two co-authored books. Dr. Akos has won several national awards in the field of counselor education, most recently, the *Outstanding Service Board Leadership Award* from the National Career Development Association in 2021. He is a dedicated teacher and over the last 20 years has taught courses spanning from lower division undergraduate to graduate courses. He has actively engaged in service and leadership roles at various levels, including service to the Winston-Salem Forsyth County School system, the North Carolina Department of Public Instruction, and the American Counseling Association.

Dr. Kevin Heaslip was recruited to serve as Professor and Director of the Center for Transportation Research in the Department of Civil and Environmental Engineering, Tickle College of Engineering. He currently serves as Professor in the Department of Civil Engineering at Virginia Polytechnic Institute and State University. He has a successful track record of securing external funding to support his research and has received over $22.5M in funding from a variety of agencies and has published over 64 refereed journal publications and 53 full-length refereed conference papers. He has taught a variety of courses including transportation engineering, mass transit systems, critical infrastructure cybersecurity, and transportation and land use. He also has an extensive publication record with student researchers and received the 2017 *Virginia Tech Favorite Faculty Award* and 2014 *Civil and Environmental Engineering Teacher of the Year* at Utah State. Dr. Heaslip's service is strong; he's served on the editorial board of the *International Journal of Transportation Science and Technology and Resilience Findings* and regularly chairs sessions at disciplinary conferences, reviews papers and proposals, and serves on department/college committees.

Dr. Jon Hess was recruited as Professor and Director in the School of Communication Studies, College of Communication and Information. Dr. Hess currently serves as an Associate Dean for Faculty Scholarship, Internationalization, and Inclusive Excellence in the College of Arts and Sciences at the University of Dayton. His research has focused on communication in relational maintenance, particularly in managing relational challenges, and how interpersonal dynamics such as immediacy and face support impact classroom outcomes. He has published articles in the discipline's top academic journals such as *Human Communication Research, Personal Relationships*, and *Journal of Social and Personal Relationships*. Dr. Hess's teaching record is exemplary as he has taught a range of undergraduate and graduate courses, redesigned curriculum, and led global learning efforts; he has supervised four PhD dissertations, four MS theses, and served on approximately 40 other PhD or MS committees. His remarkable, disciplinary service includes editing one of the discipline's flagship journals, *Communication Education*, completing 16 external

October 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

promotion reviews, and serving as an editorial board member (6 journals) and ad hoc reviewer (22 journals); his service record greatly exceeds the record required for tenure.

Dr. Shichun Huang was recruited as Associate Professor in the Department of Earth and Planetary Sciences, College of Arts and Sciences. Dr. Huang is currently an Associate Professor in the Department of Geoscience at the University of Nevada, Las Vegas. He is among the world's experts in plasma mass spectrometry (ICP-MS) and will have the responsibility to establish and direct a plasma laboratory at UTK. Dr. Huang is highly productive and regarded for research in his field and has published nearly 70 peer-reviewed papers in highly recognized and high impact journals. He has or is currently serving as PI or Co-I on 6 National Science Foundation grants totaling more than $2M. Dr. Huang's strong teaching record includes receiving high marks overall from his students, and he actively collaborates with his students and includes them on publications; he has supervised one PhD dissertation, two MS theses students, and five BS students, and has served on the committees of 14 other graduate students. His departmental and professional service is excellent and includes serving as the geosciences graduate and undergraduate coordinator, the co-chair of the geoscience admissions committee, associate editor of one journal, and as an editorial board member of two other journals.

Mr. Kenneth Martin was recruited as Professor and Department Head/Artistic Director of the Clarence Brown Theatre in the Department of Theatre, College of Arts and Sciences. He is currently serving as the Patricia McIllrath Endowed Professor & Chair, Theatre Division at the University of Missouri-Kansas City. Mr. Martin is an accomplished scholar with nearly 100 professional and academic theatre design credits, numerous conference presentations and panel discussions, and several certificates of merit for outstanding design or direction, including awards for scenic and lighting design. With over 25 years of college teaching experience, he has taught a range of courses including theatre design, scene painting, lighting design, stage management, and theatre aesthetics; he has also developed courses such as digital design for live theatre which is an emerging focus for theatre programs across the country. Mr. Martin has received several awards for his substantial service. His service and leadership experience includes serving as Department Chair at three universities, committee service assignments at the department, college, and university levels, establishing positive professional partnerships and interdisciplinary art programs, as well as contributing to several community theatre events.

Dr. Deborah Reed was recruited to the position of Professor in the Department of Theory and Practice in Teacher Education and Director of the Reading Research Center, College of Education, Health, and Human Sciences. She currently serves as a Professor at the University of Iowa, as well as the Director of the Iowa Reading Research Center. Dr. Reed's extensive list of studies employs the most sophisticated methodologies for the research questions she explores. She has published in top-tier, high-impact journals, such as *Early Childhood Research Quarterly* and *Reading Research Quarterly*, all of which influence policy and practice. Her remarkable record of obtaining federal and state research funding ($18M in 15 years) attests to others' confidence in her work and the national recognition her work has received. Dr. Reed also has an outstanding record as a teacher. She has taught courses in Quantitative Readings in Literacy Research, Current Issues and Trends in Learning Disabilities, Introduction to Educational Research, and Advanced Reading Instruction for Students with Disabilities, among others; she has been chair/mentor for several doctoral students. Dr. Reed has an extensive service record. She has served on institutional

October 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

committee service assignments at the department, college, and university levels, as well as her professional service such as an editor of the *International Journal for Research in Learning Disabilities Updates,* where she also serves as a member of the journal's executive board.

Dr. Enilda Romero-Hall was recruited as Associate Professor and Graduate Program Coordinator in the Department of Educational Psychology and Counseling, College of Education, Health, and Human Sciences. She currently serves as Associate Professor and Graduate Coordinator at the University of Tampa. Dr. Romero-Hall's robust research record includes publishing two books as the sole author, 12 book chapters, and 25 peer-reviewed journal articles in top refereed journals in the field of education. She has maintained an active pursuit of external funding and played an essential role in securing more than $600K in grant funding since 2013 and was awarded for her efforts by receiving the *College of Social Sciences, Mathematics and Education (CSSME) Award for Outstanding Scholarship and Research* from the University of Tampa in 2017-2018. Four of the grants that she received focused on innovative teaching, which speaks to her success as a strong, effective teacher. Along with substantial service at her previous university, Dr. Romero-Hall has established herself as a leader in the professional association of her subject area, having held four elected positions within the Association for Educational Communications and Technology (AECT). Further, she has served as a reviewer for nine different journals and has been award for her Outstanding Service by AECT.

Dr. Xuhong Su was recruited to the position of Associate Professor and Director of the Master of Public Policy and Administration (MPPA) program in the Department of Political Science, College of Arts and Sciences. She currently serves as an Associate Professor and Director of the Master of Public Administration program at the University of South Carolina. Highlighting Dr. Su's excellent research record are her 21 refereed papers that have appeared in the top journals in her field as well as her more than six book chapters. The external reviewers describe Dr. Su as a leading expert in the areas of comparative public administration, corruption and management, and science technology. She is an accomplished university instructor receiving outstanding assessments from her students; highlighting her excellent instructional record is her nomination for the Mungo Graduate Teaching award, recognized as the highest teaching award at the University of South Carolina. Dr. Su has an excellent service record; she has served on the editorial board of the *Journal of Technology Transfer* and holds an honorary appointment at the Center for Organization Research and Design in the School of Public Affairs at Arizona State University, as well as participation on several departmental and university level committees and service as a Faculty Senator.

Dr. John Zastoupil was recruited to serve as Associate Professor and Director of Wind Studies in the School of Music, College of Arts and Sciences. Dr. Zastoupil currently serves as Associate Professor and Director of Concert Bands at Missouri State University. Dr. Zastoupil is a prolific conductor and scholar; He has given 20 lectures and presentations both nationally and abroad, and he has published two pieces in edited music education volumes. He has led a number of recording projects and has received awards and honors for his work. Highlighting Dr. Zastoupil's excellent teaching record are the numerous "masterclasses" he has taught across the country and his development and teaching of an online conducting course for the Masters of Music Education summer program at Missouri State University. Regarding his creative achievement, Dr. Zastoupil has conducted in Asia and Europe as well as conducting "honors bands" in the US Southeast and

October 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

Midwest. As a community and institution leader, Dr. Zastoupil's service record is robust; he has participated in a large number of ensemble clinics for high schools in multiple states and served as an adjudicator for marching band and concert band festivals and competitions, as well as, he has served on a range of committees at the department level and has played an active role in recruiting students.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Granting of Honorary Degree to William "Bill" Haslam, UTK**

Type: Action

Presenter: Randy Boyd, President

Background

Upon the recommendation of the UT Knoxville Honorary Degree Nominating Committee, Chancellor Plowman has recommended that William "Bill" Haslam be granted an Honorary Doctor of Humane Letters degree within the College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville. More information regarding the basis of the nomination, including some of Governor Haslam's many accomplishments are set forth in the attached letter from Chancellor Plowman.

An honorary degree is the highest form of recognition offered by the University. Under the Board's Policy on Awarding of Degrees and Certificates in Memoriam (BT0008), the Board of Trustees has authorized the awarding of honorary degrees to recognize individuals who have benefited the institution or society through outstanding achievements or leadership.

Governor Haslam exemplifies all of the criteria established by the Board. He has an exceptional record of outstanding achievements and civic leadership. His commitment to education, at all levels, has benefited not only the University, but all of the residents of the State of Tennessee. It is my distinct pleasure to recommend that the Board grant an Honorary Doctor of Humane Letters degree to Governor Haslam.

Committee Action

The Committee Chair will call for a motion to recommend adoption of the following Resolution by the Board of Trustees.

Resolved: The Board of Trustees hereby approves the granting of an Honorary Doctor of Humane Letters degree from the College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville to William "Bill" Haslam.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

7

September 28, 2022

President Randy Boyd
University of Tennessee System
505 Summer Place
1295 UT Tower
Knoxville, TN 37902

Dear President Boyd,

I am pleased to nominate William "Bill" Haslam, former two-term mayor of Knoxville and former two-term governor of Tennessee, for an honorary Doctor of Humane Letters degree within the College of Education, Health, and Human Sciences. Governor Haslam's breadth of accomplishments, exemplary leadership, and steadfast pursuit of improving our state through education, economic development, and civics make him much deserving of this honor.

Under Governor Haslam's leadership, Tennessee became known as a national leader in education, economic development, citizen-focused government, and fiscal effectiveness. Tennessee became the fastest-improving state in the country in K–12 education, with allocations of nearly $1.5 billion over his two terms. Under his guidance, Drive to 55 was created to bring together partners from the private sector and nonprofit organizations to equip 55 percent of Tennesseans with a college degree or certificate by 2025. Tennessee Promise and Tennessee Reconnect made Tennessee the first state to provide free community college or technical school for its residents. Through his work, Governor Haslam created access to a high-quality education for every Tennessean.

Governor Haslam's accomplishments reach beyond education, including workforce and economic development. Approximately 450,000 private sector jobs were created during his two terms. Our state's unemployment rate reached a record low. He worked with the state Legislature to pass the largest tax cut in Tennessee history and improve the state's transportation infrastructure. With a focus on providing a customer-focused government, the Haslam administration balanced the budget every year, tripled the state's Rainy Day Fund, and helped the state achieve a AAA bond rating.

Since leaving office, Governor Haslam spends his time serving on boards including Teach for America's National Board of Directors and the Young Life Board of Trustees. He has shared his expertise in the classroom, teaching at Vanderbilt University and is preparing to join me in spring 2023 for a UT class focused on courageous leadership.

Office of the Chancellor
800 Andy Holt Tower 1331 Circle Park Drive Knoxville, TN 37996-0180
865-974-2444 chancellor.utk.edu

Beyond Governor Haslam's impressive accomplishments in office, you will find a passionate Tennessean who continually pursues initiatives and ways to share the importance of doing what is right for our state and nation at a time when there is more disagreement than partnership. Teaming up with former Governor Phil Bredesen, Governor Haslam has created *You Might Be Right*, a podcast that challenges members of our state and around the nation to work together to find solutions, even when opinions and beliefs differ. He recently began serving on the inaugural Board of Fellows of the Institute of American Civics in UT's Howard H. Baker Jr. Center for Public Policy.

I am proud to have Governor Bill Haslam as a member of our Volunteer community. His steadfast support of initiatives and ideas that elevate the University of Tennessee, Knoxville, is inspiring to me. He exemplifies the Volunteer spirit in all that he does, including leading the way for others. His life and accomplishments empower the young people who follow in his footsteps, showing them they too can make a monumental difference personally and professionally.

In summary, Governor Haslam's passion and accomplishments make him deserving of this recognition, and I could not be more thrilled to nominate him for an honorary degree.

I request approval to honor Bill Haslam with this distinction.

Best,

Donde Plowman
Chancellor

Bill Haslam
Biography

Bill Haslam is the former governor of the State of Tennessee. He was first elected in 2010 and was re-elected in 2014 with the largest victory in modern Tennessee history.

Under his leadership, Tennessee became recognized as a national leader in education, economic development, efficient and effective government, and fiscal strength.

During his two terms as governor, Tennessee students were the fastest improving in the country in academic achievement, and high school graduation rates reached an all-time high. Tennessee became the first state in the nation to offer high school graduates and adults two years of community or technical college free of mandatory tuition and fees as part of the governor's Tennessee Promise and Tennessee Reconnect programs.

Approximately 450,000 private sector jobs were created during his time in office, and Tennessee's unemployment rate reached the lowest level recorded in state history.

Haslam proposed and implemented significant legislative initiatives, including working with the Tennessee General Assembly to simultaneously pass the largest tax cut in Tennessee history and improve the state's transportation infrastructure. His administration right-sized state government while building a customer-centric approach, cut more than $575 million in recurring spending, balanced the budget every year, more than tripled the state's savings account, and helped the state earn a triple AAA bond rating.

In 2003, Haslam ran successfully for mayor of Knoxville and was overwhelmingly re-elected in 2007. As mayor, he balanced eight consecutive city budgets, tripled the Rainy Day Fund, focused city government on providing services in an efficient manner, helped found key education initiatives, and recruited and retained thousands of jobs to Knoxville.

Since leaving office, Haslam has returned to the private sector and continues to be engaged on many local and national issues. He is currently the Chair of the Wilson Center and serves on the National Board of Directors for Teach for America and Young Life Board. In addition, he is the Co-Chair of the Vanderbilt Project on Unity and American Democracy.

Haslam is also the author of Faithful Presence: The Promise and Peril of Faith in the public Square.

Haslam and his wife, Crissy, have been married for 41 years and are blessed with three children and ten grandchildren.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

8

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Jamie Woodson, Committee Chair

Background

Items on the Committee Consent Agenda are not presented or discussed in the Committee unless a Committee member requests that an item be removed from the Consent Agenda. The Bylaws provide that an item will not be removed from the Consent Agenda solely for the purpose of asking questions for clarification. Those questions should be presented to Dr. Bernie Savarese before the meeting.

Committee Action

If there are no requests to remove items on the Consent Agenda, the Committee Chair will call for motion that:

1. The reading of the minutes of the June 24, 2022, meeting of the Committee be omitted and that the minutes be approved as presented in the meeting materials.

2. The action items set forth on the Consent Agenda be recommended for adoption by the Board of Trustees.

If the motion passes, the items requiring Board approval will go forward to the Consent Agenda of the full Board meeting.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

MINUTES OF THE EDUCATION, RESEARCH, AND SERVICE COMMITTEE
June 24, 2022

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 8:30 a.m. (EDT) on Friday, June 24, 2022. The meeting was held in the Student Union Ballroom located at the University of Tennessee, Knoxville.

8.1

Committee Members Present: Donald J. Smith, Committee Chair; John C. Compton, Board Chair; Lane Gutridge (Student Trustee); Shanea A. McKinney; and Phyllis A. Richey (Faculty Representative).

Others in Attendance:
Trustees: Bradford D. Box, Decosta E. Jenkins; Amy E. Miles, Christopher L. Patterson; and William (Bill) C. Rhodes III.

University Administration: President Randy Boyd; Linda Martin, Vice President for Academic Affairs and Student Success; Cynthia Moore, Board Secretary and Special Counsel; Stacey Patterson, Vice President for Research, Outreach, and Economic Development; Chancellor Steve Angle (UT Chattanooga); Chancellor Keith Carver (UT Martin); Chancellor Mark LaBranche (UT Southern); and Chancellor Donde Plowman (UT Knoxville).

Ms. Moore announced the presence of a quorum. The meeting was webcast for the convenience of the University community, the general public, and the media.

Committee Chair Smith opened the meeting. He began the meeting by acknowledging the conclusion of the terms of service for both Lane Gutridge (Student Trustee) and Phyllis A. Richey (Faculty Representative). Chair Smith thanked Dr. Richey and Mr. Gutridge for their service. He also extended a warm welcome to the new student member of the Committee Hayden Galloway, an undergraduate at UT Southern; and to the new faculty representative, Dr. Andy Puckett, Professor and Finance PhD Program Director in the Department of Finance at the Haslam College of Business at UT Knoxville.

Consent Agenda

Committee Chair Smith asked if there were any requests to remove an item from the agenda. There being none, upon motion duly made and seconded, the Committee approved: (i) the Resolution to adopt the minutes of the last meeting of the Committee; and (ii) the Resolutions pertaining to the other action items included on the Consent Agenda. (A complete list of the approved items appears at the end of these minutes.)

Proposed New Academic Programs

Master of Health Science in Pathologists' Assistant, UT Health Science Center (UTHSC)

Cynthia Russell, Vice Chancellor for Academic, Faculty and Student Affairs at UTHSC, presented an overview of the proposed Master of Health Science in Pathologists' Assistant program. Dr. Russell advised the Committee that, at the time of the meeting, there were only 13 accredited Pathologists' Assistant programs in the United States and Canada for what is one of the fastest growing allied health professions. She reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, the resources needed, and the accreditation process for the program. In addition, Dr. Russell discussed the intended purpose and outcomes for the program.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Master of Health Science in Pathologists' Assistant program at UTHSC (as presented in Tab 2.1).

Bachelor of Science in Public Health, UT Knoxville (UTK)

John Zomchick, Provost and Senior Vice Chancellor at UTK, presented an overview of the proposed Bachelor of Science in Public Health in the Department of Public Health at UTK's College of Education. Dr. Zomchick advised the Committee that UTK currently offers a minor in public health and that interest in a major in public health has grown over the course of the COVID-19 pandemic. Dr. Zomchick reviewed the enrollment and financial projections for the proposed program, noting that UTK already has faculty in place to offer the new major to its students. He also discussed the intended purpose and outcomes of the program, as well as how it relates to the UTK Strategic Plan.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Bachelor of Science in Public Health program at UTK (as presented in Tab 2.2).

Bachelor of Science in Construction Management, UT Martin (UTM)

Philip Cavalier, Provost and Vice Chancellor for Academic Affairs at UTM, presented an overview of the proposed Bachelor of Science in Construction Management. Dr. Cavalier advised the Committee members that the program is intended to help students pursue degrees and careers in engineering-/construction-related fields. He reviewed the number of credit hours, the proposed time period for implementation, the projected enrollment, and the resources, if any, needed for the program. In addition, he discussed the intended purpose and outcomes of the program and how it relates to the UTM Strategic Plan. He noted that that the program also aligns with the State's science, technology, engineering and math ("STEM") initiatives.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the Resolution approving the proposed Bachelor of Science in in Construction Management program at UTM (as presented in Tab 2.3).

Undergraduate Admissions

Chair Smith reminded the Committee members that the UT campuses had instituted a test optional exception to the UT System's admission practices to accommodate students during the COVID-19 pandemic. Following further review and thorough discussions held at previous Board meetings, the UT campuses indicated that no proposed revisions to the University's admission policies will be brought forward. Consistent with pre-COVID admission policies, the submission of standardized tests for student applicants will be required for the Fall 2023 admission cycle as further described in the materials provided in the Appendix to the meeting materials.

Presentations

Update on UT Research Enterprise

Stacey Patterson, Vice President for Research, Outreach and Economic Development, reminded the Committee members that her presentation is the first since the reunification of UTK and the UT Institute for Agriculture. Certain highlights of her presentation (Tab 4.1) included:

- FY 2021-22 marked the fifth consecutive year in which UT topped its previous record in terms of research expenditures ($437 million), with total research expenditures growing by 32.4% since 2016.
- Federal funding has grown by 16.6% over the past five years and 14.5% over the last ten years.
- While the number of faculty research proposals remained constant in Fiscal Years 2020 and 2021, the value of those proposals increased significantly. For Fiscal Year 2021, it is projected that research proposal amounts will total in excess of $1 billion for the first time.
- The UT Research Foundation currently has 287 active licenses – 33% higher than three years ago – and is supporting 45 start-up companies.
- The Foundation has stood up five wholly owned subsidiary companies to support the University, including TennEra LLC.

Dr. Patterson stated that on the morning of the Board Meeting, the *Knoxville News Sentinel* carried a story announcing that Genera, a spinout of TennEra, was acquired by ARA Partners, which has invested $200 million into an expansion deal intended to support the manufacture

of biodegradable, plant-based pulping products in Tennessee and create approximately 120-150 jobs.

In response to questions from the Committee members, Dr. Patterson and Dr. Donde Plowman, Chancellor of UTK, advised:

- The National Science Foundation ("NSF") is encouraging universities to enter into multi-state research partnerships known as "Regional Innovation Engines" or "NSF Engines" in order to expand innovation capacity by leveraging resources across the country.
- UTK receives a major share of its federal research expenditures from the U.S. Department of Energy and is looking to diversify and expand its outreach to other federal agencies.
- UT is looking to establish a seed opportunity to encourage cross-campus collaborations similar to the NSF Engines program.

Update on UT-Oak Ridge Innovation Institute

Dr. Joan Bienvenue, Executive Director of the UT-Oakridge Innovation Institute ("ORII"), a partnership between UT and the Oakridge National Laboratory ("ORNL"). ORII is designed to bring together researchers from ORNL, UT students, faculty from across the State of Tennessee, and industry partners to create new programs in education and workforce development, while also encouraging innovation and discovery. A few of the highlights included in Dr. Bienvenue's presentation (included under Tab 4.2) were:

- The State budget for Fiscal Year 2022-23 includes $72 million in funding for ORII, which completes the State's $80 million funding commitment.
- ORII is currently focused on hiring, particularly in the fields of clean manufacturing and energy storage, two areas in which both UT and UT-OII have capacity.
- ORII has also established a Seed Funding program to support new innovative multidisciplinary research projects.
- At the recently held Tennessee Valley Corridor Summit, ORII announced the creation of a partnership to launch a second-life battery storage project to repurpose used electric vehicle batteries to provide supplemental power to both Nissan's facilities in Tennessee and the Middle Tennessee electric grid.
- ORII has 155 students in its joint Ph.D. programs, with a goal of increasing that number to 500 Ph.D. students through programs such as the SMaRT Internship Program ("Student Mentoring and Research Training"), which focuses on undergraduate students.

Student Experience Survey Spring 2022

Vice President Linda C. Martin, Vice President for Academic Affairs and Student Success, gave a brief presentation on the 2022 Student Experience Survey (Tab 4.3). Dr. Martin cautioned that only 2,000 of UT's 55,000 students responded to the survey, making it difficult to draw conclusions for each campus. Dr. Martin attributed this low response to the numerous surveys and requests for feedback that students have received over the course of the COVID-19 pandemic.

The survey focused on five questions, which respondents were asked to rank using a scale ranging from "strongly disagree" to "strongly agree." Despite the low participation rate, it should be noted that the questions that ranked the highest related to student satisfaction, with students responding that they felt that: (i) their campus is providing the support and resources they need to be successful; and (ii) they would recommend their campus to a friend and/or family member.

Student Mental Health and Wellbeing

Dr. Bernard Savarese, Associate Vice President for Student Success, provided an update on the System-wide efforts to address student mental health and wellbeing during the COVID-19 pandemic, as well as plans for the future. The information provided in Dr. Savarese presentation (Tab 4.4) was provided by the OneUT Mental Health Task Force (the "Task Force").

Over the course of the COVID-19 pandemic, surveys of college and university students across the country documented increasing levels of stress, depression, anxiety, and loneliness and isolation. Clinical and nonclinical practitioners at the UT System reported similar trends in students utilizing the counseling centers. The Task Force stressed that the importance of remaining focused on supporting UT students and ensuring that they are connected to the people, resources, and information needed to thrive. The Task Force provided a snapshot of how the pandemic impacted each of the campuses and the efforts each campus is taking to address service gaps, including: (i) increasing the use of technology so that students can easily access services; (ii) assessing each counseling center, including increasing staffing where appropriate; and (iii) expanding partnerships between clinical and nonclinical services to better address prevention and intervention strategies.

The Task Force recently updated its charge to include new priorities, while continuing to address the recommendations contained in the 2019 Comptroller's Performance Audit, such as: (i) providing faculty and staff with training so that they are able to recognize, refer, and support students in need; (ii) implementing an annual System-wide convening of counselling teams to encourage cross-campus collaboration; and (iii) developing a more consistent, System-wide approach to student leaves of absence.

UT System Performance Compared to Peers

Vice President Martin provided an overview of how the UT System compares to its Board-approved peers and Board-approved aspirational peers (Tab 4.5). Her presentation focused on enrollment, retention, and four-/six-year graduation rates – all of which were affected by the COVID-19 pandemic. She reminded the Committee members that there has been a decrease in the number of college-aged students across the country, which has impacted all sectors of higher education. Despite both the pandemic and the decrease in eligible students, each campus has seen success in certain areas, including:

- UTK has seen a steady increase in total enrollment from 2016 through 2020. In terms of undergraduate and graduate enrollment, UTK ranks third when compared to the average of its Southeastern Conference ("SEC") peer group and its aspirational peers. When looking at undergraduate growth, UTK ranks first when compared to the SEC average and second among aspirational peers.
- UTC has seen progress in two important areas: (i) from 2019 to 2020, UTC saw a dramatic improvement of in the first-year retention of first-time, fulltime students when compared to its peer groups; and (ii) for the period from 2016 to 2020, UTC saw a dramatic improvement in both its four-/six-year graduation rates, with four-year graduation rates increasing by ten percentage points.
- UTS has seen total enrolment increase since it became part of the UT System (July 2021). UTS is focused on developing plans to make significant improvements in all of its metrics.
- UTM has seen a significant increase in its graduate student enrollment, due in large part to its online MBA program, which has received national attention. In addition, UTM outpaced all peer groups in terms of four-/six-year graduation rates.
- UTHSC, like the members of its peer groups, has seen an increase in enrollment growth from 2020 to 2021.

Board Chair Compton reminded the members of the Committee that, four years ago, the Board recognized that there would be a drop in the number of college-aged students, and it began discussions regarding how to compete in this changing environment. He congratulated everyone at each campus who has contributed to the success the UT System is seeing in terms of its performance and rankings

With no further business to come before the Committee, the Committee Chair adjourned the meeting.

Respectfully Submitted,

/s/ Cynthia C. Moore
Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Prior Meetings (February 25, 2022)
- 2022 Institutional Mission Profile Statements
- Authorization for Conferral of Degrees, 2022-2023 Academic Year
- Proposed Academic Program Modifications:
  - Master of Science in Industrial and Organizational Psychology (UTC)
  - Bachelor of Arts in Africana Studies (UTK)
  - Bachelor of Arts in Physics (UTK)
  - Master of Science in Engineering Management (UTK)
  - Bachelor of Science in Philosophy (UTM)
  - Bachelor of Fine and Performing Arts (UTM)
- Tenure Recommendations Requiring Board Approval:
  - Grant of Tenure upon Initial Appointment
  - Grant of Tenure upon Early Consideration
- Proposed Faculty Handbook Revisions (UTC)

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

8.2

Item: **Approval of the Comprehensive List of Academic Programs**

Type: Action

Background

The Comprehensive List of Academic Programs is a complete inventory of all academic programs offered by The University of Tennessee System. The listing is organized by campus, college, department or program, major, sub-major ("concentration," "option," track," etc.), and degree. The Comprehensive List is updated each year.

Each annual update is tied to internal and external reports, and so includes routine (nonsubstantive) name changes, ongoing curricular adjustments, and other actions that do not require separate consideration and approval by the Board of Trustees.

By approving the Comprehensive List, the Board of Trustees makes its contents official. Upon approval by the Board, the Comprehensive List will be forwarded to THEC for its records.

Resolved: The Board of Trustees hereby approves the Comprehensive List of Academic Programs for The University of Tennessee at Chattanooga, The University of Tennessee Health Science Center, The University of Tennessee, Knoxville, The University of Tennessee at Martin, and The University of Tennessee Southern as presented in the meeting materials, which shall be attached to this Resolution after adoption.

UTC Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Art	Art	Art Education	BA
Art	Art	Art History	BA
Art	Art	Graphic Design	BFA
Art	Art	Painting & Drawing	BFA
Art	Art	Photography and Media Art	BFA
Art	Art	Sculpture	BFA
Art	Art	Studio	BA
Biology, Geology, and Environmental Science	Biology	General Biology	BS
Biology, Geology, and Environmental Science	Biology	Pre-Professional	BS
Biology, Geology, and Environmental Science	Biology	STEM Education	BS
Biology, Geology, and Environmental Science	Environmental Science	Natural Resource Admin and Enforcement	BS
Biology, Geology, and Environmental Science	Environmental Science	Biodiversity, Conservation & Natural Resources	BS
Biology, Geology, and Environmental Science	Environmental Science	Earth, Atmosphere, & Geological Resources	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Health	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Policy and Planning	BS
Biology, Geology, and Environmental Science	Environmental Science	Geographic and Cartographic Sciences	BS
Biology, Geology, and Environmental Science	Environmental Science	Environmental Admin and Management	MS
Biology, Geology, and Environmental Science	Geology	Environmental Geology	BS
Biology, Geology, and Environmental Science	Geology	Geology	BS
Biology, Geology, and Environmental Science	Geology	STEM Education	BS
Chemistry & Physics	Chemistry	Biochemistry	BS
Chemistry & Physics	Chemistry	Chemistry	BS
Chemistry & Physics	Chemistry	STEM Education	BS
Chemistry & Physics	Physics	Biophysics	BS
Chemistry & Physics	Physics	Physics	BS
Chemistry & Physics	Physics	STEM Education	BS
Communication	Communication		BS
English	English	Creative Writing	MA
English	English	Literary Studies	MA
English	English	Rhetoric and Professional Writing	MA
English	English	Creative Writing	BA
English	English	Rhetoric and Professional Writing	BA
English	English	Literary Studies	BA
History	History		BA
Interdisciplinary Studies	Humanities	International Studies	BA
Interdisciplinary Studies	Humanities	Liberal Arts	BA
Interdisciplinary Studies	Humanities	Women, Gender, and Sexuality Studies	BA
Mathematics	Computational and Applied Statistics		GR Cert
Mathematics	Mathematics	Actuarial Science	BS
Mathematics	Mathematics	Applied Mathematics	MS
Mathematics	Mathematics	Applied Statistics	MS
Mathematics	Mathematics	Education	MS
Mathematics	Mathematics	General Mathematics	BS
Mathematics	Mathematics	Pre-Professional Mathematics	MS

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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Mathematics	Mathematics	STEM Education	BS
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Classics	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	French	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Latin American Studies	BA
Modern & Classical Languages & Literature	Modern & Classical Languages & Literature	Spanish	BA
Performing Arts	Music		BA
Performing Arts	Music	Composition	BM
Performing Arts	Music	Instrumental Music Education	BM
Performing Arts	Music	Instrumental Performance	BM
Performing Arts	Music	Music Education	MM
Performing Arts	Music	Music Therapy	BM
Performing Arts	Music	Performance	MM
Performing Arts	Music	Piano Performance and Pedagogy	BM
Performing Arts	Music	Vocal Music Education	BM
Performing Arts	Music	Vocal Performance	BM
Performing Arts	Theatre		BA
Performing Arts	Theatre	Acting	BA
Performing Arts	Theatre	Design/Technical	BA
Performing Arts	Theatre	Theatre Education	BA
Performing Arts	Theatre	Directing	BA
Performing Arts	Theatre	Theatre Entrepreneurship	BA
Philosophy & Religion	Philosophy & Religion	Combined Concentration	BA
Philosophy & Religion	Philosophy & Religion	Philosophies of Health, Medicine, and Illness	BA
Philosophy & Religion	Philosophy & Religion	Philosophy	BA
Philosophy & Religion	Philosophy & Religion	Pre-law, Ethics, and Justice	BA
Philosophy & Religion	Philosophy & Religion	Religious Studies	BA
Political Science and Public Service	Political Science and Pubic Service	Public Admin & Non-Profit Management	BS
Political Science and Public Service	Political Science and Public Service	American Politics	BS
Political Science and Public Service	Political Science and Public Service	International & Comparative Studies	BS
Political Science and Public Service	Political Science and Public Service	Politics	BS
Political Science and Public Service	Political Science and Public Service	Public Law	BS
Political Science and Public Service	Political Science and Public Service	Public Policy	BS
Political Science and Public Service	Public Administration	Local Government Management	MPA
Political Science and Public Service	Public Administration	Non-Profit Management	MPA
Political Science and Public Service	Public Administration	Public Administration	MPA
Political Science and Public Service	Public Administration & Non-profit Management		GR Cert
Psychology	Psychology		BS
Psychology	Industrial Organizational Psychology		MS
Psychology	Psychology	Psychological Science	MS
Social, Cultural, & Justice Studies	Criminal Justice		MSCJ
Social, Cultural, & Justice Studies	Criminal Justice		BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BA
Social, Cultural, & Justice Studies	Sociology & Anthropology	Anthropology	BS
Social, Cultural, & Justice Studies	Sociology & Anthropology	Sociology	BS

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Gary W. Rollins College of Business			
Department	**Major**	**Concentration**	**Degree**
Accounting	Accountancy		MACC
Accounting	Accountancy	Forensic Data Analytics	MACC
Accounting	Accounting		BSBA
Business Administration	Business Administration	Business Analytics	MBA
	Business Administration	Finance	MBA
Business Administration	Business Administration	General	MBA
Business Administration	Business Administration	Healthcare Administration	MBA
Business Administration	Business Analytics		GR Cert
Management	Data Analytics		MSDA
Finance & Economics	Economics		BA
Finance & Economics	Economics	International Public Policy	BA
Finance & Economics	Economics		BSBA
Finance & Economics	Economics	Financial Economics	BSBA
Finance & Economics	Finance	Business Finance	BSBA
Finance & Economics	Finance	Investments	BSBA
Management	Human Resource Management		BSBA
Management	Management		BSBA
Management	Management	Business Analytics	BSBA
Marketing & Entrepreneurship	Entrepreneurship		BSBA
Marketing & Entrepreneurship	Marketing		BSBA
Marketing & Entrepreneurship	Marketing	Professional Sales	BSBA
College of Engineering & Computer Science			
Department	**Major**	**Concentration**	**Degree**
Civil and Chemical Engineering	Chemical Engineering		BSChE
Civil and Chemical Engineering	Engineering	Chemical Sciences	MS
Civil and Chemical Engineering	Chemical Engineering	Environmental	BSChE
Civil and Chemical Engineering	Engineering	Civil	MS
Civil and Chemical Engineering	Civil Engineering		BSCE
Civil and Chemical Engineering	Civil Engineering	Environmental	BSCE
Computer Science & Engineering	Computer Engineering		BSCpE
Computer Science & Engineering	Computer Science	Computer Science	MS
Computer Science & Engineering	Computer Science	Cyber Security	MS
Computer Science & Engineering	Computer Science	Cyber Security	BS
Computer Science & Engineering	Computer Science	Data Science	BS
Computer Science & Engineering	Computer Science	Data Science	MS
Computer Science & Engineering	Computer Science	Software Systems	BS
Computer Science & Engineering	Computer Science	STEM Education	BS
Computer Science & Engineering	Computer Science	Scientific Applications	BS
Electrical Engineering	Engineering	Electrical	MS
Electrical Engineering	Electrical Engineering		BSEE
Electrical Engineering	Electrical Engineering Smart Grid		GR Cert
Electrical Engineering	Electrical Engineering Smart Power Distribution		GR Cert
Electrical Engineering	Power System Protection		GR Cert

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College of Engineering & Computer Science			
Department	**Major**	**Concentration**	**Degree**
Electrical Engineering	Sustainable Electrical Energy		GR Cert
Engineering	Computational Science	Computational and Applied Mathematics	PhD
Engineering	Computational Science	Computational Engineering	PhD
Engineering	Computational Science	Computer Science	PhD
Engineering	Engineering Management	Construction Management	MS
Engineering	Engineering Management	Engineering Management	MS
Engineering	Mechatronics Engineering Technology		BAS
Engineering Management & Technology	Engineering Management Construction Management		GR Cert
Engineering Management & Technology	Engineering Management Project & Technology Management		GR Cert
Engineering Management & Technology	Engineering Technology Management	Construction Management	BS
Engineering Management & Technology	Engineering Technology Management	Engineering Management	BS
Engineering Management & Technology	Logistics & Supply Chain Management		GR Cert
Engineering Management & Technology	Quality Management		GR Cert
Mechanical Engineering	Mechanical Engineering		BSME
Mechanical Engineering	Engineering	Mechanical	MS
College of Health, Education & Professional Studies			
Department	**Major**	**Concentration**	**Degree**
Education, School of	Elementary Education	Elementary Education	MEd
Education, School of	Elementary Education	English as a Second Language	MEd
Education, School of	Elementary Education	Licensure	MEd
Education, School of	Elementary Education	Reading Specialist	MEd
Education, School of	English as a Second Language		GR Cert
Education, School of	Instructional Coaching		GR Cert
Education, School of	Interdisciplinary Educational Studies	Child and Family Studies (Non-license)	BS
Education, School of	Interdisciplinary Educational Studies	Early Childhood and Early Childhood Special Education	BS
Education, School of	Interdisciplinary Educational Studies	Elementary Education K-5 and English as a Second Language PreK-12	BS
Education, School of	Interdisciplinary Educational Studies	Exceptional Learning K-12 Comprehensive	BS
Education, School of	Interdisciplinary Educational Studies	Exceptional Learning K-8 Interventionist	BS
Education, School of	Middle Grades Education	English	BS
Education, School of	Middle Grades Education	Mathematics	BS
Education, School of	Middle Grades Education	Natural Sciences	BS
Education, School of	Middle Grades Education	Social Sciences	BS
Education, School of	School Leadership		GR Cert
Education, School of	School Leadership	Principal/Supervisor/Licensure	MEd
Education, School of	School Leadership	Teacher Leadership	MEd
Education, School of	Secondary Education	Economics	BS
Education, School of	Secondary Education	English	BS
Education, School of	Secondary Education	English as a Second Language	MEd
Education, School of	Secondary Education	Geography	BS
Education, School of	Secondary Education	History	BS
Education, School of	Secondary Education	Licensure	MEd
Education, School of	Secondary Education	Non-Licensure	MEd
Education, School of	Secondary Education	Political Science	BS

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College of Health, Education & Professional Studies			
Department	**Major**	**Concentration**	**Degree**
Education, School of	Secondary Education	Reading Specialist	MEd
Education, School of	Special Education	Mild Disabilities	MEd
Education, School of	Urban Specialist		GR Cert
Health and Human Performance	Athletic Training		MS
Health and Human Performance	Chronic Disease Prevention & Control		MPH
Health and Human Performance	Health & Human Performance	Exercise & Health Sciences	BS
Health and Human Performance	Health & Human Performance	Health & Physical Education K-12	BS
Health and Human Performance	Health & Human Performance	Sport, Outdoor Recreation and Tourism Management	BS
Health and Human Performance	Public Health	Nutrition and Dietetics	MPH
Nursing, School of	Nursing	RN to BSN	BSN
Nursing, School of	Nursing		BSN
Nursing, School of	Nursing	Adult Gerontology Acute Care Nurse Practitioner	DNP
Nursing, School of	Nursing	Family Nurse Practitioner Lifespan	DNP
Nursing, School of	Nursing	Nurse Anesthesia	DNP
Nursing, School of	Nursing	Nursing	DNP
Nursing, School of	Nursing	Nursing Administrative Systems	DNP
Occupational Therapy	Occupational Therapy		OTD
Physical Therapy	Physical Therapy	Physical Therapy	DPT
Professional Studies, School of	Advanced Educational Practice	Instructional Leadership	EdS
Professional Studies, School of	Advanced Educational Practice	Principal Licensure	EdS
Professional Studies, School of	Advanced Educational Practice	School Psychology	EdS
Professional Studies, School of	Clinical Mental Health Counseling		GR Cert
Professional Studies, School of	Counselor Education	Clinical Mental Health Counseling	MEd
Professional Studies, School of	Counselor Education	School Counseling	MEd
Professional Studies, School of	Integrated Studies	Integrated Studies	BIS
Professional Studies, School of	Interior Architecture		BS
Professional Studies, School of	Leadership and Instructional Practice		EdD
Professional Studies, School of	Leadership and Decision Making		PhD
Professional Studies, School of	Applied Leadership		BAS
Professional Studies, School of	Essentials of Leadership		UG Cert
Professional Studies, School of	Higher Education Leadership and Decision Making		GR Cert
Professional Studies, School of	School Counseling		GR Cert
Professional Studies, School of	Social Work		BSW
Professional Studies, School of	Social Work		MSW

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College of Dentisty			
Department	**Major**	**Concentration**	**Degree**
Dental Hygiene	Dental Hygiene		BSDH
Dentistry	Dentistry	Interdisciplinary	DDS
College of Graduate Health Sciences			
Department	**Major**	**Concentration**	**Degree**
Biomedical Engineering	Biomedical Engineering (Joint w/UOM)		MS
Biomedical Engineering	Biomedical Engineering (Joint w/UOM)		PhD
Dentistry	Dental Science	Endodontics	MDS
Dentistry	Dental Science	Forensic Dentistry	MDS
Dentistry	Dental Science	Orthodontics	MDS
Dentistry	Dental Science	Pediatric Dentistry	MDS
Dentistry	Dental Science	Periodontology	MDS
Dentistry	Dental Science	Prosthodontics	MDS
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Health Policy/Health Services Research	MS
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Health Policy/Health Services Research	PhD
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Pharmacoeconomics	MS
Health Outcomes & Policy Research	Health Outcomes & Policy Research	Pharmacoeconomics	PhD
Interdepartmental	Biomedical Sciences	Cancer and Developmental Biology	PhD
Interdepartmental	Biomedical Sciences	Cancer and Developmental Biology	MS
Interdepartmental	Biomedical Sciences	Genetics, Genomics, and Informatics	MS
Interdepartmental	Biomedical Sciences	Genetics, Genomics, and Informatics	PhD
Interdepartmental	Biomedical Sciences	Laboratory Research and Management	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	MS
Interdepartmental	Biomedical Sciences	Microbiology, Immunology and Biochemistry	PhD
Interdepartmental	Biomedical Sciences	Molecular and Systems Pharmacology	MS
Interdepartmental	Biomedical Sciences	Molecular and Translational Physiology	PhD
Interdepartmental	Biomedical Sciences	Molecular and Translational Physiology	MS
Interdepartmental	Biomedical Sciences	Neuroscience	MS
Interdepartmental	Biomedical Sciences	Neuroscience	PhD
Interdepartmental	Biomedical Sciences	Pharmacology, Addiction Science, and Toxicology	PhD
Interdepartmental	Biomedical Sciences	Rehabilitation Sciences	MS
Interdepartmental	Biomedical Sciences	Regenerative & Rehabilitation Sciences	PHD
	Genomic Research Training Program		Gr Cert
Interdepartmental	Health Outcomes & Policy Research	Health Informatics & Information Management	MS
Interdepartmental	Health Outcomes & Policy Research	Health Informatics & Information Management	PhD
Interdepartmental	Health Outcomes & Policy Research	Healthcare Quality Improvement	Gr Cert
Nursing Science	Nursing Science		PhD
Pharmaceutical Sciences	Pharmaceutical Sciences		BSPS
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	MS

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College of Graduate Health Sciences			
Department	**Major**	**Concentration**	**Degree**
Pharmaceutical Sciences	Pharmaceutical Sciences	Bioanalysis	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Clinical and Translational Pharmacy	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Clinical and Translational Pharmacy	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Medicinal Chemistry	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmaceutics	PhD
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	MS
Pharmaceutical Sciences	Pharmaceutical Sciences	Pharmacometrics	PhD
Pharmacology	Pharmacology		MS
Preventive Medicine	Clinical Investigation		Gr Cert
Preventive Medicine	Epidemiology	Biostatistics	MS
Preventive Medicine	Epidemiology	Clinical Investigation	MS
Preventive Medicine	Epidemiology	Data Science	MS
Speech & Hearing Science	Speech & Hearing Science	Audiology	PhD
Speech & Hearing Science	Speech & Hearing Science	Hearing Science	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech and Language Pathology	PhD
Speech & Hearing Science	Speech & Hearing Science	Speech-Language Science	PhD
College of Health Professions			
Department	**Major**	**Concentration**	**Degree**
Audiology & Speech Pathology	Audiology		MS
Audiology & Speech Pathology	Audiology	Post-professional	AuD
Audiology & Speech Pathology	Audiology	Traditional	AuD
Audiology & Speech Pathology	Audiology & Speech Pathology		BSASP (JOINT)
Audiology & Speech Pathology	Speech-Language Pathology	Aural Re/habilitation	MSSLP
Clinical Lab Sciences	Clinical Laboratory Sciences	Advanced Practice	MSCLS
Clinical Lab Sciences	Cytopathology Practice		MCP
Clinical Lab Sciences	Medical Laboratory Science	MLT to MLS	BSMLS
Clinical Lab Sciences	Medical Laboratory Science	Professional-entry	BSMLS
Diagnostic and Health Sciences	Pathologists' Assistant		MHS
Clinical Laboratory Sciences	Clinical Chemistry for Medical Laboratory Science		Gr Cert
Clinical Laboratory Sciences	Clinical Microbiology for Medical Laboratory Science		Gr Cert
Clinical Laboratory Sciences	Histotechnology		Gr Cert
Diagnostic and Health Sciences	Health Data Analytics		Gr Cert
Diagnostic and Health Sciences	Telemedicine		Gr Cert
Health Informatics & Information Mgmt	Health Informatics & Information Management		Gr Cert

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College of Health Professions			
Department	**Major**	**Concentration**	**Degree**
Health Informatics & Information Mgmt	Health Informatics & Information Management	Entry Level	MHIIM
Health Informatics & Information Mgmt	Health Informatics & Information Management	Post-Graduate	MHIIM
Occupational Therapy	Occupational Therapy		MOT
Physical Therapy	Physical Therapy	Entry Level	DPT
College of Medicine			
Department	**Major**	**Concentration**	**Degree**
Medicine	Medicine		MD
Physician Assistant Studies	Physician Assistant		MMS-PA
College of Nursing			
Department	**Major**	**Concentration**	**Degree**
Nursing	Nursing	Accelerated BSN	BSN
Nursing	Nursing	Adult Gerontology Acute Care Nurse Practitioner	Gr Cert
Nursing	Advanced Graduate Forensic Nursing		Gr Cert
Nursing	Nursing	Post-DNP Pediatric Acute Care Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-DNP Family Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-DNP Pediatric Primary Care Nurse Practitioner	Gr Cert
Nursing	Nursing	Post-Doctoral Psychiatric Mental Health Nurse Practitioner	Gr Cert
Nursing	Nursing	Registered Nurse First Assist	Gr Cert
Nursing	Nursing	RN-to-BSN	BSN
Nursing	Nursing	Traditional BSN	BSN
Nursing	Nursing Practice	Adult/Gerontology Acute Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Dual Pediatric Acute Care and Pediatric Primary Care	DNP
Nursing	Nursing Practice	Family Nurse Practitioner	DNP
Nursing	Nursing Practice	Neonatal Nurse Practitioner	DNP
Nursing	Nursing Practice	Nurse Anesthesiology	DNP
Nursing	Nursing Practice	Nurse Midwifery (NMW)	DNP
Nursing	Nursing Practice	Pediatric Acute Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Pediatric Primary Care Nurse Practitioner	DNP
Nursing	Nursing Practice	Psychiatric Mental Health Practitioner	DNP
College of Pharmacy			
Department	**Major**	**Concentration**	**Degree**
Pharmacy	Pharmacy	Nuclear Pharmacy	Gr Cert
Pharmacy	Leadership Exploration & Ability Development		Gr Cert
Pharmacy	Pharmacy		PHARMD
Pharmacy	Rural Health		Gr Cert

UTK Comprehensive List of Academic Programs
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College of Agricultural Sciences & Natural Resources			
Department	**Major**	**Concentration**	**Degree**
Agricultural and Resource Economics	Agricultural and Resource Economics	Agribusiness MS-MBA	MS-MBA
Agricultural and Resource Economics	Agricultural and Resource Economics	Agricultural Economics	MS
Agricultural and Resource Economics	Agricultural and Resource Economics	Natural Resource Economics	MS
Agricultural and Resource Economics	Food & Agricultural Business	Agricultural Production & Technology Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Finance & Risk Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Five-Year BS/MS Program in Agricultural and Resource Economics-Agricultural Economics	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Food Industry Management	BSARE
Agricultural and Resource Economics	Food & Agricultural Business	Law & Policy	BSARE
Agricultural and Resource Economics	Natural Resource & Environmental Economics		BSARE
Agricultural and Resource Economics	Natural Resource & Environmental Economics	Five-Year BS/MS Agricultural and Resource Economics - Natural Resource Economics	BSARE
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural and Natural Resource Communication	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Communications	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Education	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Education	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Leadership	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Leadership	MS
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Community Engagement and Leadership Development	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Extension Education	BSAG
Agricultural Leadership, Education & Communication	Agricultural Leadership, Educ. & Communication	Agricultural Science	BSAG
Animal Science	Animal Science		PhD
Animal Science	Animal Science	Five Year BS/MS	MS
Animal Science	Animal Science	Dual MS-DVM Program	MS-DVM
Animal Science	Animal Science	Animal Industries	BSAN
Animal Science	Animal Science	Bioscience	BSAN
Animal Science	Animal Science	Five-year BS/MS program	BSAN
Animal Science	Animal Science	Pre-Veterinary Medicine	BSAN
Animal Science	Animal Science	Pre-Veterinary Medicine 3+1	BSAN
Biosystems Engineering & Soil Science	Biosystems Engineering	Energy Science & Engineering	PhD
Biosystems Engineering & Soil Science	Biosystems Engineering	Five-year BSBSE/MS Program	MS
Biosystems Engineering & Soil Science	Biosystems Engineering	Five-year BSBSE/MS Program	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Honors Biosystems Engineering	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Honors Pre-Professional	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering	Pre-Professional	BSBSE
Biosystems Engineering & Soil Science	Biosystems Engineering Tech		MS
Biosystems Engineering & Soil Science	Construction Science and Management		CSM
Biosystems Engineering & Soil Science	Environmental & Soil Sciences		MS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Conservation Agriculture & Envir. Sustainability	BSESS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Environmental Science	BSESS
Biosystems Engineering & Soil Science	Environmental & Soil Sciences	Soil Science	BSESS
Entomology & Plant Pathology	Entomology & Plant Pathology	Bioinformatics and Genomics	MS
Entomology & Plant Pathology	Entomology & Plant Pathology	Entomology	MS
Entomology & Plant Pathology	Entomology & Plant Pathology	Plant Pathology	MS
Entomology & Plant Pathology	Entomology, Plant Pathology & Nematology	Organismal Biology, Ecology, & Systematics	PhD
Entomology & Plant Pathology	Entomology, Plant Pathology and Nematology	Bioinformatics, Genomics, and Molecular Interactions	PhD
Entomology & Plant Pathology	Entomology, Plant Pathology and Nematology	Sustainable Disease and Integrated Pest Management	PhD
Food Science	Food Science	Five-Year BSFS/MS	MS
Food Science	Food Science	Five-Year BSFS/MS	BSFS
Food Science	Food Science	Food Chemistry	PhD
Food Science	Food Science	Food Microbiology	PhD
Food Science	Food Science	Food Processing	PhD
Food Science	Food Science	Pre-Professional	BSFS
Food Science	Food Science	Pre-Professional 3+1	BSFS
Food Science	Food Science	Science	BSFS
Food Science	Food Science	Sensory Science	PhD
Forestry, Wildlife, Fisheries	Forestry	Bio-Based Products & Wood Science & Technology	MS
Forestry, Wildlife, Fisheries	Forestry	Forest Business	MS
Forestry, Wildlife, Fisheries	Forestry	Forest Resources Management	BSF
Forestry, Wildlife, Fisheries	Forestry	Restoration and Conservation Science	BSF
Forestry, Wildlife, Fisheries	Forestry	Urban Forestry	BSF

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College of Agricultural Sciences & Natural Resources			
Department	**Major**	**Concentration**	**Degree**
Forestry, Wildlife, Fisheries	Forestry	Wildland Recreation	BSF
Forestry, Wildlife, Fisheries	Natural Resources	Bio-based Products and Wood Science and Technology	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Natural Resource Economics	PhD
Forestry, Wildlife, Fisheries	Natural Resources	Wildlife Health	PhD
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science		MS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife & Fisheries Management	BSWFS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	BSWFS
Forestry, Wildlife, Fisheries	Wildlife & Fisheries Science	Wildlife Health	MS
Interdepartmental	Plant, Soil, and Environmental Sciences	Crop Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Environmental and Soil Sciences	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Horticulture	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Breeding	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Plant Molecular Genetics	PhD
Interdepartmental	Plant, Soil, and Environmental Sciences	Weed Science	PhD
Plant Sciences	Plant Sciences	Bioenergy	BSPS
Plant Sciences	Plant Sciences	Biotechnology	BSPS
Plant Sciences	Plant Sciences	Crop Sciences	MS
Plant Sciences	Plant Sciences	Horticulture	MS
Plant Sciences	Plant Sciences	Horticulture Science & Production	BSPS
Plant Sciences	Plant Sciences	Horticulture Science & Production - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Organic Production	BSPS
Plant Sciences	Plant Sciences	Organic Production - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Plant Breeding	MS
Plant Sciences	Plant Sciences	Plant Genetics & Biotechnology	BSPS
Plant Sciences	Plant Sciences	Plant Genetics and Biotechnology - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Plant Molecular Genetics	MS
Plant Sciences	Plant Sciences	Public Horticulture	BSPS
Plant Sciences	Plant Sciences	Public Horticulture - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Sustainable Landscape Design	BSPS
Plant Sciences	Plant Sciences	Sustainable Landscape Design - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Turfgrass Science & Management	BSPS
Plant Sciences	Plant Sciences	Turfgrass Science & Management - Five-Year BS/MS Program	BSPS
Plant Sciences	Plant Sciences	Weed Science	MS
Plant Sciences	Horticultural Therapy		UG Cert
College of Architecture & Design			
Department	**Major**	**Concentration**	**Degree**
Architecture, School of	Architecture	Accelerated BSIA/March	MArch
Architecture, School of	Architecture	Computational Design and Fabrication	MArch
Architecture, School of	Architecture	Conservation and Stewardship	MArch
Architecture, School of	Architecture	Dual March-MLA	MArch
Architecture, School of	Architecture	Sustainable Design	MArch
Architecture, School of	Architecture	Urbanism	MArch
Architecture, School of	Architecture	Master of Landscape Arch Preparatory Track	BArch
Architecture, School of	Architecture	Traditional Track	BArch
Design, School of	Graphic Design		BFA
Interior Architecture, School of	Interior Architecture	Master of Architecture Preparatory	BSIA
Interior Architecture, School of	Interior Architecture	Master of Landscape Arch Preparatory Track	BSIA
Interior Architecture, School of	Interior Architecture	Traditional Track	BSIA
Landscape Architecture, School of	Landscape Architecture		MALA
Landscape Architecture, School of	Landscape Architecture		MSLA
Landscape Architecture, School of	Landscape Architecture	Accelerated BARCH/MLA	MLA
Landscape Architecture, School of	Landscape Architecture	Track 1 (first professional degree track)	MLA
Landscape Architecture, School of	Landscape Architecture	Track 2 (post-professional degree track)	MLA
Anthropology	Anthropology	Archaeology	MA
Anthropology	Anthropology	Archaeology	PhD
Anthropology	Anthropology	Biological Anthropology	MA
Anthropology	Anthropology	Biological Anthropology	PhD
Anthropology	Anthropology	Cultural Anthropology	MA
Anthropology	Anthropology	Cultural Anthropology	PhD

UTK Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Anthropology	Anthropology	Disasters, Displacement and Human Rights	BA
Anthropology	Anthropology	Forensic Anthropology	BA
Anthropology	Anthropology	Honors Anthropology	BA
Anthropology	Anthropology	Mediterranean Archaeology	MA
Anthropology	Anthropology	Zooarchaeology	PhD
Anthropology	Disasters, Displacement and Human Rights		Gr Cert
Art, School of	Art		BA
Art, School of	Art	Ceramics	MFA
Art, School of	Art	Painting/Drawing	MFA
Art, School of	Art	Printmaking	MFA
Art, School of	Art	Sculpture	MFA
Art, School of	Art	Time-Based Art	MFA
Art, School of	Art History		BA
Art, School of	Studio Art	Time-Based Arts	BFA
Art, School of	Studio Art	Three-Dimensional Arts	BFA
Art, School of	Studio Art	Two-Dimensional Arts	BFA
Art, School of	Cinema Studies		BA
Art, School of	Cinema Studies	Honors	BA
Biochem & Cellular & Molecular Biology	Biochem/Cell/Molecular Biology		MS
Biochem & Cellular & Molecular Biology	Biochem/Cell/Molecular Biology		PhD
Biology, Division of	Biological Sciences	Biochemistry/Cell/Molecular Biology	BS
Biology, Division of	Biological Sciences	Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Biochemistry/Cell/Molecular Biology	BS
Biology, Division of	Biological Sciences	Honors Ecology & Evolutionary Biology	BS
Biology, Division of	Biological Sciences	Honors Microbiology	BS
Biology, Division of	Biological Sciences	Microbiology	BS
Biology, Division of	Biological Sciences	The Biology of Global Health	BS
Biology, Division of	Biological Sciences	Honors The Biology of Global Health	BS
Chemistry	Chemistry	Analytical Chemistry	MS
Chemistry	Chemistry	Analytical Chemistry	PhD
Chemistry	Chemistry	Chemical Physics	PhD
Chemistry	Chemistry	Environmental Chemistry	MS
Chemistry	Chemistry	Environmental Chemistry	PhD
Chemistry	Chemistry		BS
Chemistry	Chemistry	Honors	BS
Chemistry	Chemistry		BSCH
Chemistry	Chemistry	Honors	BSCH
Chemistry	Chemistry	Inorganic Chemistry	MS
Chemistry	Chemistry	Inorganic Chemistry	PhD
Chemistry	Chemistry	Organic Chemistry	MS
Chemistry	Chemistry	Organic Chemistry	PhD
Chemistry	Chemistry	Physical Chemistry	MS
Chemistry	Chemistry	Physical Chemistry	PhD
Chemistry	Chemistry	Polymer Chemistry	MS
Chemistry	Chemistry	Polymer Chemistry	PhD
Chemistry	Chemistry	Theoretical Chemistry	PhD
Chemistry	Radiochemistry		Gr Cert
Classics	Classics	Classical Archaeology	BA
Classics	Classics	Classical Civilization	BA
Classics	Classics	Classical Languages	BA
Classics	Classics	Classical Languages - Pre-Professional Certificate	UG Cert
Classics	Classics	Honors Classical Civilization	BA
Classics	Classics	Honors Classical Languages	BA
Classics	Classics	Honors Greek	BA
Classics	Classics	Honors Latin	BA
Classics	Classics	Latin	BA
College Scholars Program	College Scholars Program		BA
Earth & Planetary Sciences	Geology		MS
Earth & Planetary Sciences	Geology		PhD

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UTK Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Earth & Planetary Sciences	Geology & Environmental Studies	Environmental Studies	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Geology	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Environmental Studies	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Honors Geology	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Planetary Geoscience	BS
Earth & Planetary Sciences	Geology & Environmental Studies	Water Science	BS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Behavior	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Ecology	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Ecology	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Energy Science & Engineering	PhD
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Evolutionary Biology	MS
Ecology & Evolutionary Biology	Ecology & Evolutionary Biology	Evolutionary Biology	PhD
Economics (Intercollegiate)	Economics		BA
Economics (Intercollegiate)	Economics	Honors Economics	BA
English	Creative Writing		MFA
English	English		MA
English	English	Creative Writing	BA
English	English	Creative Writing	PhD
English	English	Honors Creative Writing	BA
English	English	Honors Individualized Program	BA
English	English	Honors Literature	BA
English	English	Honors Rhetoric & Writing	BA
English	English	Honors Technical Communication	BA
English	English	Individualized Program	BA
English	English	Literature	BA
English	English	Literature, Criticism, & Textual Studies	MA
English	English	Literature, Criticism, & Textual Studies	PhD
English	English	Rhetoric & Writing	BA
English	English	Rhetoric, Writing & Linguistics	MA
English	English	Rhetoric, Writing & Linguistics	PhD
English	English	Technical Communication	BA
English	Digital Humanities		Gr Cert
Geography	Geography		MS
Geography	Geography		PhD
Geography	Geography	Climate & Climate Change	BA
Geography	Geography	Geospatial Science & Technology	BA
Geography	Geographic Information Science and Technology		BS
Geography	Geography	Honors Climate & Climate Change	BA
Geography	Geography	Honors Geospatial Science & Technology	BA
Geography	Geography	Honors Landscapes & Environment	BA
Geography	Geography	Honors Space, Society, & Culture	BA
Geography	Geography	Honors World Cities & Economies	BA
Geography	Geography	Landscapes & Environment	BA
Geography	Geography	Space, Society, & Culture	BA
Geography	Geography	World Cities & Economies	BA
Geography	Sustainability		BA
History	History		BA
History	History		MA
History	History	Honors History	BA
History	History	History of Science, Medicine, and Technology	BA
Interdepartmental/Intercollegiate	Life Sciences	Genome Science and Technology	MS
Interdepartmental/Intercollegiate	Life Sciences	Genome Science and Technology	PhD
Interdepartmental/Intercollegiate	Life Sciences	Plant Physiology & Genetics	MS
Interdepartmental/Intercollegiate	Life Sciences	Plant Physiology & Genetics	PhD
Interdisciplinary Programs	Africana Studies		Gr Cert
Interdisciplinary Programs	Interdisciplinary Programs	Africana Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Asian Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Cultures and Societies	BA

UTK Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Interdisciplinary Programs	Interdisciplinary Programs	Data Science	BA
Interdisciplinary Programs	Interdisciplinary Programs	Jewish Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Latin American & Caribbean Studies - Brazilian Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Latin American & Caribbean Studies -General Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Linguistics	BA
Interdisciplinary Programs	Interdisciplinary Programs	Medieval & Renaissance Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Middle East Studies	BA
Interdisciplinary Programs	Interdisciplinary Programs	Public Policy and Administration	BA
Interdisciplinary Programs	Interdisciplinary Programs	Women, Gender, and Sexuality	BA
Interdisciplinary Programs	Linguistics		Gr Cert
Interdisciplinary Programs	Medieval Studies		Gr Cert
Interdisciplinary Programs	Social Theory		Gr Cert
Interdisciplinary Programs	Women, Gender, and Sexuality		Gr Cert
Mathematics	Mathematics		MMAT
Mathematics	Mathematics	Applied Mathematics	BS
Mathematics	Mathematics	Honors Mathematics	BS
Mathematics	Mathematics	Mathematics	BS
Mathematics	Mathematics	Math Biology	BS
Mathematics	Mathematics	Math Education	BS
Mathematics	Mathematics	Mathematical Biology	PhD
Mathematics	Mathematics	Theoretical Math	BS
Mathematics	Mathematics		Gr Cert
Microbiology	Microbiology		MS
Microbiology	Microbiology		PhD
Modern Foreign Languages & Literatures	French	Five Year BA/MA	MA
Modern Foreign Languages & Literatures	German	Five Year BA/MA	MA
Modern Foreign Languages & Literatures	Spanish		MA
Modern Foreign Languages & Literatures	Spanish	Applied Linguistics & Second Language Studies	MA
Modern Foreign Languages & Literatures	Spanish	Literary & Cultural Studies	MA
Modern Foreign Languages & Literatures	Spanish	Five Year BA/MA: Hispanic Studies	MA
Modern Foreign Languages & Literatures	Modern Foreign Languages	Applied Linguistics (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	French (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	German (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Italian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Latin American Studies (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Portuguese (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Russian (2nd Concentration Only)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages	Spanish (1st & 2nd Concentration)	PhD
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Five-Year BA/MA Program: French & Francophone Studies	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Five-Year BA/MA Program: German	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Five Year BA/MA Program: Hispanic Studies	BA/MA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Honors Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Arabic	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Chinese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-French & Francophone Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-German	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Hispanic Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Italian	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Japanese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Portuguese	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Language & World Business-Russian Studies	BA
Modern Foreign Languages & Literatures	Modern Foreign Languages & Literatures	Russian Studies	BA
Music, School of	Artist Certificate in Keyboard Performance		Gr Cert
Music, School of	Artistic Certificate in String Performance		Gr Cert

UTK Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Music, School of	Music	Applied Music	BA
Music, School of	Music	Brass Instruments	BM
Music, School of	Music	Choral Conducting	MMusic
Music, School of	Music	Collaborative Piano	MMusic
Music, School of	Music	Composition	MMusic
Music, School of	Music	Instrumental Conducting	MMusic
Music, School of	Music	Jazz	MMusic
Music, School of	Music	Music Business Administration	BA
Music, School of	Music	Music and Culture	BA
Music, School of	Music	Music Education	MMusic
Music, School of	Music	Music Education – String Emphasis Traditional Track	BM
Music, School of	Music	Music Education – String Emphasis 5th Year Track	BM
Music, School of	Music	Music Education – String Jazz Emphasis Traditional Track	BM
Music, School of	Music	Music Education – String Jazz Emphasis 5th Year Track	BM
Music, School of	Music	Music Education – Vocal-General/Keyboard Emphasis Traditional Track	BM
Music, School of	Music	Music Education – Vocal-General/Keyboard Emphasis, 5th-Year Track	BM
Music, School of	Music	Music Education – Vocal-General/Vocal Emphasis Traditional Track	BM
Music, School of	Music	Music Education – Vocal-General/Vocal Emphasis 5th-Year Track	BM
Music, School of	Music	Music Education – Woodwind/Brass/ Percussion Emphasis Traditional Track	BM
Music, School of	Music	Music Education – Woodwind/Brass/ Percussion Emphasis 5th-Year Track	BM
Music, School of	Music	Music Education – Woodwind/Brass/ Percussion Jazz Emphasis Traditional Track	BM
Music, School of	Music	Music Education – Woodwind/Brass/ Percussion Jazz Emphasis 5th-year Track	BM
Music, School of	Music	Music Technology Certificate	UG Cert
Music, School of	Music	Music Theory	MMusic
Music, School of	Music	Musicology	MMusic
Music, School of	Music	Organ	BM
Music, School of	Music	Performance	MMusic
Music, School of	Music	Piano	BM
Music, School of	Music	Piano Pedagogy	BM
Music, School of	Music	Sacred Music - Organ Track	BM
Music, School of	Music	Sacred Music - Piano Track	BM
Music, School of	Music	Sacred Music - Voice Track	BM
Music, School of	Music	Strings	BM
Music, School of	Music	Studio Music and Jazz	BM
Music, School of	Music	Theory/ Composition	BM
Music, School of	Music	Voice	BM
Music, School of	Music	Percussion Instruments	BM
Music, School of	Music	Woodwind Instruments	BM
Music, School of	Music Theory Pedagogy		Gr Cert
Music, School of	Artist Certificate in Percussion Performance		Gr Cert
Music, School of	Artist Certificate in Woodwind Performance		Gr Cert
Philosophy	Philosophy		PhD
Philosophy	Philosophy	Dual JD-MA	JD-MA
Philosophy	Philosophy	Five-Year BA/MA Program	BA
Philosophy	Philosophy	Honors Five-Year BA/MA Program	BA
Philosophy	Philosophy		BA
Philosophy	Philosophy	Honors	BA
Philosophy	Philosophy	Honors Philosophy of Science & Medicine	BA
Philosophy	Philosophy	Legal & Political Philosophy	BA
Philosophy	Philosophy	Philosophy of Science & Medicine	BA
Physics & Astronomy	Physics	Academic	BS
Physics & Astronomy	Physics	Astronomy	BS
Physics & Astronomy	Physics	Astrophysics	MS
Physics & Astronomy	Physics	Astrophysics	PhD
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	MS
Physics & Astronomy	Physics	Atomic, Molec., Optical & Low Temp. Physics	PhD
Physics & Astronomy	Physics	Biophysics	MS
Physics & Astronomy	Physics	Biophysics	PhD
Physics & Astronomy	Physics	Chemical Physics	MS

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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Physics & Astronomy	Physics	Chemical Physics	PhD
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	MS
Physics & Astronomy	Physics	Condensed Matter & Surface Physics	PhD
Physics & Astronomy	Physics	Elementary Particle Physics	MS
Physics & Astronomy	Physics	Elementary Particle Physics	PhD
Physics & Astronomy	Physics	Energy Science & Engineering	PhD
Physics & Astronomy	Physics	Five Year BS/MS	BS/MS
Physics & Astronomy	Physics	Geophysics	MS
Physics & Astronomy	Physics	Honors Academic	BS
Physics & Astronomy	Physics	Honors Astronomy	BS
Physics & Astronomy	Physics	Mathematical & Computational Physics	MS
Physics & Astronomy	Physics	Mathematical & Computational Physics	PhD
Physics & Astronomy	Physics	Nanomaterials	PhD
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	MS
Physics & Astronomy	Physics	Nuclear & Relativistic Heavy Ion Physics	PhD
Physics & Astronomy	Physics	Theoretical Physics	MS
Physics & Astronomy	Physics	Theoretical Physics	PhD
Physics & Astronomy	Physics		BA
Political Science	Global Security Studies		Gr Cert
Political Science	Political Science		BA
Political Science	Political Science		MA
Political Science	Political Science		PhD
Political Science	Political Science	Five-Year BA/MPPA	BA
Political Science	Political Science	Honors Political Science	BA
Political Science	Political Science	International Affairs	BA
Political Science	Political Science	Law and Courts	BA
Political Science	Political Science	Public Administration	BA
Political Science	Public Policy & Administration	Five Year BA/MPPA	MPPA
Political Science	Public Policy & Administration	Dual JD-MPPA Program	MPPA
Pre-Professional Programs	Medical Laboratory Science		BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Dentistry	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Law	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Medicine	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Pharmacy	BS
Pre-Professional Programs	Pre-Professional Programs	Pre-Veterinary Medicine	BS
Psychology	Neuroscience		BS
Psychology	Neuroscience	Honors Neuroscience	BS
Psychology	Psychology	Clinical Psychology	PhD
Psychology	Psychology	Counseling Psychology	PhD
Psychology	Psychology	Experimental Psychology	MA
Psychology	Psychology	Experimental Psychology	PhD
Psychology	Psychology	General Psychology	MA
Psychology	Psychology		BA
Religious Studies	Religious Studies		BA
Religious Studies	Religious Studies	Honors Religious Studies	BA
Religious Studies	Religious Studies	Religion and Nonprofit Leadership	BA
Religious Studies	Religious Studies	Religion, Race and Ethnicity	BA
Sociology	Global Studies	Global Politics and Economy	BA
Sociology	Global Studies	Global Society and Culture	BA
Sociology	Global Studies	Language, Politics and Culture	BA
Sociology	Global Studies		Gr Cert
Sociology	Sociology	Applied Sociology	MA
Sociology	Sociology	Criminology	MA
Sociology	Sociology	Criminology	PhD
Sociology	Sociology	Criminology & Criminal Justice	BA
Sociology	Sociology	Critical Race & Ethnic Studies	MA
Sociology	Sociology	Critical Race & Ethnic Studies	PhD
Sociology	Sociology	Critical Race & Ethnic Studies	BA
Sociology	Sociology	Environmental Sociology	BA

UTK Comprehensive List of Academic Programs
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College of Arts & Sciences			
Department	**Major**	**Concentration**	**Degree**
Sociology	Sociology	Environmental Sociology	MA
Sociology	Sociology	Environmental Sociology	PhD
Sociology	Sociology	Honors Criminology and Criminal Justice	BA
Sociology	Sociology	Honors Critical Race & Ethnic Studies	BA
Sociology	Sociology	Honors Environmental Sociology	BA
Sociology	Sociology	Honors	BA
Sociology	Sociology	Political Economy & Globalization	MA
Sociology	Sociology	Political Economy & Globalization	PhD
Sociology	Sociology		BA
Statistics (Intercollegiate)	Statistics		BS
Theatre	Theatre		BA
Theatre	Theatre	Acting	MFA
Theatre	Theatre	Acting	BA
Theatre	Theatre	Costume Design	MFA
Theatre	Theatre	Design & Technology	BA
Theatre	Theatre	Honors	BA
Theatre	Theatre	Lighting Design	MFA
Theatre	Theatre	Scene Design	MFA
Theatre	Theatre	Sound & Digital Media	MFA
College of Business Administration			
Department	**Major**	**Concentration**	**Degree**
Accounting & Information Management	Accounting	Audit and Controls	MAcc
Accounting & Information Management	Accounting	Collateral Option	BSBA
Accounting & Information Management	Accounting	Information Management	MAcc
Accounting & Information Management	Accounting	Integrated Business & Engineering	BSBA
Accounting & Information Management	Accounting	International Business	BSBA
Accounting & Information Management	Accounting	Taxation	MAcc
Business Administration (Intercollegiate)	Public Administration		BSBA
Business Analytics	Business Analytics	Collateral Option	BSBA
Business Analytics	Business Analytics	Information Management	BSBA
Business Analytics	Business Analytics	Integrated Business & Engineering	BSBA
Business Analytics	Business Analytics	International Business	BSBA
Business Analytics	Business Analytics	Marketing	BSBA
Business Analytics	Business Analytics	Supply Chain Management	BSBA
Business Analytics and Statistics	Business Analytics		MS
Business Analytics and Statistics	Business Analytics	Dual MS-MBA Program	MS
Business Analytics and Statistics	Management Science	Analytics	PhD
Business Analytics and Statistics	Statistics	Intercollegiate Graduate Statistics and Data Science	MS
Economics	Economics		MA
Economics	Economics		PhD
Economics	Economics	Business Analytics	BSBA
Economics	Economics	International Business	BSBA
Economics	Economics	Traditional Option	BSBA
Finance	Finance	Business Analytics	BSBA
Finance	Finance	Collateral Option	BSBA
Finance	Finance	Integrated Business & Engineering	BSBA
Finance	Finance	International Business	BSBA
Interdepartmental	Business Administration	Accounting	PhD
Interdepartmental	Business Administration	Aerospace & Defense MBA	MBA
Interdepartmental	Business Administration	Business Analytics	MBA
Interdepartmental	Business Administration	Consulting	MBA
Interdepartmental	Business Administration	Dual JD-MBA Program	MBA
Interdepartmental	Business Administration	Dual MS-MBA Program	MBA
Interdepartmental	Business Administration	Entrepreneurship and Innovation	MBA
Interdepartmental	Business Administration	Executive MBA	MBA
Interdepartmental	Business Administration	Finance	MBA
Interdepartmental	Business Administration	Finance	PhD
Interdepartmental	Business Administration	Marketing	PhD
Interdepartmental	Business Administration	Online MBA	MBA

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College of Business Administration			
Department	**Major**	**Concentration**	**Degree**
Interdepartmental	Business Administration	Physician Executive MBA	MBA
Interdepartmental	Business Administration	Professional MBA	MBA
Interdepartmental	Business Administration	Statistics	PhD
Interdepartmental	Business Administration	Strategy, Entrepreneurship & Organizations	PhD
Interdepartmental	Business Administration	Supply Chain Management	MBA
Interdepartmental	Business Administration	Supply Chain Management	PhD
Management	Human Resource Management	Collateral Option	BSBA
Management	Human Resource Management	Integrated Business & Engineering	BSBA
Management	Human Resource Management	International Business	BSBA
Management	Management	Collateral Option	BSBA
Management	Management	Integrated Business & Engineering	BSBA
Management	Management	International Business	BSBA
Management & Entrepreneurship	Business Administration	Consulting	MBA
Management & Entrepreneurship	Management & Human Resources		MS
Marketing	Marketing	Business Analytics	BSBA
Marketing	Marketing	Collateral Option	BSBA
Marketing	Marketing	Information Management	BSBA
Marketing	Marketing	Integrated Business & Engineering	BSBA
Marketing	Marketing	International Business	BSBA
Marketing	Marketing	Supply Chain Management	BSBA
Marketing	Marketing		MS-MARK
Supply Chain Management	Supply Chain Management		MS
Supply Chain Management	Supply Chain Management		Gr Cert
Supply Chain Management	Supply Chain Management	Business Analytics	BSBA
Supply Chain Management	Supply Chain Management	Collateral Option	BSBA
Supply Chain Management	Supply Chain Management	Information Management	BSBA
Supply Chain Management	Supply Chain Management	Integrated Business & Engineering	BSBA
Supply Chain Management	Business Analytics		MS
Supply Chain Management	Supply Chain Management	International Business	BSBA
College of Communication & Information			
Department	**Major**	**Concentration**	**Degree**
Advertising & Public Relations, School of	Advertising		BSC
Advertising & Public Relations, School of	Advertising	Five-Year BS/MS Program	BSC
Advertising & Public Relations, School of	Public Relations		BSC
Advertising & Public Relations, School of	Public Relations	Five-Year BS/MS Program	BSC
Communication Studies, School of	Communication Studies		BAC
Communication Studies, School of	Communication Studies	Honors Communication Studies	BAC
Information Sciences, School of	Information Sciences		MS
Information Sciences, School of	Information Sciences		BSIS
Information Sciences, School of	Research Data Management		Gr Cert
Information Sciences, School of	Youth Informatics		Gr Cert
Interdepartmental	Communication & Information	Advertising	MS
Interdepartmental	Communication & Information	Advertising	PhD
Interdepartmental	Communication & Information	Advertising and Public Relations	MS
Interdepartmental	Communication & Information	Communication Studies	MS
Interdepartmental	Communication & Information	Communication Studies	PhD
Interdepartmental	Communication & Information	Information Sciences	PhD
Interdepartmental	Communication & Information	Journalism & Electronic Media	MS
Interdepartmental	Communication & Information	Journalism & Electronic Media	PhD
Interdepartmental	Communication & Information	Journalism & Electronic Media 4+1	MS
Interdepartmental	Communication & Information	Public Relations	MS
Interdepartmental	Communication & Information	Public Relations	PhD
Interdepartmental	Communication & Information	Strategic & Digital Communication	MS
Journalism & Electronic Media, School of	Journalism & Electronic Media		BSC
Journalism & Electronic Media, School of	Journalism & Electronic Media	Creative Media	BSC
Journalism & Electronic Media, School of	Journalism & Electronic Media	News	BSC
Journalism & Electronic Media, School of	Journalism & Electronic Media	Science Communication	BSC
Journalism & Electronic Media, School of	Journalism & Electronic Media	Sports Communication	BSC

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College of Education, Health & Human Sciences			
Department	**Major**	**Concentration**	**Degree**
Child & Family Studies	Child & Family Studies		PhD
Child & Family Studies	Child & Family Studies	Community Outreach	BSHHS
Child & Family Studies	Child & Family Studies	Early Childhood Education Teacher Licensure PreK-3	BSHHS
Child & Family Studies	Child & Family Studies	Early Development and Learning PreK-K	BSHHS
Child & Family Studies	Child & Family Studies	General-Emphasis	MS
Child & Family Studies	Child & Family Studies	Teacher-Licensure (PreK-3)	MS
Child & Family Studies	International, Children, Youth, & Families		Gr Cert
Educational Leadership & Policy Studies	College Student Personnel		MS
Educational Leadership & Policy Studies	Education	Educational Administration	EdS
Educational Leadership & Policy Studies	Educational Administration	Higher Education Administration	MS
Educational Leadership & Policy Studies	Educational Administration	Instructional Leadership	MS
Educational Leadership & Policy Studies	Educational Leadership		EdD
Educational Leadership & Policy Studies	Higher Education Administration		PhD
Educational Leadership & Policy Studies	Instructional Leadership		Gr Cert
Educational Psychology & Counseling	Counseling	Clinical Mental Health Counseling	MS
Educational Psychology & Counseling	Counseling	School Counseling	MS
Educational Psychology & Counseling	Counselor Education		PhD
Educational Psychology & Counseling	Education	Instructional Technology	MS
Educational Psychology & Counseling	Education	Instrucional Technology	MS
Educational Psychology & Counseling	Education	Evaluation Methodology	MS
Educational Psychology & Counseling	Education	School Counseling	EdS
Educational Psychology & Counseling	Education	School Psychology	EdS
Educational Psychology & Counseling	Educational Psychology	Adult Education	MS
Educational Psychology & Counseling	Educational Psychology	Applied Educational Psychology	MS
Educational Psychology & Counseling	Educational Psychology & Research	Adult Learning	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Applied Educational Psychology	PhD
Educational Psychology & Counseling	Educational Psychology & Research	Evaluation, Statistics & Methodology	PhD
Educational Psychology & Counseling	Adult Learning in Professional Settings		Gr Cert
Educational Psychology & Counseling	Evaluation, Statistics, and Measurement		Gr Cert
Educational Psychology & Counseling	Grief, Loss, and Trauma		Gr Cert
Educational Psychology & Counseling	Online Teaching and Learning		Gr Cert
Educational Psychology & Counseling	Qualitative Research Methods in Educations		Gr Cert
Educational Psychology & Counseling	School Psychology		PhD
Interdepartmental	Education	Leadership Studies in Education	PhD
Interdepartmental	Education	Learning Environments and Educational Studies	PhD
Interdepartmental	Education	Learning, Design, & Technology	PhD
Interdepartmental	Education	Teacher Education	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology		BS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Biomechanics	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Exercise Physiology	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology	Sport Psychology and Motor Behavior	MS
Kinesiology, Recreation, & Sport Studies	Kinesiology and Sport Studies	Kinesiology	PhD
Kinesiology, Recreation, & Sport Studies	Kinesiology and Sport Studies	Sport Studies	PhD
Kinesiology, Recreation, & Sport Studies	Sport Management		BSRSM
Kinesiology, Recreation, & Sport Studies	Therapeutic Recreation		BSRSM
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Sport Management	MS
Kinesiology, Recreation, & Sport Studies	Recreation and Sport Management	Therapeutic Recreation	MS
Nutrition	Nutrition	Biomedical Nutrition Science	BSHHS
Nutrition	Nutrition	Biomedical Nutrition Science	MS
Nutrition	Nutrition	Biomedical Nutrition Science – Five-Year BS/MS	BSHHS
Nutrition	Nutrition	Clinical Nutrition and Dietetics	MS
Nutrition	Nutrition	Community Nutrition	BSHHS
Nutrition	Nutrition	Community Nutrition – Five-Year BS/MS	BSHHS
Nutrition	Nutrition	Community Nutrition	MS
Nutrition	Nutrition	Dietetics	BSHHS
Nutrition	Nutrition	Dual MS-MPH Program	MS-MPH
Nutrition	Nutrition	Public Health Nutrition	MS
Nutrition	Nutritional Sciences	Implementation Science in Community Nutrition	PhD
Nutrition	Nutritional Sciences	Biomedical Nutrition Science	PhD

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College of Education, Health & Human Sciences			
Department	**Major**	**Concentration**	**Degree**
Public Health	Food Safety		Gr Cert
Public Health	Public Health		DrPH
Public Health	Public Health	Community Health Education	MPH
Public Health	Public Health	Dual MS-MPH Program	MS-MPH
Public Health	Public Health	Epidemiology	MPH
Public Health	Public Health	Gerontology	MPH
Public Health	Public Health	Health Policy and Management	MPH
Public Health	Public Health	Public Health Sciences	BSPH
Public Health	Public Health	Veterinary Public Health	MPH
Public Health	Public Health Sciences		PhD
Retail, Hospitality, & Tourism Management	Hospitality and Tourism Management		BSRHTM
Retail, Hospitality, & Tourism Management	Retail & Merchandising Management		BSRHTM
Retail, Hospitality, & Tourism Management	Retail, Hospitality, & Tourism Management		PhD
Theory & Practice in Teacher Education	American Sign Language Education		Gr Cert
Theory & Practice in Teacher Education	Art Education		Gr Cert
Theory & Practice in Teacher Education	Audiology & Speech Pathology		BSASP
Theory & Practice in Teacher Education	Deaf Studies	ASL Education	BSED
Theory & Practice in Teacher Education	Deaf Studies	ASL Education (Art Education Undergraduate Internship Specialization)	BSED
Theory & Practice in Teacher Education	Deaf Studies	ASL Education (Undergraduate Internship Program)	BSED
Theory & Practice in Teacher Education	Deaf Studies	Deaf Education (Elementary Education Specialization)	BSED
Theory & Practice in Teacher Education	Deaf Studies	Deaf Education (Secondary Education Specialization)	BSED
Theory & Practice in Teacher Education	Deaf Studies	Educational Interpreting	BSED
Theory & Practice in Teacher Education	Education	Elementary Education (Undergraduate Internship)	BSED
Theory & Practice in Teacher Education	Education	Elementary Education (English as a Second Language Education Undergraduate Internship Specialization)	BSED
Theory & Practice in Teacher Education	Education	Elementary Education - 5-year Internship Specialization	BSED
Theory & Practice in Teacher Education	Education	Elementary Education (Interventionist Special Education Undergraduate Internship Specialization)	BSED
Theory & Practice in Teacher Education	Education	Elementary Education (Middle Grades Math Undergraduate Internship Specialization)	BSED
Theory & Practice in Teacher Education	Education	Elementary Education (Middle Grades Science Undergraduate Internship Specialization)	BSED
Theory & Practice in Teacher Education	Education	Second Language Education - World Language and ESL Specialization	BSED
Theory & Practice in Teacher Education	Education	Second Language Education (World Language Education Specialization)	BSED
Theory & Practice in Teacher Education	Education	Secondary Social Science Education	BSED
Theory & Practice in Teacher Education	Education	STEM Secondary (VolsTeach 6-12 Biology Specialization)	BSED
Theory & Practice in Teacher Education	Education	STEM Secondary (VolsTeach 6-12 Chemistry Specialization)	BSED
Theory & Practice in Teacher Education	Education	STEM Secondary (VolsTeach 6-12 Earth Science Specialization)	BSED
Theory & Practice in Teacher Education	Education	VolsTeach Secondary STEM - Middle Grades Math Specialization	BSED
Theory & Practice in Teacher Education	Education	VolsTeach Secondary STEM - Middle Grades Science Specialization	BSED
Theory & Practice in Teacher Education	Education of the Deaf and Hard of Hearing (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Educational Data Science		Gr Cert
Theory & Practice in Teacher Education	Educational Technology		Gr Cert
Theory & Practice in Teacher Education	Elementary Education		Gr Cert
Theory & Practice in Teacher Education	English as a Second Language (PreK-12)		Gr Cert
Theory & Practice in Teacher Education	Gifted Education (Prek-12)		Gr Cert
Theory & Practice in Teacher Education	Literacy Specialist		Gr Cert
Theory & Practice in Teacher Education	Rehabilitation Counseling for the Deaf		Gr Cert
Theory & Practice in Teacher Education	Secondary English Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Mathematics Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Science Education		Gr Cert
Theory & Practice in Teacher Education	Secondary Social Science Education		Gr Cert
Theory & Practice in Teacher Education	Social Justice Education		Gr Cert
Theory & Practice in Teacher Education	Special Education	Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Undergraduate Internship Program)	BSEd
Theory & Practice in Teacher Education	Special Education	Interventionist (K-8 and 6-12) and Comprehensive (K-12) Special Education (Graduate Professional Internship Program)	BSEd
Theory & Practice in Teacher Education	Special Education Comprehensive K-12		Gr Cert
Theory & Practice in Teacher Education	Special Education Interventionist K-8 & 6-12		Gr Cert
Theory & Practice in Teacher Education	STEM Leadership		Gr Cert
Theory & Practice in Teacher Education	Teacher Education	Applied Behavior Analysis	MS
Theory & Practice in Teacher Education	Teacher Education	Applied Behavior Analysis	EdS
Theory & Practice in Teacher Education	Teacher Education	Art Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Art Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	ASL Education Professional Internship	MS

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College of Education, Health & Human Sciences			
Department	**Major**	**Concentration**	**Degree**
Theory & Practice in Teacher Education	Teacher Education	Education of the Deaf and Hard of Hearing Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Studies	MS
Theory & Practice in Teacher Education	Teacher Education	Educational Technology	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Elementary Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	English Education	EdS
Theory & Practice in Teacher Education	Teacher Education	English Education and English as a Second Language Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Literacy Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Mathematics Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Practitioner	EdS
Theory & Practice in Teacher Education	Teacher Education	Practitioner	MS
Theory & Practice in Teacher Education	Teacher Education	Science Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Science Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Social Science Education Special Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Social Sciences Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Special Education	EdS
Theory & Practice in Teacher Education	Teacher Education	Special Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	Teaching and Learning	EdS
Theory & Practice in Teacher Education	Teacher Education	World Language Education Professional Internship	MS
Theory & Practice in Teacher Education	Teacher Education	World Language/ESL Education	EdS
Theory & Practice in Teacher Education	World Languages (PreK-12)		Gr Cert
College of Engineering			
Department	**Major**	**Concentration**	**Degree**
Chemical & Biomolecular Engineering	Chemical Engineering		MS
Chemical & Biomolecular Engineering	Chemical Engineering		PhD
Chemical & Biomolecular Engineering	Chemical Engineering		BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Biomolecular Engineering	BSCHE
Chemical & Biomolecular Engineering	Chemical Engineering	Dual MS-MBA Program	MS-MBA
Chemical & Biomolecular Engineering	Chemical Engineering	Energy Science and Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Climate Impacts Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Construction Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Dual MS-MBA Program	MS-MBA
Civil & Environmental Engineering	Civil Engineering	Energy Science and Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Environmental Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Five-Year BSCE/MS	BSCE
Civil & Environmental Engineering	Civil Engineering	Five-Year BSCE/MS	MS
Civil & Environmental Engineering	Civil Engineering	Geotechnical/Materials Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Geotechnical/Materials Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Five Year BSCE/MS	BSCE
Civil & Environmental Engineering	Civil Engineering		BSCE/MS
Civil & Environmental Engineering	Civil Engineering	Honors Civil Engineering	BSCE
Civil & Environmental Engineering	Civil Engineering	Public Works Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Public Works Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Structural Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Structural Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Transportation & Infrastructure Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Transportation Engineering	MS
Civil & Environmental Engineering	Civil Engineering	Transportation Engineering	PhD
Civil & Environmental Engineering	Civil Engineering	Water Resources Engineering	PhD
Civil & Environmental Engineering	Environmental Engineering	Dual MS-MBA Program	MS-MBA
Civil & Environmental Engineering	Environmental Engineering	Five Year BSCE/MS	MS
Civil & Environmental Engineering	Environmental Engineering	Water Resources Engineering	MS
Electrical Eng & Computer Science	Artificial Intelligence & Machine Learning		Gr Cert
Electrical Eng & Computer Science	Computer Engineering	Computer Architecture	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Architecture	PhD
Electrical Eng & Computer Science	Computer Engineering	Computer Networks	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Networks	PhD

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College of Engineering			
Department	**Major**	**Concentration**	**Degree**
Electrical Eng & Computer Science	Computer Engineering	Computer Vision	MS
Electrical Eng & Computer Science	Computer Engineering	Computer Vision	PhD
Electrical Eng & Computer Science	Computer Engineering	Cybersecurity	MS
Electrical Eng & Computer Science	Computer Engineering	Cybersecurity	PhD
Electrical Eng & Computer Science	Computer Engineering	Data Analytics	MS
Electrical Eng & Computer Science	Computer Engineering	Data Analytics	PhD
Electrical Eng & Computer Science	Computer Engineering	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Computer Engineering	Embedded Systems	MS
Electrical Eng & Computer Science	Computer Engineering	Embedded Systems	PhD
Electrical Eng & Computer Science	Computer Engineering	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Computer Engineering	Five-Year BS/MS Program	BSCOME
Electrical Eng & Computer Science	Computer Engineering	Five-Year BS/MS Program	MS
Electrical Eng & Computer Science	Computer Engineering		BSCOME
Electrical Eng & Computer Science	Computer Engineering	Honors Computer Engineering	BSCOME
Electrical Eng & Computer Science	Computer Engineering	Honors Five-Year BS/MS Program	BSCOME
Electrical Eng & Computer Science	Computer Engineering	Image Processing	MS
Electrical Eng & Computer Science	Computer Engineering	Image Processing	PhD
Electrical Eng & Computer Science	Computer Engineering	Information Systems	MS
Electrical Eng & Computer Science	Computer Engineering	Information Systems	PhD
Electrical Eng & Computer Science	Computer Engineering	Signal Processing	MS
Electrical Eng & Computer Science	Computer Engineering	Signal Processing	PhD
Electrical Eng & Computer Science	Computer Engineering	VLSI System Design	MS
Electrical Eng & Computer Science	Computer Engineering	VLSI System Design	PhD
Electrical Eng & Computer Science	Computer Science	Applied Cybersecurity	MS
Electrical Eng & Computer Science	Computer Science	Computational Imaging	MS
Electrical Eng & Computer Science	Computer Science	Computational Imaging	PhD
Electrical Eng & Computer Science	Computer Science	Computer-Human Interaction	MS
Electrical Eng & Computer Science	Computer Science	Computer-Human Interaction	PhD
Electrical Eng & Computer Science	Computer Science	Cybersecurity	MS
Electrical Eng & Computer Science	Computer Science	Cybersecurity	PhD
Electrical Eng & Computer Science	Computer Science	Data Analytics	MS
Electrical Eng & Computer Science	Computer Science	Data Analytics	PhD
Electrical Eng & Computer Science	Computer Science	Data Mining	MS
Electrical Eng & Computer Science	Computer Science	Data Mining	PhD
Electrical Eng & Computer Science	Computer Science	Data Visualization	MS
Electrical Eng & Computer Science	Computer Science	Data Visualization	PhD
Electrical Eng & Computer Science	Computer Science	Discrete Optimization	MS
Electrical Eng & Computer Science	Computer Science	Discrete Optimization	PhD
Electrical Eng & Computer Science	Computer Science	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Computer Science	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Computer Science	Five-Year BS/MS Program	BSCS
Electrical Eng & Computer Science	Computer Science	Five-Year BS/MS Program	MS
Electrical Eng & Computer Science	Computer Science	High Performance Computing	MS
Electrical Eng & Computer Science	Computer Science	High Performance Computing	PhD
Electrical Eng & Computer Science	Computer Science		BSCS
Electrical Eng & Computer Science	Computer Science	Honors Computer Science	BSCS
Electrical Eng & Computer Science	Computer Science	Five-Year BS/MS Program	BSCS
Electrical Eng & Computer Science	Computer Science	Honors Five-Year BS/MS Program	BSCS
Electrical Eng & Computer Science	Computer Science	Intelligent Systems and Machine Learning	MS
Electrical Eng & Computer Science	Computer Science	Intelligent Systems and Machine Learning	PhD
Electrical Eng & Computer Science	Computer Science	Life Science Applications	MS
Electrical Eng & Computer Science	Computer Science	Life Science Applications	PhD
Electrical Eng & Computer Science	Computer Science	Software Engineering	MS
Electrical Eng & Computer Science	Computer Science	Software Systems	MS
Electrical Eng & Computer Science	Computer Science	Software Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	MS
Electrical Eng & Computer Science	Electrical Engineering	Automotive Manufacturing and Technology	PhD
Electrical Eng & Computer Science	Electrical Engineering	Communications	MS
Electrical Eng & Computer Science	Electrical Engineering	Communications	PhD

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College of Engineering			
Department	**Major**	**Concentration**	**Degree**
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Control Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Dual MS-MBA Program	MS-MBA
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	MS
Electrical Eng & Computer Science	Electrical Engineering	Electromagnetics and RF Circuits	PhD
Electrical Eng & Computer Science	Electrical Engineering	Energy Science and Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	MS
Electrical Eng & Computer Science	Electrical Engineering	Fire Protection Engineering	PhD
Electrical Eng & Computer Science	Electrical Engineering		BSEE
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Honors Five-Year BSEE/MS Program	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program	MS
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program - Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Honors Five-Year BSEE/MS Program - Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Five-Year BSEE/MS Program - Power & Energy Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Honors Electrical Engineering	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Honors Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power & Energy Systems	BSEE
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Power Electronics	PhD
Electrical Eng & Computer Science	Electrical Engineering	Power Systems	MS
Electrical Eng & Computer Science	Electrical Engineering	Power Systems	PhD
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	MS
Electrical Eng & Computer Science	Electrical Engineering	Signal Processing	PhD
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	MS
Electrical Eng & Computer Science	Electrical Engineering	Solid-State Electronics	PhD
Electrical Eng & Computer Science	Wide Bandgap Power Electronics		Gr Cert
Engineering Fundamentals	Engineering Education		Gr Cert
Industrial & Systems Engineering	Data Driven Decision-Making		Gr Cert
Industrial & Systems Engineering	Engineering Management		Gr Cert
Industrial & Systems Engineering	Engineering Management		MS
Industrial & Systems Engineering	Industrial Engineering	Five Year BSIE/MS	MS
Industrial & Systems Engineering	Industrial Engineering	Automotive Manufacturing	MS
Industrial & Systems Engineering	Industrial Engineering	Dual MS-MBA Program	MS-MBA
Industrial & Systems Engineering	Industrial Engineering	Energy Science and Engineering	PhD
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	MS
Industrial & Systems Engineering	Industrial Engineering	Engineering Management	PhD
Industrial & Systems Engineering	Industrial Engineering		BSIE
Industrial & Systems Engineering	Industrial Engineering	Five Year BSIE/MS	BSIE
Industrial & Systems Engineering	Industrial Engineering	Honors Five Year BSIE/MS	BSIE
Industrial & Systems Engineering	Industrial Engineering	Honors Industrial Engineering	BSIE
Industrial & Systems Engineering	Industrial Engineering	Systems Engineering	MS
Industrial & Systems Engineering	Industrial Engineering		MS
Interdepartmental	Engineering Science	Aerospace Engineering	MS
Interdepartmental	Engineering Science	Aerospace Engineering	PhD
Interdepartmental	Engineering Science		MS
Interdepartmental	Engineering Science		PhD
Interdepartmental	Engineering Science	Biomedical Engineering	MS
Interdepartmental	Engineering Science	Biomedical Engineering	PhD
Interdepartmental	Engineering Science	Civil Engineering	MS
Interdepartmental	Engineering Science	Civil Engineering	PhD
Interdepartmental	Engineering Science	Dual MS-MBA Program	MS-MBA
Interdepartmental	Engineering Science	Energy Science and Engineering	PhD
Interdepartmental	Engineering Science	Environmental Engineering	MS
Interdepartmental	Engineering Science	Environmental Engineering	PhD
Interdepartmental	Engineering Science	Flight Test Engineering (UTSI only)	MS
Interdepartmental	Engineering Science	Mechanical Engineering	MS
Interdepartmental	Engineering Science	Mechanical Engineering	PhD
Interdepartmental	Engineering Science	Mechanics of Comp Materials	MS

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College of Engineering			
Department	**Major**	**Concentration**	**Degree**
Interdepartmental	Reliability & Maintainability Engineering	Aerospace Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Biomedical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Chemical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Computer Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Electrical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Industrial Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Materials Science & Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Mechanical Engineering	MS
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	Gr Cert
Interdepartmental	Reliability & Maintainability Engineering	Nuclear Engineering	MS
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	MS
Materials Science & Engineering	Materials Science & Engineering	Automotive Materials	PhD
Materials Science & Engineering	Materials Science & Engineering	Dual MS-MBA Program	MS-MBA
Materials Science & Engineering	Materials Science & Engineering	Energy Science and Engineering	PhD
Materials Science & Engineering	Materials Science & Engineering	Five-Year BSMSE/MS	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Honors Five-Year BSMSE/MS	BSMSE
Materials Science & Engineering	Materials Science & Engineering	Five-Year BSMSE/MS	MS
Materials Science & Engineering	Materials Science & Engineering		BSMSE
Materials Science & Engineering	Materials Science & Engineering	Nanomaterials	PhD
Mechanical, Aerospace, & Biomed. Engr.	Advanced Manufacturing		Gr Cert
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering		BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Applied Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Five-Year BSAE/MS Program	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Five-Year BSAE/MS Program	BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Honors	BSAE
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Systems and Controls	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Thermal-Fluid Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Nuclear Space Science & Engineering	MS
Mechanical, Aerospace, & Biomed. Engr.	Aerospace Engineering	Nuclear Space Science & Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Biomedical Systems	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering		BSBME
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Five-Year BSBME/MS Program	BSBME
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Five-Year BSBME/MS Program	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Honors Biomedical Engineering	BSBME
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Materials	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Materials	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Nuclear Space Science & Engineering	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Nuclear Space Science & Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Theranostics	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Theranostics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Robotics	MS
Mechanical, Aerospace, & Biomed. Engr.	Biomedical Engineering	Robotics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Hypersonics		Gr Cert
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Applied Mechanics	MS

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College of Engineering			
Department	**Major**	**Concentration**	**Degree**
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Applied Mechanics	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Automotive Manufacturing Simulation and Design	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Automotive Manufacturing Simulation and Design	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Dual MS-MBA Program	MS-MBA
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Energy Science and Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Five-Year BS/MS Program	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Honors Five-Year BS/MS Program	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Five Year BSME/MS	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering		BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Honors Mechanical Engineering	BSME
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Nuclear Space Science & Engineering	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Systems and Controls	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Systems and Controls	PhD
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Thermal-Fluid Mechanics	MS
Mechanical, Aerospace, & Biomed. Engr.	Mechanical Engineering	Thermal-Fluid Mechanics	PhD
Nuclear Engineering	Medical Physics		Gr Cert
Nuclear Engineering	Medical Physics		MS
Nuclear Engineering	Nuclear Engineering		BSNE
Nuclear Engineering	Nuclear Engineering	Dual MS-MBA Program	MS-MBA
Nuclear Engineering	Nuclear Engineering	Energy Science and Engineering	PhD
Nuclear Engineering	Nuclear Engineering	Five-Year BSNE/MS Program	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Five-Year BSNE/MS Program	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Nuclear Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Radiological Engineering Five-Year BSNE/MS	BSNE
Nuclear Engineering	Nuclear Engineering	Honors Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Nuclear Safety	MS
Nuclear Engineering	Nuclear Engineering	Nuclear Safety	PhD
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	PhD
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	BSNE
Nuclear Engineering	Nuclear Engineering	Radiological Engineering	MS
Nuclear Engineering	Nuclear Security Science and Analysis		Gr Cert
College of Law			
Department	**Major**	**Concentration**	**Degree**
Law	Law	Advocacy & Dispute Resolution	JD
Law	Law	Business Transactions	JD
Law	Law	Dual JD/MBA Degree Program	JD/MBA
Law	Law	Dual JD/MPPA Degree Program	JD/MPA
Law	Law	Dual JD/MA Degree Program	JD-MA
Law	Law	Dual JD/MS Degree Law/Social Work	JD-MS
Law	Law and Social Welfare		Gr Cert
Law	Legal Studies		Gr Cert
Law	Legal Studies		MLS
Law	Legal Studies	Dual MSSW-MLS Degree Social Work-Legal Studies	MLS
College of Nursing			
Department	**Major**	**Concentration**	**Degree**
Nursing	Family Nurse Practitioner		Gr Cert
Nursing	Health Policy		Gr Cert
Nursing	Healthcare Informatics		Gr Cert
Nursing	Nursing		PhD
Nursing	Nursing		BSN
Nursing	Nursing	Accelerated Track	BSN
Nursing	Nursing	Family Nurse Practitioner	DNP
Nursing	Nursing	Honors	BSN
Nursing	Nursing	Nurse Anesthesia	DNP
Nursing	Nursing	Nurse Executive Practice	DNP
Nursing	Nursing	Pediatric Primary Care Nurse Practitioner	DNP
Nursing	Nursing	Pediatric Primary/Acute Care Dual Nurse Practitioner	DNP
Nursing	Nursing	Psychiatric Mental Health Nurse Practitioner	DNP
Nursing	Nursing	RN Track	BSN

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College of Nursing			
Department	**Major**	**Concentration**	**Degree**
Nursing	Nursing Education		Gr Cert
Nursing	Nurse Executive Practice		Gr Cert
Nursing	Pediatric Acute Care Nurse Practitioner		Gr Cert
Nursing	Pediatric Nurse Practitioner		Gr Cert
Nursing	Psychiatric Mental Health Nurse Practitioner		Gr Cert
College of Social Work			
Department	**Major**	**Concentration**	**Degree**
Social Work	Forensic Social Work		Gr Cert
Social Work	Gerontology		Gr Cert
Social Work	Social Work		DSW
Social Work	Social Work		PhD
Social Work	Social Work	Clinical Practice	MSSW
Social Work	Social Work	Dual MSSW-JD Degree / Social Work-Law	MSSW
Social Work	Social Work	Dual MSSW-MLS Degree Social Work-Legal Studies	MSSW
Social Work	Social Work	Five Year BSSW/MSSW	MSSW
Social Work	Social Work		BSSW
Social Work	Social Work	Honors	BSSW
College of Social Work			
Department	**Major**	**Concentration**	**Degree**
Social Work	Social Work	Organizational Leadership	MSSW
Social Work	Trauma Treatment		Gr Cert
Social Work	Veterinary Social Work		Gr Cert
College of Veterinary Medicine			
Department	**Major**	**Concentration**	**Degree**
Veterinary Medicine	Veterinary Medicine		DVM
Veterinary Medicine	Veterinary Medicine	Dual DVM-MS Comparative/Experimental Medicine	DVM-MS
Veterinary Medicine	Veterinary Medicine	Dual DVM-MPH	DVM-MPH
Veterinary Medicine	Veterinary Medicine	Dual DVM-MS Animal Science	DVM-MS
Veterinary Medicine	Veterinary Medicine	Dual DVM-PhD Veterinary Medicine	DVM-PhD
Intercollegiate			
Department	**Major**	**Concentration**	**Degree**
Intercollegiate	Comparative & Experimental Medicine	Dual MS-DVM	MS-DVM
Intercollegiate	Comparative & Experimental Medicine	Dual PhD-DVM Comparative Experimental Medicine	PhD-DVM
Intercollegiate	Comparative & Experimental Medicine	Forensic Odontology	MS
Intercollegiate	Comparative & Experimental Medicine		PhD
Intercollegiate	Comparative & Experimental Medicine		MS
Intercollegiate: Bredesen Center for Interdisciplinary Research and Gradu	Data Science and Engineering		PhD
Intercollegiate: Bredesen Center for Interdisciplinary Research and Gradu	Energy Science and Engineering		PhD

8.2

UTM Comprehensive List of Academic Programs
October 2022

College of Agriculture & Applied Science			
Department	**Major**	**Concentration**	**Degree**
Agriculture, Geosciences, & Natural Resources	Agricultural Business	Agricultural Business	BSAB
Agriculture, Geosciences, & Natural Resources	Agricultural Business	Farm and Ranch Management	BSAB
Agriculture, Geosciences, & Natural Resources	Agricultural Business	Veterinary Technology & Management	BSAB
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Agribusiness and Risk Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Natural Resources Systems Management	MSANR
Agriculture, Geosciences, & Natural Resources	Ag & Natural Resources	Systems Science in Agriculture	MSANR
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Engineering Technology	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Agricultural Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Animal Science	BSAG
Agriculture, Geosciences, & Natural Resources	General Agriculture	Plant & Soil Science	BSAG
Agriculture, Geosciences, & Natural Resources	Geoscience	Geography	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Geology	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Geosystems	BS
Agriculture, Geosciences, & Natural Resources	Geoscience	Meteorology	BS
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Environmental Management	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Park Administration	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Soil & Water Conservation	BSNRM
Agriculture, Geosciences, & Natural Resources	Natural Resources Management	Wildlife & Fisheries Biology	BSNRM
Agriculture, Geosciences, & Natural Resources	Veterinary Science and Technology	Veterinary Science	BSVST
Agriculture, Geosciences, & Natural Resources	Veterinary Science and Technology	Veterinary Technology	BSVST
Family & Consumer Sciences	Family & Consumer Sciences	Child & Family Studies	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Dietetics	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Family & Consumer Sciences Education	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Fashion Merchandising	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Food & Nutrition	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	General	MSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Gerontology	BSFCS
Family & Consumer Sciences	Family & Consumer Sciences	Hospitality & Food Service Management	BSFCS
College of Business & Global Affairs			
Department	**Major**	**Concentration**	**Degree**
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	Agricultural	MBA
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	General Business	MBA
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	Human Resource Management	MBA
Accounting, Finance, Economics, & Pol. Sci.	Business Administration	Sport Business	MBA
Accounting, Finance, Economics, & Pol. Sci.	Accounting		BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	Economics	BSBA

8.2

UTM Comprehensive List of Academic Programs
October 2022

College of Business & Global Affairs			
Department	**Major**	**Concentration**	**Degree**
Accounting, Finance, Economics, & Pol. Sci.	Economics	General Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Economics	International Business	BSBA
Accounting, Finance, Economics, & Pol. Sci.	Finance		BSBA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Diversity & Multiculturalism	BA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Business & Development	BA
Accounting, Finance, Economics, & Pol. Sci.	International Studies	International Diplomacy & Strategy	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	General	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Global Affairs	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Global Affairs	BS
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Legal Studies 3+3	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BA
Accounting, Finance, Economics, & Pol. Sci.	Political Science	Public Administration	BS
Management, Marketing, & Information Systems	Information Systems	Business Communication	BSBA
Management, Marketing, & Information Systems	Information Systems	Management Information Systems	BSBA
Management, Marketing, & Information Systems	Management	Management	BSBA
Management, Marketing, & Information Systems	Management	Sport Business	BSBA
Management, Marketing, & Information Systems	Marketing		BSBA
College of Education, Health & Behavioral Sciences			
Department	**Major**	**Concentration**	**Degree**
Behavioral Sciences	Criminal Justice	Corrections	BSCJ
Behavioral Sciences	Criminal Justice	Courts and Law	BSCJ
Behavioral Sciences	Criminal Justice	Forensics	BSCJ
Behavioral Sciences	Criminal Justice	Justice Studies	BSCJ
Behavioral Sciences	Criminal Justice	Juvenile Justice	BSCJ
Behavioral Sciences	Criminal Justice	Law Enforcement	BSCJ
Behavioral Sciences	Criminal Justice		MSCJ
Behavioral Sciences	Corrections Administration		Gr Cert
Behavioral Sciences	Law Enforcement Administration		Gr Cert
Behavioral Sciences	Social Work		BSSW
Behavioral Sciences	Sociology		BA
Behavioral Sciences	Sociology		BS
Educational Studies	Counseling	Clinical Mental Health	MSEd
Educational Studies	Counseling	Counseling Addictions	MSEd
Educational Studies	Counseling	School	MSEd
Educational Studies	Counseling	Students Affairs and College Counseling	MSEd
Educational Studies	Instructional Leadership	Higher Education Leadership	MSED

UTM Comprehensive List of Academic Programs
October 2022

College of Education, Health & Behavioral Sciences			
Department	**Major**	**Concentration**	**Degree**
Educational Studies	Integrated Studies	6-8 Licensure	BSEd
Educational Studies	Integrated Studies	K-5 Licensure	BSEd
Educational Studies	Integrated Studies	Pre K-3 Licensure	BSEd
Educational Studies	Integrated Studies	Special Education Early Childhood PreK-3	BSEd
Educational Studies	Integrated Studies	Special Education Interventionist K-8	BSEd
Educational Studies	Secondary Education	Secondary Biology	BSEd
Educational Studies	Secondary Education	Secondary Business	BSEd
Educational Studies	Secondary Education	Secondary Chemisty	BSEd
Educational Studies	Secondary Education	Secondary Earth & Space Science	BSEd
Educational Studies	Secondary Education	Secondary Economics	BSEd
Educational Studies	Secondary Education	Secondary English	BSEd
Educational Studies	Secondary Education	Secondary French	BSEd
Educational Studies	Secondary Education	Secondary Geography	BSEd
Educational Studies	Secondary Education	Secondary Government	BSEd
Educational Studies	Secondary Education	Secondary History	BSEd
Educational Studies	Secondary Education	Secondary Mathematics	BSEd
Educational Studies	Secondary Education	Secondary Spanish	BSEd
Educational Studies	Secondary Education	Special Education Interventionist 6-12	BSEd
Educational Studies	Teaching	Curriculum & Instruction	MSEd
Educational Studies	Teaching	Initial Licensure Elementary	MSEd
Educational Studies	Teaching	Initial Licensure Secondary	MSEd
Educational Studies	Teaching	Initial Licensure K-12 (Library Service)	MSEd
Educational Studies	Teaching	Initial Licensure K-8 (Special Education Interventionist)	MSEd
Educational Studies	Teaching	Interdisciplinary	MSEd
Educational Studies	Teaching	Literacy	MSED
Educational Studies	Teaching	Special Education	MSED
Health & Human Performance	Health & Human Performance	Exercise Science & Wellness	BSHHP
Health & Human Performance	Health & Human Performance	Human Performance	BSHHP
Health & Human Performance	Health & Human Performance	Licensure K-12	BSHHP
Health & Human Performance	Health & Human Performance	Public Health	BSHHP
Health & Human Performance	Health & Human Performance	Sport Management	BSHHP
Health & Human Performance	Master of Sport Coaching and Performance		MSCP
Interdisciplinary Studies, Office of	Interdisciplinary Studies		BIS
Nursing	Nursing		BSN
Psychology	Psychology		BA
Psychology	Psychology		BS

UTM Comprehensive List of Academic Programs
October 2022

College of Engineering & Natural Sciences			
Department	**Major**	**Concentration**	**Degree**
Biological Sciences	Cell & Molecular Biology	Cell & Molecular Biology	BS
Biological Sciences	Cell & Molecular Biology	Health Sciences	BS
Biological Sciences	Environmental & Organismal Biology	Ecology & Environmental Biology	BS
Biological Sciences	Environmental & Organismal Biology	Organismal Biology	BS
Chemistry & Physics	Chemistry	Chemical Physics	BS
Chemistry & Physics	Chemistry	Chemical Sciences	BS
Chemistry & Physics	Chemistry	Health Sciences	BS
Chemistry & Physics	Chemistry	Pharmaceutical Sciences 3+1	BS
Chemistry & Physics	Chemistry		BSCH
Computer Science	Computer Science	Data Science	BS
Computer Science	Computer Science	Digital Hardware and Embedded Systems	BS
Computer Science	Computer Science	Software and Systems	BS
Computer Science	Computer Science	Software/Computer Systems	BS
Computer Science	Computer Science	Info Systems	BS
Computer Science	Cybersecurity		BS
Engineering	Construction Management		BSCM
Engineering	Engineering	Civil	BSE
Engineering	Engineering	Computer Engineering	BSE
Engineering	Engineering	Electrical	BSE
Engineering	Engineering	Industrial	BSE
Engineering	Engineering	Manufacturing	BSE
Engineering	Engineering	Mechanical	BSE
Engineering	Engineering	Mechatronics Engineering	BSE
Engineering	Mechanical Engineering		BSME
English & Modern Foreign Languages	English	Legal Studies 3 + 3	BA
English & Modern Foreign Languages	English	Literature	BA
English & Modern Foreign Languages	English	Secondary English Education	BA
English & Modern Foreign Languages	English	Writing	BA
English & Modern Foreign Languages	Spanish		BA
History & Philosophy	History		BA
History & Philosophy	History		BS
History & Philosophy	Philosophy		BA
History & Philosophy	Philosophy		BS
Mathematics & Statistics	Mathematics	Actuarial Science	BA
Mathematics & Statistics	Mathematics	Actuarial Science	BS
Mathematics & Statistics	Mathematics	Applied Mathematics	BA
Mathematics & Statistics	Mathematics	Applied Mathematics	BS

UTM Comprehensive List of Academic Programs
October 2022

College of Engineering & Natural Sciences			
Department	**Major**	**Concentration**	**Degree**
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BA
Mathematics & Statistics	Mathematics	General Mathematics & Statistics	BS
Mathematics & Statistics	Mathematics	Mathematics	BA
Mathematics & Statistics	Mathematics	Mathematics	BS
Mathematics & Statistics	Mathematics	Secondary Mathematics	BA
Mathematics & Statistics	Mathematics	Secondary Mathematics	BS
Mathematics & Statistics	Mathematics	Statistics	BA
Mathematics & Statistics	Mathematics	Statistics	BS
College of Humanities & Fine Arts			
Department	**Major**	**Concentration**	**Degree**
Mass Media and Strategic Communications	Strategic Communications		MASC
Mass Media and Strategic Communication	Mass Media and Strategic Communication	Broadcast and Multimedia Production	BA
Mass Media and Strategic Communication	Mass Media and Strategic Communication	Journalism and Digital Communication	BA
Mass Media and Strategic Communication	Mass Media and Strategic Communication	Media Design and Digital Content Production	BA
Mass Media and Strategic Communication	Mass Media and Strategic Communication	Strategic Communication and Public Relations	BA
Music	Music		BAM
Music	Music	Music Education	BM
Music	Music	Performance	BM
Visual and Theatre Arts	Video Game Design		UG Cert
Visual and Theatre Arts	Fine and Performing Arts	Studio - Graphic Design	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Theatre	BFA
Visual and Theatre Arts	Fine and Performing Arts	Studio - Visual Art	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Art Education	BFA
Visual and Theatre Arts	Fine and Performing Arts	Teaching - Dance Education	BFA
Visual and Theatre Arts	Fine and Performing Arts	Dance	BA
Visual and Theatre Arts	Fine and Performing Arts	Graphic Design	BA
Visual and Theatre Arts	Fine and Performing Arts	Studio Art	BA
Visual and Theatre Arts	Fine and Performing Arts	Theatre Acting	BA
Visual and Theatre Arts	Fine and Performing Arts	Theater Tech	BA

UTS Comprehensive List of Academic Programs
October 2022

Grace G. Grissom School of Education			
Program	**Major**	**Concentration**	**Degree**
Elementary Education	Elementary Education	K-5 Licensure	BS
Elementary Education	Elementary Education	Non-licensure	BS
Human Performance and Physical Education	Human Performance and Physical Education	Exercise Science	BS
Human Performance and Physical Education	Human Performance and Physical Education	Physical Education with K-12 Licensure	BS
Special Education	Special Education	Licensure in Interventionist Grades K-8	BS
D.W. Johnston School of Business			
Program	**Major**	**Concentration**	**Degree**
Accounting	Accounting		BBA
Business Administration	Business Administration		MBA
Management	Management		BBA
Management Information Systems	Management Information Systems		BBA
Sport Management	Sport Management		BS
Victoria and Thomas Martin of School of Arts & Humanities			
Program	**Major**	**Concentration**	**Degree**
English	English	Literature	BA
English	English	Writing & Language	BA
English	English	English 6-12 Licensure	BA
English	English	TESOL	BA
Fine Arts	Fine Arts	Arts	BA
Fine Arts	Fine Arts	Dramatic Arts	BA
Fine Arts	Fine Arts	Music	BA
Interdisciplinary Studies	Interdisciplinary Studies		BA
Interdisciplinary Studies	Interdisciplinary Studies		BS
Religion and Philosophy	Religion and Philosophy		BA
Religion and Philosophy	Religion and Philosophy		BS
School of Mathematics & Science			
Program	**Major**	**Concentration**	**Degree**
Biology	Biology	Biomedical Sciences & Biotechnology	BS
Biology	Biology	General Biology	BS
Biology	Biology	Wildlife Biology and Ecology	BS
Biology	Biology	Biology 6-12 Licensure	BS
Chemistry	Chemistry	Biochemistry	BS
Chemistry	Chemistry	Forensics	BS
Chemistry	Chemistry	General Chemistry	BS
Computer Science	Computer Information Systems	Application Development and Support	BS
Computer Science	Computer Information Systems	Data Management	BS
Computer Science	Computer Information Systems	Networking and Information	BS

UTS Comprehensive List of Academic Programs
October 2022

School of Mathematics & Science			
Program	**Major**	**Concentration**	**Degree**
Computer Science	Cybersecurity		BS
Computer Science	Cybersecurity		UG Cert
Mathematics	Mathematics		BS
Mathematics	Mathematics	Math with 6-10 or 6-12 Licensure	BS
Jeanette M. Travis School of Nursing & Health Sciences			
Program	**Major**	**Concentration**	**Degree**
Nursing	Nursing		BS
Public Health Education	Public Health Education		BS
School of Social Sciences			
Program	**Major**	**Concentration**	**Degree**
Behavioral Sciences	Behavioral Sciences	General Psychology	BA
Behavioral Sciences	Behavioral Sciences	Human Services and Counseling	BA
Behavioral Sciences	Behavioral Sciences	General Psychology	BS
Behavioral Sciences	Behavioral Sciences	Human Services and Counseling	BS
Criminal Justice	Criminal Justice		BS
Criminal Justice	Criminal Justice	Homeland Security	MS
Criminal Justice	Criminal Justice	Strategic Management	MS
History	History		BA
History	History		BS
History	History	History with 6-12 Licensure	BA
History	History	History with 6-12 Licensure	BS
Homeland Security	Homeland Security		BS

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

8.3

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Ratification of Administrative Action to Terminate or Inactivate Academic Programs**

Type: Action

Background

Pursuant to the Education, Research, and Service Committee Charter, the Committee is responsible for recommending for ratification by the Board of Trustees a list of academic programs terminated or inactivated by administrative action, when termination of tenured or tenure-tract faculty members are not involved.

Attached is a list of those academic programs that were terminated/inactivated by administrative action for the 2021-2022 academic year.

Committee Action

The following Resolution is being presented for consideration.

Resolved: The Board of Trustees here by ratifies the administrative action taken during the 2021-2022 academic year to terminate or inactivate academic programs, and the list of those programs terminated or inactivated shall be attached to this Resolution after adoption.

The University of Tennessee System
Academic Program Terminations & Inactivations: AY 2021-22

8.3

UT Chattanooga

Program and College	Action	Date	Reason
None	N/A	N/A	N/A
Total Number of Actions Taken			

*Note:

UT Health Science Center

Program and College	Action	Date	Reason
None	N/A	N/A	N/A
Total Number of Actions Taken			

*Note:

UT Knoxville

Program and College	Action	Date	Reason
Law / United States Business Law, LLM degree	Terminate	Aug 2022	No students in the program since 2016-2017
Total Number of Actions Taken	1	-	-

*Note: THEC Form *A1:5K Termination of an Academic Program* was submitted.

UT Martin

Program and College	Action	Date	Reason
None	N/A	N/A	N/A

*Note:

UT Southern

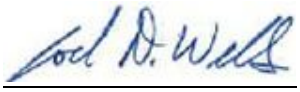
Program and College	Action	Date	Reason
None	N/A	N/A	N/A

*Note:

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 13, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Joel D. Wells
Name

University Registrar
Title

9/6/2022
Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee, Chattanooga students upon whom degrees have been conferred on *August 13, 2022* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Janice Cosey

Signature

Janice Cosey

Name

Bursar

Title

9/9/22

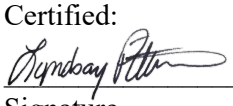
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 7, 2022* through *July 22, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor

Title

9/29/2022

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *June 7, 2022* through *July 22, 2022* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Byron T Porter
Signature

Byron Porter
Name

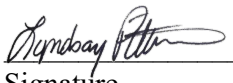
UTHSC Bursar
Title

09/28/2022
Date

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *August 5, 2022* through *August 26, 2022* have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:



Signature

Lyndsay Pittman

Name

Assistant Vice Chancellor

Title

9/29/2022

Date

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Health Science Center students upon whom degrees have been conferred from *August 5, 2022* through *August 26, 2022* have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Byron T Porter
Signature

Byron Porter
Name

UTHSC Bursar
Title

09/28/2022
Date

THE UNIVERSITY OF TENNESSEE KNOXVILLE

9.1

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on May 21, 2022 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Brian M Coldren
UNIVERSITY REGISTRAR

_____
Signature

Brian Coldren
Name

AVP & University Registrar
Title

6/20/2022
Date

Office of the University Registrar
Enrollment Management
1331 Circle Park Drive 209 Student Services Building Knoxville, TN 37996-0230
865-974-1111 *fax* 865-974-2606

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THE UNIVERSITY OF TENNESSEE KNOXVILLE

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I herby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on May 21,2022 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Signature

Kevin Rushing
Name

Bursar
Title

June 22, 2022
Date

Office of the Bursar
211 Student Services Building Knoxville, TN 37996-0225
865-946-3100 865-974-1945 fax studentaccounts.utk.edu

THE UNIVERSITY OF TENNESSEE KNOXVILLE

9.1

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 13, 2022 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Brian M Coldren
UNIVERSITY REGISTRAR

_____
Signature

Brian Coldren
Name

AVP & University Registrar
Title

9/12/2022
Date

Office of the University Registrar
Enrollment Management
1331 Circle Park Drive 209 Student Services Building Knoxville, TN 37996-0230
865-974-1111 fax 865-974-2606

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THE UNIVERSITY OF TENNESSEE KNOXVILLE

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I herby certify that all University of Tennessee, Knoxville students upon whom degrees have been conferred on August 13, 2022, have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

9.1

Certified:

Signature

Kevin Rushing
Name

Bursar
Title

September 14, 2022
Date

Office of the Bursar
211 Student Services Building Knoxville, TN 37996-0225
865-946-3100 865-974-1945 fax studentaccounts.utk.edu

Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *August 13, 2022*, have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Martha M. Barnett

Signature

Martha M. Barnett

Name

Registrar

Title

08/26/2022

Date

9.1

Bursar's Certification to the Chancellor
Regarding Satisfaction of Debts and Obligations Owed to the University

I hereby certify that all *University of Tennessee at Martin* students with degrees conferred on *August 13, 2022* on the attached list have satisfied all financial debts and obligations owed to the University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

8-26-2022
Date

9.1

THE UNIVERSITY OF TENNESSEE SOUTHERN

9.1

Registrar's Certification Regarding Satisfaction of Degree Requirements

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 11, 2022 have satisfied all degree requirements. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Chris Mattingly
Signature

Chris Mattingly
Name

Registrar
Title

9/1/2022
Date

433 West Madison Street, Pulaski, Tennessee 38478-2799
1-800-467-1273 Fax (931) 363-9818 www.utsouthern.edu

THE UNIVERSITY OF TENNESSEE SOUTHERN

9.1

Bursar's Certification Regarding Satisfaction of University Debts and Obligations

I hereby certify that all University of Tennessee Southern students upon whom degrees have been conferred on August 11, 2022 have satisfied all debts and obligations owed to the University in accordance with requirements of state law. A complete and accurate list of those students and the degrees conferred has been filed with the Office of the Board of Trustees.

Certified:

Chasity Wells
Signature

Chasity Wells
Name

Assistant Bursar
Title

9.1.2022
Date

433 West Madison Street, Pulaski, Tennessee 38478-2799
1-800-467-1273 Fax (931) 363-9818 www.utsouthern.edu

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: October 28, 2022

Committee: Education, Research, and Service

Item: **Tenure Approvals and Promotions**

Type: Information

9.2

Background

Under the Board's tenure policy, the President has authority to grant tenure to faculty members, except where otherwise reserved for the Board's approval. Attached is a report of the faculty members who have been granted tenure in accordance with the Board's Policies Governing Academic Freedom Responsibility and Tenure (BT0006).

A report of approved faculty member promotions is also being provided.

October 2022 Tenure

UTK			
Last Name	**First Name**	**College**	**Department**
Swamy	Raja	Arts & Sciences	Anthropology
Ehrlich	Samantha	Education, Health, & Human Sciences	Public Health

October 2022 Promotions

UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Swamy	Raja	Arts & Sciences	Anthropology	Associate Professor
Ehrlich	Samantha	Education, Health, & Human Sciences	Public Health	Associate Professor