THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

EDUCATION, RESEARCH, AND SERVICE COMMITTEE	
Friday, June 24, 2022	Ballroom, Student Union
8:30 a.m. (EDT)/7:30 a.m. (CDT)	Knoxville, 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. Consent Agenda — Action ..... Tab 1

A. Minutes of the Last Meeting ..... Tab 1.1
B. 2022 Institutional Mission Profile Statements ..... Tab 1.2
C. Authorization for Conferral of Degrees, 2022-23 Academic Year ..... Tab 1.3
D. Proposed Academic Program Modifications

1) Master of Science in Industrial and Organizational Psychology, UTC ..... Tab 1.4.1
2) Bachelor of Arts in Africana Studies, UTK ..... Tab 1.4.2
3) Bachelor of Arts in Physics, UTK ..... Tab 1.4.3
4) Master of Science in Engineering Management, UTK ..... Tab 1.4.4
5) Bachelor of Science in Philosophy, UTM ..... Tab 1.4.5
6) Bachelor of Arts in Fine and Performing Arts, UTM ..... Tab 1.4.6

E. Tenure Recommendations Requiring Board Approval ..... Tab 1.5

1) Grant of Tenure upon Initial Appointment ..... Tab 1.5.1
2) Grant of Tenure upon Early Consideration ..... Tab 1.5.2

F. Proposed Faculty Handbook Revisions, UTC ..... Tab 1.6

V. Proposed New Academic Programs — Action

A. Master of Health Science in Pathologists' Assistant, UTHSC ..... Tab 2.1
B. Bachelor of Science in Public Health, UTK ..... Tab 2.2
C. Bachelor of Science in Construction Management, UTM ..... Tab 2.3

VI. Undergraduate Admissions — Information/Discussion ..... Tab 3

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

VII. Presentations — Information/Discussion

D. Update on UT Research Enterprise ..... Tab 4.1
E. Update on UT ORII ..... Tab 4.2
F. Student Experience Survey Spring 2022 ..... Tab 4.3
G. Student Mental Health and Wellbeing ..... Tab 4.4
H. UT System Performance Compared to Peers ..... Tab 4.5

VIII. 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 attention of the Committee Chair or Board Secretary before the meeting.]

IX. Closing Remarks

X. Adjournment

Appendix

Supplemental Undergraduate Admissions Materials

Information Items

A. Certification of Degrees Conferred ..... Tab 5.1
B. 2022 Tenure & Promotions ..... Tab 5.2

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Committee Consent Agenda**

Type: Action

Presenter: Donnie Smith, 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. Linda C. Martin 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 February 25, 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
February 25, 2022

The Education, Research, and Service Committee of The University of Tennessee Board of Trustees met at 9:15 a.m. (CST) on Friday, February 25, 2022. The meeting was held in the Gault Fine Arts Center (Art Gallery) on the UT Southern campus located in Pulaski, Tennessee.

Committee Members Present: Donald J. Smith, Committee Chair; John C. Compton, Board Chair; Lane Gutridge (Student Trustee); Charles Hatcher, Tennessee Commissioner of Agriculture; Shanea A. McKinney; Phyllis A. Richey (Faculty Representative); Jamie R. Woodson.

Others in Attendance:
Trustees: Decosta E. Jenkins; Christopher L. Patterson; William (Bill) C. Rhodes III; and David N. Watson.

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 Peter Buckley (UTHSC); 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 and welcomed new Trustee Shanea McKinney as a member of the Committee.

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.)

Authorization Concerning Extension of the Probationary Period Due to COVID-19 Crisis (Board Policy – BT0006)

Dr. Martin provided an overview of the Board's policy with respect to the granting of extensions to the probationary period with respect to tenure review, including the changes that were approved to address the COVID-19 pandemic. She indicated that the crisis has proven to be more protracted and more disruptive to the work of the University's faculty members than was anticipated in March 2020. The campuses' Chief Academic Officers have recommended certain probationary period extensions in the following instances:

- An opportunity for faculty members who chose a one-year, rather than a two-year, extension during 2020, to seek an additional year of extension of their probationary period, for a total of a two-year extension due to the COVID-19 crisis.
- An opportunity for faculty members who opted out of any extension during 2020 to seek a one- or two-year extension of their probationary period due to the COVID-19 crisis.
- An opportunity for faculty members who were not employed at the University during 2020, including faculty members at the newly-added UT Southern campus, to obtain a one- or two-year extension of their probationary period due to the COVID-19 crisis.

Upon motion duly made and seconded, the Committee approved a recommendation that the Board of Trustees adopt the proposed Resolution granting authority to each campus Chancellor (or Chancellor's designee) to make changes to tenure-track members' probationary periods as a consequence of the pandemic (as set forth in Tab 2 of the meeting materials).

Standardized Testing in Admissions

Committee Chair Smith advised the members of the Committee that no action is being presented for the Committee's consideration at this meeting. He indicated that the focus of the meeting's conversation regarding standardized testing in undergraduate admissions will be to (i) provide an overview of the review process to date, (ii) outline the timeline for addressing Fall 2023 undergraduate admissions standards, and (iii) identify any remaining information that the Committee members believe is needed on this topic in advance of the June meeting.

Dr. Martin provided a detailed summary of the information provided to the Committee members on the use of standardized testing, beginning with the special session held on October 20, 2021, and the supplemental materials distributed in advance of the meeting (as set forth in an Appendix filed with these minutes). Dr. Martin also highlighted the results of the peer benchmarking that was performed, noting that a large number of the peer institutions are still reviewing what their policies may be post-COVID.

Committee Chair Smith highlighted that the final date for the Committee to consider any requests from the campuses for a change to the Board-approved admissions policies (the pre-

COVID) will be the upcoming June meeting. He opened the floor for comments and to solicit feedback from the Committee members and other Trustees present as to any additional information that they would wish to see before the June meeting.

An extensive discussion followed. Among items discussed, a request was made for the data to be consistently presented across all of the campuses and for the advocacy by the campuses to be separated from the objective data. In addition, the members requested that the administration continue to monitor the peer landscape and provide information that may be relevant to the question of possible competitive disadvantages associated with returning to the pre-COVID requirements. The Committee requested available peer-reviewed articles/data on the predictive value or biases associated with other individual factors considered in the admission review process (e.g., essays, letters of recommendations, etc.), along with any other information that may be available on other qualitative factors associated with the correlation of admissions decisions and student success. More information was also requested to better understand the overall process for evaluating admissions decisions with and without standardized tests. In the event that the campuses advocate for test-optional admissions, the Committee expressed an interest in having more information regarding how other matters such as awarding scholarships, placement, and student support services would be handled. Further, it was recommended that the Committee have an opportunity to hear from Penny Schwinn, Commissioner of Education, about the current landscape of Tennessee K-12 education and potential impacts from a broader state perspective.

Committee Chair Smith closed the discussion by requesting that any additional requests for information be presented to Dr. Martin by the end of February so that there is sufficient time to collect the requested information and distribute it in advance of the June meetings (prior to when the regular meeting materials are distributed).

Academic Affairs and Student Success

Dr. Martin presented an overview of Tennessee Public High School Graduate Trends and UT System Freshman Admission and Retention data. (Full copies of each of these reports are included in Tab 4 of the meeting materials filed with these minutes.)

Dr. Martin highlighted the disturbing decline in the number of college-going high school graduates both nationally and in Tennessee. The Committee members expressed their concerns over the data presented, especially the loss in prospective students to out-of-state colleges. Committee Chair Smith stated that he believes that the recent acquisition of Martin Methodist College and the establishment of UT Southern may provide an opportunity to address this trend. He noted the current demographics of high school graduates. More work is required in terms of improving the diversity composition of the institutions and ensuring that all prospective students have an opportunity to consider, attend, and be successful at a UT System campus.

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

Respectfully Submitted,

Cynthia C. Moore
Secretary and Special Counsel

Approved Consent Agenda Items

- Minutes of the Prior Meetings (October 20, 2021 and October 21, 2021)
- Academic Program Modification, Bachelor of Mass Media and Strategic Communications (UT Martin)
- New Academic Program, Master of Science degree in Marketing (UT Knoxville)
- Grant of Tenure upon Initial Appointment

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **2022 Institutional Mission Profile Statements**

Type: Action

Background

The Complete College Tennessee Act of 2010 (CCTA) requires institutional mission profiles that "characterize distinctiveness in degree offerings by level and focus and student characteristics, including, but not limited to, nontraditional students and part-time students; and address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee students." These mission profiles are used to help minimize program redundancy and to help determine mission-based formula weighting in the outcomes-based formula funding model.

More recently, the 2016 Focus on College and University Success (FOCUS) Act emphasizes the importance of these mission profiles. Every year, each public college and university in Tennessee is required to review and update its profile and submit an updated profile to its respective governing board for approval. The 2022 University of Tennessee Institutional Mission Profiles, with revisions and updates as tracked changes, are presented with the support of the Chancellors, the System Vice President for Academic Affairs and Student Success, and the President. If approved by the Board of Trustees, the profiles will be submitted to THEC for Commission approval.

Resolved: The Board of Trustees hereby approves the Institutional Mission Profile Statements 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, and authorizes the administration to submit the statements to the Tennessee Higher Education Commission for approval.

The University of Tennessee at Chattanooga

The University of Tennessee at Chattanooga is a comprehensive~~,~~ metropolitan institution~~university,~~ offering bachelor's, master's, specialist, and selected doctoral degrees and certificates to 11,500 ~~more than 11,000~~ students through the Colleges of Arts and Sciences; Engineering and Computer Science; Health, Education, and Professional Studies; and the Gary W. Rollins College of Business, as well as the Graduate School. The UTC Honors College was founded in 2013 and serves undergraduates across all colleges. Founded in 1886, the ~~private~~ campus joined The University of Tennessee system ~~of public higher education~~ in 1969 and leverages strengths in the liberal arts to support outstanding professional programs essential to the economic vitality of one of the nation's most dynamic regions. ~~emphasizes strong professional programs essential to the economic vitality of the region with a grounding in the liberal arts. The UTC Honors College was founded in 2013 to build on the tradition of excellence established by the university's long standing honors program. In 2015 UTC opened a new state-of-the-art library that serves over 700,000 campus and community users annually. UT Chattanooga~~ UTC is classified as a Carnegie Doctoral/Professional campus~~,~~ and also earned the elective Carnegie classification as a Community Engagement campus for both curricular engagement and outreach and partnerships. UTC's NCAA D-1 intercollegiate athletics programs compete within the historic Southern Conference. UTC's beautiful campus along the Tennessee River is steps from the heart of "The Scenic City,"and our academic and extra-curricular offerings capitalize on the place known as "The Best Town Ever."~~While pursuing its mission as an engaged metropolitan university, UTC enjoys a strong relationship with the Chattanooga regional community, allowing for numerous cooperative education, internship, volunteer, clinical, research, and other experiential learning opportunities. The substantial and unique University of Chattanooga Foundation works to ensure the overall goal of academic distinction.~~

The University of Tennessee Health Science Center

The University of Tennessee Health Science Center (UTHSC) improves the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service. –UTHSC enrolls more than 3200 students annually in baccalaureate, professional, and graduate programs. -While ~~ith the home campus in~~Memphis is home to UTHSC, Tennessee is truly its campus: UTHSC hosts regional campuses ~~and major sites~~ in Chattanooga, Knoxville, ~~Chattanooga~~and Nashville, and supports a distributed model of over 100 clinical training sites across Tennessee.~~,~~ UTHSC's six colleges – Dentistry, Graduate Health Sciences, Health Professions, Medicine, Nursing, and Pharmacy – offer 31 degree programs and 18 graduate certificates and graduate more than 1,000 new health care professionals and researchers and greater than 400 specialty residents and fellows each year. UTHSC is the leading public academic health institution in Tennessee for research and education on the causes, treatment, and prevention of diseases. Clinical care is provided by UTHSC clinical practice groups~~,~~ throughout the state that generate more than $350M in clinical care for Tennesseans.

The University of Tennessee, Knoxville

The University of Tennessee, Knoxville, is the state's flagship land-grant research institution. Founded in 1794, UT Knoxville serves all Tennesseans through academic excellence, groundbreaking research, community investment, and industry partnerships—all powered by the Volunteer spirit of leadership and service. With a footprint that spans the entire state, including the main campus in Knoxville, the Space Institute in Tullahoma, and the Institute of Agriculture and its Extension offices in all 95 counties, UT Knoxville is proudly committed to discovery, creativity, learning, and engagement for the benefit of all Tennesseans.

UT Knoxville educates more than 31,700 students—including 25,000 undergraduates—and employs more than 1,800 full-time faculty in 11 academic colleges and 900 programs of study. The university is known for its academic excellence in nuclear engineering, supply chain management, information sciences, accounting, printmaking, and theatre, among other fields. UT Knoxville has the highest graduation and first-to-second-year retention rates among the state's public institutions and has developed innovative programs and support structures to help students thrive both in and out of the classroom. As a doctoral university holding the highest Carnegie classification for research activity and the designation of a Carnegie Community Engaged Institution, UT Knoxville allows students to learn from faculty who are at the forefront of their field. They have opportunities to conduct hands-on coursework that has a direct impact on their communities and to gain real-world research experience working alongside faculty in campus laboratories and in the field.

UT Knoxville is regularly named a top producer of Fulbright Scholars and has produced three Rhodes Scholars since 2014. More than 150 faculty members are among the top 2 percent of scientists in the world for research citations, and the university is among the top 10 institutions in the country for receiving grants from the National Endowment for the Humanities.

UT Knoxville's renowned faculty expertise, world-class facilities, and unmatched partnership with Oak Ridge National Laboratory have made it a destination for research and discovery in the critical fields of dynamic energy and sustainability, advanced materials and manufacturing, and intelligent machines and society. UT Knoxville, in partnership with the UT System and ORNL, has launched the UT–Oak Ridge Innovation Institute to push forward innovation and establish a talent pipeline in research fields of national importance.

UT Knoxville has more than 260,000 alumni around the world. More than half of its graduates remain in Tennessee, giving back to the state as industry, government, and community leaders.

~~The University of Tennessee, Knoxville, is Tennessee's flagship land-grant university. Founded in 1794, the university serves all 95 Tennessee counties, the region, and the world through leadership and excellence in research, teaching, and engagement. UT Knoxville educates more than 24,000 undergraduate and 6,000 graduate and professional students. The university has about 1,600 full-time faculty in 11 academic colleges, offering more than 900 programs of study that include a number of nationally ranked programs such as nuclear engineering, supply chain management, printmaking, and information sciences.~~

~~UT Knoxville is dedicated to providing students—especially Tennesseans—with opportunities to access a high-quality education through programs and initiatives like the Tri-Star scholarship program. The university prides itself on its community of support and the resources it provides students, boasting the highest first-to-second-year retention rate and the highest four-year graduation rate among the state's public institutions. As the only public university in Tennessee to hold the highest Carnegie classification of Doctoral University, Very High Research Activity, UT Knoxville is committed to world-class creative inquiry and an unparalleled culture of collaboration~~

~~in the pursuit of new ideas and sustainable solutions. The university's decades-long partnership with nearby Oak Ridge National Laboratory, the nation's largest multiprogram science and energy laboratory, is at the forefront of transformative research addressing global energy and security issues. With more than 175 joint appointments at ORNL, UT Knoxville's faculty and graduate students play a critical role in the lab's work.~~

~~The university's experiential learning initiatives bring hands-on real-world experience to students through research, service-learning, and leadership development, ensuring that they graduate ready to step forward as Volunteers and make an impact as part of a rapidly changing and increasingly global workforce. The university is proud of its distinction as a Carnegie Community Engagement institution—an acknowledgment of its unwavering commitment to service in support of the public good.~~

The University of Tennessee at Martin

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world providinges a high-quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. Located in Northwest Tennessee, the university is committed to advancing the regional and global community through teaching, scholarly activities, research and public service. The university serves over 7,1006,000 undergraduate and 700 graduate students, offering programs on the main campus, at its regional centers in Ripley, Selmer, Somerville, Parsons, and Jackson, and online. UT Martin is a selective institution that provides outreach programs for sub-populations including first-generation, adult, military, and transfer students. The most recent six-year graduation rate was 53.752 percent. UT Martin's Carnegie Classification is Master's Small, with select graduate offerings in Agriculture and Natural Resources, Education, Business, Criminal Justice, Education, Family and Consumer Sciences, Agriculture and Natural Resources, and Strategic Communications. The university is committed to maintaining academic excellence, encouraging community engagement and leadership enhancement, and nurturing a learning community that is accessible and welcoming to all.The campus is committed to encouraging community engagement and leadership enhancement and has received national recognition for its commitment to volunteering, service learning, and civic engagement.

The University of Tennessee Southern

The University of Tennessee Southern, the only four-year public institution in the rural southern middle Tennessee region, provides undergraduate, graduate, and professional programs grounded in the liberal arts and sciences designed to prepare students for careers and lives of continued learning. Established as a private school for girls in 1870, the private campus joined the University of Tennessee System of public higher education in 2021 with a commitment to serve its region through educational, social, and cultural programs and through community outreach and economic development. Most of UT Southern's 1000 students are from the southern middle Tennessee region, and a significant percentage of them are low-income or first-generation students. With a Carnegie Classification of Baccalaureate College, UT Southern offers undergraduate degrees through the Grissom School of Education, Martin School of Arts and Humanities, School of Mathematics and Sciences, and Travis School of Nursing and undergraduate and master's-level degrees through the Johnston School of Business and the School of Social Sciences.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Authorization for Conferral of Degrees, 2022-23 Academic Year**

Type: Action

Resolved: The Board of Trustees hereby authorizes the President and Chancellors to confer degrees during the 2022-23 academic year in any Board-approved bachelor's, master's, or doctoral degree program upon certification by appropriate University offices that the students have satisfied (1) all degree requirements and (2) all obligations to the University in accordance with state law.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Master of Science in Industrial-Organizational Psychology, UTC**

Type: Action

Background

The University of Tennessee at Chattanooga proposes elevating its masters-level Industrial-Organizational (I-O) Psychology (Psych) concentration into a freestanding degree program. Currently, the Master of Science in Psychology program offers two concentrations (1) I-O Psych and (2) Psychological Science. Despite falling under a general psychology CIP Code, these concentrations have operated as two distinct programs over the last 15 years. This administrative change would enable the I-O Psych program to clarify the type of program and preparation a graduate receives. This concentration has maintained stable enrollment and graduates, so there are no anticipated adverse effects on either program, and no new resources (faculty, funding, or facilities) are needed to support this programmatic change. Having no curriculum revisions, the freestanding program will deliver the same content with better alignment to the appropriate CIP code, reflecting the distinction between the two programs. In January 2022, the American federal government reclassified I-O Psych as a STEM field in the Department of Homeland Security's STEM-Designated Degree Program List. These changes affected 22 areas of research and practice, as outlined in numerous reports. STEM fields attract more federal grants, and I-O Psych graduate students and faculty will miss these STEM-related opportunities and collaborations if this change is not made. This reclassification enables programs to address a broken work authorization system that negatively affects international students. UT Chattanooga is pushing for growth in international student recruitment and retention.

Resolved: The Board of Trustees hereby approves the proposed academic program modification to elevate the Industrial-Organizational Psychology concentration, currently housed under the MS degree in Psychology, into a freestanding Master of Science degree in Industrial and Organizational Psychology at the University of Tennessee at Chattanooga for Fall 2022 implementation. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Bachelor of Arts in Africana Studies, UTK**

Type: Action

Background

Currently, UTK's undergraduate degree in Africana Studies is a concentration under the Interdisciplinary Programs Bachelor of Arts degree. Because of the interdisciplinary nature of Africana Studies, the initial best academic home for the degree was in Interdisciplinary Programs; however, following approval of the Africana Studies Department in 2021, its best and natural home is now in the Department of Africana Studies. No new resources (e.g., faculty, funding, or facilities) are required to offer this major in the Department of Africana Studies.

Resolved: The Board of Trustees hereby approves the proposed academic program modification to elevate the Africana Studies concentration, currently housed in Interdisciplinary Programs, into a freestanding Bachelor of Arts in Africana Studies degree in the Department of Africana Studies at the University of Tennessee, Knoxville for Fall 2022 implementation. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Bachelor of Arts in Physics, UTK**

Type: Action

Background

The University of Tennessee, Knoxville (UTK) proposes adding a Bachelor of Arts (BA) degree designation for Physics majors in addition to the current Bachelor of Science (BS) option. The BS in Physics is a rigorous program that offers three concentrations (Academic, General, and Astronomy) that prepare students for graduate school and careers in physics, astronomy, or closely related fields. The three BS concentrations do not meet the needs of the broadening spectrum of students seen in the department. Additionally, some students want to double major in Physics and another BA discipline, but the graduation requirements to earn both a BA *and* a BS degree require students to complete well over 120 hours. Introducing the BA designation is driven in part by the increasing number of transfer students. Of the 142 physics majors in Fall 2021, 67 (47%) transferred from other institutions, with half entering from local community colleges.

Data from the labor market analytics firm Emsi ranks UTK third in the region for providing talent in target occupations for physics graduates, including teachers, physicists, and managers in natural sciences—all positions that have projected growth for 2020-2025. Offering a BA in Physics would improve the program's graduation rate and regional standing by preparing more alumni for in-demand jobs. There are no new costs associated with the proposed additional degree designation and no additional resources have been requested.

Resolved: The Board of Trustees hereby approves the proposed academic program modification to add a Bachelor of Arts (BA) degree in Physics at the University of Tennessee, Knoxville, for Fall 2022 implementation. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Master of Science in Engineering Management, UTK**

Type: Information

Background

The University of Tennessee, Knoxville proposes elevating its Master of Science (MS) degree in Industrial Engineering with an Engineering Management (EM) concentration to a freestanding program of study: a Master of Science degree in Engineering Management (MSEM). The proposed modification requires no new resources (e.g., faculty, funding, or facilities) to deliver the program.

The American Society of Engineering Management (ASEM) has become a strong advocate for EM graduate programs of study in recent years. Specifically, ASEM has certified many EM programs offered by universities across the nation, including numerous peer institutions of UTK. The certification confirms that a program has met all standards and requirements set forth by ASEM. A certified EM program attracts more students; however, ASEM only certifies freestanding programs in Engineering Management, not EM concentrations housed within other programs, which is how UTK currently offers this program (housed under Industrial Engineering). To have this EM program certified, it is necessary to separate the concentration from the MS in IE to be a distinct program in EM.

Resolved: The Board of Trustees hereby approves the proposed academic program modification to elevate the Engineering Management concentration, currently housed under the Industrial Engineering program, into a freestanding Master of Science degree in Engineering Management at the University of Tennessee, Knoxville for Fall 2022 implementation. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Bachelor of Science in Philosophy, UTM**

Type: Action

Background

The University of Tennessee at Martin (UTM) proposes adding a Bachelor of Science (BS) degree designation for Philosophy majors in addition to the current Bachelor of Arts (BA) degree with a major in Philosophy, which UTM has offered since 1992. There will be no changes to the BA curriculum whatsoever, and there are no costs associated with adding the BS degree designation. The Philosophy BS curriculum will be identical to that of the BA in terms of required Philosophy courses. The curriculum differs only in the general education requirements. Providing this additional designation will make it easier for students in BS programs to either (a) change to the Philosophy program or (b) double major with Philosophy. At UTM, the "double-major" is only available to students pursuing the same degree (i.e., both majors must lead to either a BA or BS degree). The proposed change will also allow science-minded students to major in Philosophy while simultaneously emphasizing STEM courses.

Resolved: The Board of Trustees hereby approves the proposed modification to add a Bachelor of Science degree in Philosophy in the Department of History and Philosophy at the University of Tennessee at Martin for implementation Fall 2022. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Academic Program Modification: Bachelor of Arts in Fine and Performing Arts, UTM**

Type: Action

Background

The University of Tennessee at Martin (UTM) proposes adding a Bachelor of Arts (BA) degree designation in Fine and Performing Arts in addition to the current Bachelor of Fine Arts (BFA), which UTM has offered since 1989. There will be no changes to the existing BFA program, and the BA option, which will launch in Fall 2022, will run concurrently with the BFA. The BA in Arts will consist of five concentrations: (1) Studio Art, (2) Graphic Design, (3) Dance, (4) Theatre Acting, and (5) Theatre Tech. This additional designation requires no additional resources (space, faculty, funding, etc.), and no new courses are required to offer the proposed program.

The BFA program has particularly rigid requirements, with students having to complete two-thirds of their 120 hours of coursework in the Arts. Traditionally, the BFA degree creates specialized knowledge within the arts and has been a preparatory degree for graduate school. The line between creative professionals and various other areas becomes increasingly blurred; thus, creative professionals benefit from having a deeper understanding of more than one specialized arts-based field. Adding a BA will enable students to add a minor in a secondary skill set, leading to better job opportunities after graduation while still allowing both skillsets to fit within the UTM "Soar in Four" model and federal financial aid guidelines. Recommended minors will include, but not be limited to, Psychology, Computer Science, Business/Marketing, Political Science, Sociology, Accounting, and Communications.

Resolved: The Board of Trustees hereby approves the proposed modification to add a Bachelor of Arts degree in Fine and Performing Arts in the Department of Visual and Theatre Arts at the University of Tennessee at Martin for implementation Fall 2022. In addition, the proper officers of the University are authorized to seek any state approvals that may be required in connection with the modification.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Tenure Recommendations Requiring Board**

Type: Action

Background

Under the Board's tenure policy, the President has authority to grant tenure to faculty members except in the following cases:

- Officers of the University (as defined by the Bylaws of the Board) who concurrently hold a faculty appointment;
- Any faculty member who is to be granted tenure upon initial appointment without serving a probationary period at a University campus;
- Any faculty member to be tenured after serving less than a six-year probationary period; and
- Any faculty member to be granted tenure in connection with the combination, merger, or consolidation of the University with, or the acquisition by the University of substantially all of the assets of, another institution of higher education.

Information pertaining to those faculty members being recommended for Grant of Tenure upon Initial Appointment and Grant of Tenure upon Early Consideration follows this summary.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

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

Type: Action

Background

The Chancellors have recommended tenure be granted to individuals upon their initial appointment to a faculty position at their respective campuses. 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.

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

June 2022 Tenure upon Initial Appointment

UTC			
Last Name	**First Name**	**College**	**Department**
Van Buren	Harry	Gary W. Rollins College of Business	Management
UTK			
Last Name	**First Name**	**College**	**Department**
Brown	Lonnie	Law	Law
Hembree	Daniel	Arts & Sciences	Earth and Planetary Sciences
Huang	Tingliang	Haslam College of Business	Business Analytics & Statistics
Jeffries	Bayyinah	Arts & Sciences	Africana Studies
Kwon	Junehee	Education, Health and Human Sciences	Retail, Hospitality, and Tourism Management
Lake	James	Haslam College of Business	Economics
Lostritto	Carl	Architecture + Design	School of Architecture
Souza	Javonda	Social Work	Social Work
Stigall	Alycia	Arts & Sciences	Earth and Planetary Sciences
Thatcher	Sherry	Haslam College of Business	Management & Entrepreneurship
Witt	Joseph	Arts & Sciences	Religious Studies

Attachment 2

June 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

UTC

Chancellor Steve Angle has recommended to President Boyd that tenure be granted to the following individual upon his initial appointment to a faculty position at UT Chattanooga:

Dr. Harry Van Buren was recruited to serve as the first academic chair to hold the Z. Lupton Patten Chair in Business Ethics in the Gary W. Rollins College of Business. Dr. Van Buren currently holds tenure at St. Thomas University in Minneapolis, MN and is a nationally and internationally recognized scholar. His renowned research emerged from his time as a faculty member at the American University in Beirut, Lebanon, with over 60 publications in the top journals in his discipline and is author or co-author of 31 book chapters. Dr. Van Buren currently serves as section editor for Religion, Spirituality, and Business Ethics in the *Journal of Business Ethics*, as well as Editorial board member, *Business Society*. He is also the recipient of the 2020 Best Business Ethics Paper Award, Social Issues in Management Division and continues to be a highly sought-after public speaker and lecturer in the area of business ethics and corporate social responsibility. Much of Dr. Van Buren's academic services has been to help researchers from outside the domain of business ethics explore ways in which they can integrate analyses of the ethical dimensions of business into their own research, fostering the continued collaboration with those around him and abroad.

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. Lonnie Brown was recruited to serve as Dean of the College of Law. Dr. Brown currently serves as the A. Gus Cleveland Distinguished Chair of Legal Ethics and Professionalism and was awarded the University of Georgia College of Law's top honor for teaching excellence with the Josiah Meigs Distinguished Teaching Professor. He has maintained an active presence in influential professional organizations at both national and regional levels, authoring 22 publications and articles in law reviews, including a monograph on Ramsey Clark, which was published in the Stanford University Press (2019). Dr. Brown is an elected member of the American Law Institute and serves as the vice chair for Drafting Committee for the Multistate Professional Responsibility. In addition, he is also the law school's representative on the State Bar of Georgia's formal Advisory Opinions Board, as well as Administrative Fellow in the Office of the Senior Vice President for Academic Affairs and Provost and as a Senior Teaching Fellow. Dr. Brown has been the recipient of Georgia Law's teaching award on 15 separate occasions, bestowed upon the professor who best succeeds in the reaching of professional responsibility and service to the community.

Dr. Daniel Hembree was recruited as Professor in the Department of Earth and Planetary Sciences. He currently serves as Professor in the Department of Geological Sciences at Ohio University. The multi-disciplinary aspect and broad applications of Dr. Hembree's research has allowed him to obtain 10 external research grants and fellowships from the National Science Foundation, the American Chemical Society Petroleum Research Fund, the National Geographic

June 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

Society and perhaps the most notable, W.M. Keck Foundation, totaling $1.2M through 2024. Dr. Hembree has also obtained 20 internal research grants and fellowships since 2001, totaling $165,627 to date. He has been the recipient of the Outstanding Teaching Award in the Department of Geological Sciences 4 times, as well as receiving the 2020 Outstanding Service Award in the same department at Ohio University. He currently serves as the Executive Editor of the Palaeontologic Electronica, the SEPM Nominating Committee, Graduate Program Coordinator and Promotion and Tenure Committee.

Dr. Tingliang Huang was recruited as Amazon Distinguished Professor of Business Analytics. Dr. Huang serves currently as an Associate Professor and the William S. McKiernan Family Faculty Fellow at the Carroll School of Management at Boston College, which is a peer/aspirant institution for UTK. He is a leading scholar in operations management and business analytics, with 14 published research papers in journals listed in the Haslam College's highest "Premier" category of the most prestigious journals in the world. Dr. Huang also holds prominent and significant editorial roles at world-class journals, including serving as a Senior Editor at the Premier journal *Production & Operations Management*, an Associate Editor for Business Analytics at the Premier journal *Decision Sciences*, and an Associate Editor at the very well-regarded journal *Naval Research Logistics* (on the Haslam College's second highest "Excellent" tier). Dr. Huang is the recipient of the 2021 Carroll School Teaching Start award and is a frequent contributor to sessions at major academic conferences. His service to journals has been recognized with numerous awards from premier academic publications, including the Outstanding Reviewer award from *Production & Operations Management*, the Meritorious Service award from *Manufacturing & Service Operations Management* (4 years in a row), and the Meritorious Service award from *Management Science*.

Dr. Bayyinah Jeffries was recruited as Associate Professor in the Department of Africana Studies, while currently serving as chair of the African American Studies department at Ohio University. The hiring of Dr. Jeffries is especially critical since she not only brings depth and accomplishment in the usual areas of teaching, research, and service, but she also brings leadership experience, which will allow her to contribute in unique and significant ways to the department by, for example, establishing programs and curriculum, mentoring junior faculty, and creating infrastructure that helps other thrive. Part of what compels Dr. Jeffries to want to join our program is the opportunity to help build a department from scratch. She is the recipient of the 2018 National Society of Leadership and Success "Excellence in Teaching" Award and the 2020 1804 Library Endowment Grant ($10,000). Dr. Jeffries has also served as Faculty Advisor, NAACP since 2015, Promotion and Tenure Committee of College Arts and Sciences in 2020 as well as Advisory Board Member, Lexington Books (Roman & Littlefield) *Critical African Studies Series*, Lanham, MD since 2020.

Dr. Junehee Kwon was recruited as Department Head of Retail, Hospitality, and Tourism Management in the College of Education, Health, and Human Sciences. She is currently serving as Professor of Hospitality Management at Kansas State University and has 66 scholarly publications over a 23-year period, appearing in very high-impact journals, including the *Journal of Hospitality and Tourism Management and Sustainability*. In her time at Kansas State, Dr. Kwon has developed future academicians by supporting their research, grantsmanship, and teaching competencies as a mentor and as the graduate program director. All 10 of Dr. Kwon's graduate

June 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

students have moved on to become faculty in higher education institutions in the U.S. and across the globe. Dr. Kwon was the recipient of the 2021 Most Cited Peer-Reviewed Publication Award from *Food Protection Trends*, as well as 2019 Dawley-Scholar Award for Faculty Excellence in Student Development, College of Human Ecology at KSU. Her leadership showcase includes serving as chairperson of the Faculty Advisory Council and the PhD Coordination Committee, as well as creating new degree programs and increasing the number of students in her respective master's program.

Dr. James Lake was recruited as Associate Professor of the Economics Department. At Southern Methodist University (SMU), Dr. Lake currently serves as Director of Doctoral Studies with 3 papers published in the *Journal of International Economics*, which is the top journal in his field of international trade. He is the recipient of the 2020 Provost's Emerging Leaders Program and the Barbara and James Mangum Teaching award in 2017. At his time at SMU, Dr. Lake served on the Search committee for the Dean of Moody Graduate School, the University Research Council Travel & Research Grant Committee, and the Faculty Senate Graduate Research & Education Committee. Dr. Lake has world-leading economic expertise with strong ties to Monash University, Australia's leading institution for economics. He is also a Research Network Affiliate with CESifo, a research institute based in Munich, Germany which brings together some of the leading scholars of international economics.

Dr. Carl Lostritto was recruited as Director of the School of Architecture. He currently serves as Associate Professor and Director of the Graduate Architecture Program at the Rhode Island School of Design, where he has ascended the faculty ranks, and successfully completed RISD's "Critical Review," a tenure granting evaluative process, in 2020. He has a solo monographic book project that was published in 2019 and a second book project that is under publishing contract and expected to be released in 2023. Dr. Lostritto has accumulated 9 invited and/or peer reviewed journal articles and book contributions of his design research, teaching, and creative work; 16 exhibitions of his drawings and artifacts in either solo or collective shows; 20 invited lectures and/or workshops in design schools nationally and internationally. The exhibitions have been in significant cities such as New York, Chicago, Los Angeles, Boston, Cleveland, as well as in university settings such as Providence, RI, College Park, MD, Urbana-Champaign, IL, and Watertown, MA. The journal articles appear in a range of important publications from *The Journal of Architectural Education*, which is the premier peer review venue in architecture, to *CLOG, Mole Magazine, module*, and *Fast Co. Design*.

Dr. Gilvan Souza was recruited to the position of Professor and Haslam Chair in Business Analytics. Dr. Souza is one of the top scholars in the area of sustainable operations and the circular economy, holding the Ming Mei Chair in Business at the Kelley School of Business at Indianan University, which is a peer/aspirant institution for UTK. He has published 21 research papers in journals listed in the Haslam College's highest "Premier" category of the most prestigious business journals. This is an exceptionally high number of Premier publications, matched by only a select few scholars in the discipline. Dr. Souza has been consistently recognized for teaching excellence throughout his career, most recently by receiving the university-wide Trustee's Teaching Award from Indiana University in 2021. His research has been cited over 5200 times, including 628 citations in 2021 alone. Dr. Souza also holds prominent and significant editorial roles at world-class journals, including serving as a Senior Editor for Sustainable Operations at

June 2022 Grant of Tenure upon Initial Appointment

Candidate Summaries

the Premier journal *Production & Operations Management*, and as the Department Editor for Socially Responsible Operations and the Circular Economy at the Premier journal *Decision Sciences*.

Dr. Alycia Stigall was recruited to serve as Department Head of Earth and Planetary Sciences in the College of Arts and Sciences. Dr. Stigall currently serves as Professor and Chair of the Department of Geological Sciences at Ohio University. She has empowered her faculty to advance both their personal research and teaching by supervising the launce of a new revenue-generating professional online Master of Science in Geological Sciences. This program has matriculated 65 students and has allowed for new hires to be considered for positions even during a hiring freeze. Showcased in Dr. Stigall's strong leadership, she has also initiated a Diversity and Inclusion Committee and worked to foster a culture that values diversity and inclusion within the department through analysis and policy development. Her service as Treasurer of the Paleontological Society at Ohio University allowed her to successfully oversee a budget of over $4.5M. Dr. Stigall has authored or co-authored over 75 papers/book chapters and has co-edited or authored 3 books. In 2016, she won the Paleontological Society's Charles Schuchert Award for research excellence in the area of paleontology. This achievement is particularly significant since it rarely goes to someone who is not at a Research 1 (R1) university.

Dr. Sherry Thatcher was recruited as the Skinner Professor of Business in the Department of Management and Entrepreneurship. She currently serves as J. Henry Fellers Professor in Business Administration in the Darla Moore School of Business at the University of South Carolina. Since 2021, Dr. Thatcher has been the editor-in-chief at a premier journal in the field – *Academy of Management Review (AMR)*. She has served on five editorial boards (2 currently – *Journal of Management* and *Group & Organization Management*) in addition to taking on the editor role at *AMR*. Dr. Thatcher has over 38 peer-reviewed publications, with close to half of her publications on UTK's business department's Premier journal list. She received the Outstanding Reviewer Award 4 times, as well as the 2010 Faculty Excellence Award. Dr. Thatcher was also awarded numerous research grants, which is a valuable skillset that will benefit the M&E Department, as she has been the co-Principle Investigator on four National Science Foundation grants since 2002, totaling over $1.2M. She was invited to speak at universities across the globe, including Latin America, Europe, Australia and across the U.S.

Dr. Joseph Witt was recruited as Associate Professor in the Department of Religious Studies. Dr. Witt is tenured at Mississippi State University (MSU), an R1 institution. Regarding research, the Religious Studies Department requires the production of a "scholarly monograph judged by the tenured faculty to be of sufficient quality." His book, *Religion and Resistance in Appalachia: Faith and the Fight against Mountaintop Removal Coal Mining,* satisfies this primary tenure requirement. In addition, Dr. Witt published more than a dozen articles and book chapters as well as co-editing a special issue of the *Journal for the Study of Religion, Nature and Culture*, the central journal in his sub-discipline. He presented at numerous academic meetings, both nationally and internationally in Ireland, Scotland, Canada, and Mexico. Dr. Witt's commitment to his community is showcased in his service on the College of Arts and Sciences Public Humanities Steering Committee, as well a 2020 project in which he proposed, organized, gathered funding for, and led a 5-day community-engaged learning trip for MSU students to Jackson, MS to meet with members working on issues of food security and activism to address immediate needs.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Grant of Tenure upon Early Consideration**

Type: Action

Background

The Chancellors have recommended faculty members for tenure who have served less than a six-year probationary period at their respective campus. All steps in the tenure review process outlined in Board policy and campus procedures have been completed for these faculty members, and all received strong support at each 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.

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

Attachment 1

June 2022 Tenure upon Early Consideration

UTC			
Last Name	**First Name**	**College**	**Department**
Black	Kristen	Arts and Sciences	Psychology
Dierenfeldt	Rick	Arts and Sciences	Social, Cultural, and Justice Studies
Fleming	Rachel	Library	Collection Services
Hogg	Jennifer	Health, Education and Professional Studies	Health and Human Performance
UTHSC			
Last Name	**First Name**	**College**	**Department**
Cowan	Ronald L.	Medicine	Psychiatry
Finkel	Terri H.	Medicine	Pediatrics
Jiang	Jianxiong	Pharmacy	Pharmaceutical Sciences
Ng	Thomas	Medicine	Surgery
UTK			
Last Name	**First Name**	**College**	**Department**
Abbott	Jonathan	Veterinary Medicine	Small Animal Clinical Sciences
Ballings	Michel	Haslam College of Business	Business Analytics & Statistics
Bourni	Theodora	Arts & Sciences	Mathematics
Brakewood	Candice	Tickle College of Engineering	Civil and Environmental Engineering
Brown	Nicholas	Tickle College of Engineering	Nuclear Engineering
Eckerd	Stephanie	Haslam College of Business	Supply Chain Management
Gonzalez	Kirsten	Arts & Sciences	Psychology
Hadziabdic Guerry	Denita	Herbert College of Agriculture	Etomology and Plant Pathology
Harper	Frances	Education, Health, and Human Sciences	Theory and Practice in Teacher Education
Liu	Chuanren	Haslam College of Business	Business Analytics & Statistics
Mariani	Annachiara	Arts & Sciences	Modern Foreign Languages & Literatures
Munafo	John	Herbert College of Agriculture	Food Science
Porter	Jared	Education, Health, and Human Sciences	Kinesiology, Recreation, and Sport Studies
Prosper	Olivia	Arts & Sciences	Mathematics
Zhou	Hongyu "Nick"	Tickle College of Engineering	Civil and Environmental Engineering
UTM			
Last Name	**First Name**	**College**	**Department**
Chi	Yu-Ho (Shannon)	Business and Global Affairs	Accounting, Finance, Economics, and Political Science
Dasinger	Timothy	Education, Health, and Behaviorial Sciences	Health and Human Performance

Attachment 2

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

UTC

Chancellor Steve Angle has recommended to President Boyd the following faculty, who have served less than a six-year-probationary period at UT Chattanooga, for tenure:

Dr. Kristen Black has been recommended for early tenure and promotion to the rank of Associate Professor in the Department of Psychology. Since her arrival at UTC, Dr. Black has published nine peer-reviewed journal articles in top journals, three of which were first-author, ten symposium presentations, and twenty poster presentations, twelve of which were peer-reviewed at regional, national, and international academic and professional conferences. These publications have appeared in journals such as *Journal of Applied Psychology*, the premier journal in the area of industrial-organizational psychology, and the *Journal of Occupational Health Psychology*, the flagship journal in occupational health psychology. Dr. Black's research projects are currently in various stages of development which promise to extend and increase research productivity well beyond tenure and promotion. She has obtained internal and external funding in excess of $13,000 and chaired several graduate student thesis committees and serves as a member of several others. Dr. Black's commitment to her community is shown through serving as an ad-hoc reviewer for numerous academic journals and conference proceedings. Dr. Black also provides extensive service to the department as coordinator of UTC's First Friday research talks and as co-host of the annual River Cities Industrial Organizational Psychology student conferences.

Dr. Rick Dierenfeldt has been recommended for early tenure and promotion to the rank of Associate Professor in the Department of Social, Cultural, and Justice Studies in the College of Arts and Sciences. He has been successful in the classroom, with student evaluations over 6.0 in all teaching categories in both online and traditional classes noting his knowledge of materials, his approachability, his willingness to help students, and openness of class discussions. His research interests cover community characteristics, crime, policing, and corrections policy evaluation. He has 13 peer-reviewed journal articles published or in press, three book chapters and ten refereed conference papers. Dr. Dierenfeldt has two manuscripts under review, and four manuscripts in progress. In 2020, he received a grant of $700,000 from the Department of Justice with UTC receiving a sub-award of $109,800 to be paid over three years. He has also participated in numerous service-related activities at the departmental, university, and disciplinary levels, including serving as a peer reviewer for six different journals during his tenure at UTC. Dr. Dierenfeldt served on the Honor Court as well as serving as a member of the Southern Criminal Justice Association Audit Committee, exceeding the requirements of service at all levels: university, professional, and community.

Dr. Rachel Fleming has been recommended for early tenure and promotion to the rank of Associate Professor and Collections Initiatives Librarian. In her first few years, Dr. Fleming developed the Library's Affordable Course Materials Initiative and assisted with the library's integrated library system migration from OCLC's WMS (warehouse management system) to Ex Libris' ALMA (a cloud-based library services platform). Dr. Fleming worked with faculty across all UTC colleges to modify course materials to include low to no cost reading materials, proving her dedication to her community and willingness to work with others. This exemplary service

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

resulted in a cumulative cost avoidance of $806,902 to 6,085 participating students and participation of 44 faculty members who have revised 51 courses. Dr. Fleming received a $50,000 inaugural One UT Collaboration and Innovation Grant for the Tennessee Open and Affordable Course Materials project. She has participated in sixteen presentations, panel sessions, webinars and workshops, all but one at the national level. Dr. Fleming serves as the Assistant Editor of the "Prices of U.S. and Foreign Published Materials," an important annual publication which is a part of the larger *Library and Book Trade Almanac*. She has served on several committees at UTC, including the Commission on the Status of Women, the Budget and Economic Status Committee, and the Undergraduate and Academic Standards Committee.

Dr. Jennifer Hogg has been recommended for early tenure and promotion to the rank of Associate Professor in the Department of Health and Human Performance in the College of Health, Education and Professional Studies. She has continued to successfully teach undergraduate courses and has been instrumental in strengthening areas of weakness in the Exercise and Health Sciences program identified by peers in physical therapy and occupational therapy. Dr. Hogg is an active scholar, having produced 13 peer-reviewed publications (five as lead author); four additional manuscripts are currently under review. In addition, she published a motor learning lab manual in 2020, has five refereed abstracts and poster/podium presentations, and two non-refereed abstracts. She also has an active grant-writing record with 11 proposals and over $100,000 in funding to date. Her service through numerous committees includes institutional, professional, and community engagement at local, district, and national levels. Dr. Hogg demonstrates a strong commitment to service in the community and to the professional disciplines of athletic training and biomechanics through committees and manuscripts reviews for over ten journals.

UTHSC

Chancellor Peter Buckley has recommended to President Boyd the following faculty, who have served less than a six-year-probationary period at UT Health Science Center, for tenure:

Dr. Ronald Cowan, currently serving as Chair of Psychiatry and the Harrison Distinguished Professorship at UTHSC, has been nominated for early tenure. Dr. Cowan also serves as Co-Director of the Center for Addiction at UTHSC, proving his leadership to the institution. He is nationally recognized for his research with 90 journal articles and over 19 chapters and reviews, making him well-established in the area of drug addiction and pain perception. When joining UT, Dr. Cowan brought with him two major federal grants as the principal investigator and has helped in obtaining a NIH R61 grant. Not only has Dr. Cowan shown his academic prowess, but he has also shown his exceptional leadership skills by stabilizing internal issues in the Department of Psychiatry, successfully recruiting young psychiatrists, and expanding his relationship with Le Bonheur Children's Hospital. He is nationally recognized for his research and is frequently sought after by granting agencies to review the work of peers. Dr. Cowan has helped develop the addiction curriculum use for medical students and helped establish a fellowship in addiction medicine, making his contributions in his field welcomed and highly valued.

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

Dr. Terri Finkel has been recommended for early tenure while serving as acting Chief of the Pediatric Rheumatology Division. Dr. Finkel is an excellent teacher and mentor, from serving as the fellowship director of leading rheumatology programs to founding a STEM education program for hospitalized children and those with catastrophic diseases. More recently she developed a Clinical Scientist program in support of junior faculty. She is a nationally and internationally recognized expert in immunology, with 142 peer-reviewed publications with an H index of 35 and has been issued ten patents with licensure of four. Dr. Finkel has had in excess of $12M in external research funding through her career, most recently assisting in developing the drive-through testing facilities during COVID and overseeing many of the research activities. She has three R01 grants from the NIH with two renewals each for ten years of total funding, and nine other NIH funded grants. Dr. Finkel has received multiple honors and awards from the American College of Rheumatology, the American Cancer Society, the Arthritis Foundation, Pediatric AIDS Foundation, Colorado Women's Hall of Fame, and others. She was recognized as being in the top one percent of pediatric Rheumatologists by *U.S. News & World Report* and awarded the Children's Foundation of Memphis Chair of Excellence in 2021.

Dr. Jianxiong Jiang has been recommended for early tenure in the Department of Pharmaceutical Sciences. Dr. Jiang currently serves as associate professor in the department of Pharmaceutical Sciences in College of Pharmacy and has made noteworthy contributions in the area of Research (80% effort). He currently has NIH R01 and R21 grants as Principal Investigator and is the contact PI of a newly awarded multiple PI NIH R61 grant, totaling $1.4M. Dr. Jiang has published fourteen peer-reviewed journal articles, with an additional 30 peer-reviewed journal article publications prior to joining the College, as well as six US-issued patents. He has served as a mentor to PharmD and PhD students, consistently scoring high on student evaluations ranging from 4.17 to 5.00 on a 5-point scale. Of note, three PharmD students who are training in Dr. Jiang's lab have co-authored publications. Dr. Jiang's commitment to mentoring has also resulted in 20 peer-reviewed publications from his laboratory, as well as five major conference abstracts. He currently serves on the Graduate Education Committee and Assessment Committee, as well as four thesis committees and three postdoctoral research fellows.

Dr. Thomas Ng has been recommended for early tenure and currently serves as Chief of Thoracic Surgery. He has six peer-reviewed publications in the last two years with UTHSC residents in addition to the 100+ peer-reviewed publications he has authored/co-authored during his career. Notably, Dr. Ng is also participating in the development of National Comprehensive Cancer Network clinical guidelines in thoracic surgery, and he is a highly respected editor on the *Journal of Thoracic and Cardiovascular Surgery*. Dr. Ng is currently the Site Principal Investigator for a $4MNational Cancer Institute R01 grant. He is a Fellow of the Royal College of Surgeons of Canada in both General Surgery and Thoracic Surgery and serves on the Editorial Boards of *Frontiers in Surgical Oncology* and *Journal of Thoracic Disease*. Dr. Ng has also served on several hospital committees including Robotic Surgery Steering Committee, Methodist University Hospital Physician Leader, and Radiology Ablation Safety Monitoring Board. In his time at UT, he has been charged with reestablishing the clinical and educational programs in the thoracic surgery, developing much of the curriculum for rotation at UTHSC for both medical students and residents.

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

UTK

Chancellor Donde Plowman has recommended to President Boyd the following faculty, who have served less than a six-year-probationary period at UT Knoxville, for tenure:

Dr. Jonathan Abbott, an Associate Professor of Cardiology in the Department of Small Animal Clinical Sciences, has been recommended for early tenure. Dr. Abbott has been credited with re-starting the cardiology residency program and bringing it back to national prominence. Notably, Dr. Abbott was appointed as Chair of the Companion Fund, oversees all grant applications and distributions of funds, and serves as the Program Director for American College of Veterinary Internal Medicine (ACVIM) approved Cardiology Residency Program. Throughout his appointment, Dr. Abbott has been productive in conducting clinical research either as a principal investigator, co-investigator or mentor for a house officer. He has published 54 book chapters, 27 scientific abstracts, 55 peer-reviewed manuscripts (including three invited ACVIM consensus papers) and published one completed book. His contributions to the literature are of high scientific value, and his papers are highly cited by other authors.

Dr. Michel Ballings, currently serving as Assistant Professor in the Department of Business Analytics and Statistics, has been recommended for early tenure. In his time at UTK, Dr. Ballings has published 17 papers in refereed journals, including four in the highest tier "Premier" category of journals in the Haslam College, plus seven more papers in the "Excellent" tier. His article in *European Journal of Operational Research* is a top 25 downloaded articlefor the journal, and he is the winner of the Thomas P. Hustad JPIM Best Paper Award, which is awarded to the article that the Board of Directors feels most advances the state of the art of the new product development and management. He has also been an excellent contributor to the college and department, serving on several committees and actively mentoring graduate students. In addition, he serves as the President of the INFORMS Social Media Analytics Section, a prestigious position for an Assistant Professor. Dr. Ballings is the recipient of the JTV grant, totaling $810,000 spread over three years, as well as $5,000 Teaching Innovation and Development Grant from the Haslam College of Business for a GPU enabled server.

Dr. Theodora Bourni, Assistant Professor in the Department of Mathematics, has been recommended for early tenure and promotion. Over her career, Dr. Bourni has published 12 peer-reviewed journal articles, two of these papers are sole-authored and the other ten are co-authored with one or two other mathematicians. Additionally, she has five co-authored journal articles that were in press and three other manuscripts were under review with three different journals at the time her dossier was submitted. Dr. Bourni has also given numerous research presentations at seminars, workshops, and professional meetings, including six invited conference presentations. As sole P.I., Dr. Bourni procured a highly competitive, four-year NSF grant, totaling $363,433 that will fund her research and graduate students through July 2024. She has served on the Barrett Lectures Committee, the Honors Committee, the Head Advisory Committee and one faculty search committee. Dr. Bourni is a member of the American Mathematical Society and has been invited to speak nationally and internationally at over 70 events.

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

Dr. Candance Brakewood, Assistant Professor in the Department of Civil and Environmental Engineering, has been recommended for early tenure and promotion. Since joining UTK, Dr. Brakewood has been awarded more than $1.7M in research funding (of which nearly $1M was allocated to her) and published 16 of her 24 peer-reviewed papers. Additionally, she made eight invited presentations, two contributed oral presentations, and 12 poster presentations. Her record of teaching is consistently positive, scoring 4.5 or higher, and she received the Department of Civil and Environmental Engineering's Teaching Recognition Award in 2020. Dr. Brakewood serves as an associate editor of the *Journal of Public Transportation* and has reviewed manuscripts and grant submissions to journals and funding agencies. Dr. Brakewood also served on her department's strategic planning committee, as well as a faculty mentor to two student chapters of professional organizations. At the university level, she serves as a member of the Provost's Junior Faculty Fellows advisory council. Dr. Brakewood has also reviewed proposals for both the Swiss and US National Science Foundations, providing her services both nationally and internationally.

Dr. Nicholas Brown, Associate Professor in the Department of Nuclear Engineering, has been recommended for early tenure. Dr. Brown has 41 journal articles and 49 conference proceedings, as well as 11 invited presentations and five contributed oral presentations. He received the prestigious Landis Early Career Engineering Achievement Award from the American Nuclear Society (ANS) in 2021, given to the most accomplished young researcher in the field, and has $3.44M in external funding. During his time at UTK, he has served as a member and chair of his departmental graduate program committee and is or has been a member of five additional department committees including the Diversity, Equity, and Inclusion Action Committee. Most notably of his disciplinary service, Dr. Brown served as program chair of the 2021 ANS Annual Meeting, a high visibility activity. His accomplishments in the classroom have been strong and evaluations scores have ranged between 4.0 and 5.0; he currently supervises five PhD students, co-supervisors another, and has graduated two PhD students.

Dr. Stephanie Eckerd, Associate Professor in the Department of Supply Chain Management, has been recommended for early tenure. During her time in the role, she has published 20 refereed journal articles, including seven since 2020, as well as having participated in 30 academic conference presentations, panel discussions, and special sessions. Her work has appeared in some of the top-tier publications in her field such as *Journal of Operations Management* and *Journal of Supply Chain Management* and has received multiple best paper awards. Additionally, she has published and presented papers at a variety of technical and professional meetings. Dr. Eckerd's teaching evaluations have been overwhelmingly positive, with scores ranging from 4.4 to 5.0. Her service record is strong, as she currently serves on three departmental committees and one college committee, as well as providing disciplinary services as professional development workshop chair for the Operations and Supply Chain Management Division of the Academy of Management. Dr. Eckerd has also served as associate editor of three journals, as a member of a journal editorial board, and organizer for several professional events.

Dr. Kristen Gonzalez, Assistant Professor in the Department of Psychology, has been recommended for early tenure and promotion. Many of Dr. Gonzalez's publications have appeared in leading journals in the field. She has 23-peer-reviewed articles, including 12 as first

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

author, and four book chapters. Dr. Gonzalez is an active contributor at professional and technical meetings contributing 41 papers at professional conferences in her career, 30 since beginning her appointment at UTK. Dr. Gonzalez's success as a teacher has been consistently positive, with evaluation scores from students averaging 4.9. She served on multiple departmental and college committees, on the Chancellor's Commission for LGBT People and received the College of Arts and Sciences Diversity Leadership Award in 2020. Notably, she was an organizer of the national Academics for Black Survival and Wellness program, which is a grassroots effort stared by academics to provide support space for black academics.

Dr. Denita Hadziabdic Guerry, Assistant Professor in the Department of Entomology and Plant Pathology (EPP), has been recommended for early tenure. In her time at UTK, she has developed curriculum and has been instrumental in increasing enrollment by more than 25%. Internationally, Dr. Hadziabdic Guerry taught two workshops at the University of Ghana, mentored and supervised two post-doctoral research fellows, and served on 13 graduate student committees. She was the recipient of the prestigious Fulbright Scholarship in 2019 for her work on a food security crop in Ghana. Since 2017, she has acquired a total of $4.4M with $1.0M specifically for her research program. She has 52 total peer-reviewed publications and published 30 of these since beginning as an Assistant Professor at UTIA. Dr. Hadziabdic Guerry serves on the graduate studies committee in EPP, is an active member of the American Phytopathological Society, and a member of four committees-Forest Pathology, Diversity and Equality, Vector-Pathogen Complexes, and Evolutionary Genetics and Genomics.

Dr. Frances Harper, Assistant Professor in the Department of Theory and Practice in Teacher Education, College of Education, Health and Human Sciences, has been recommended for early tenure and promotion. Dr. Harper has established herself as a leader at UTK with one of only a few NSF CAREER Awards, the foundation's most prestigious early career award for faculty, which provides five years of funding. She has been awarded more than $1.7M in external funding, including two National Science Foundation grants, having served as Principal Investigator on both. Dr. Harper published eight peer-reviewed journal articles, seven book chapters, and seven conference papers and taught between 6-51 students each semester. Quantitative course evaluations typically average in the mid-to-high 4s on a 5-point scale. Her service record is strong, having served on multiple departmental committees and as a member of the Chancellor's Commission for Women.

Dr. Chuanren Liu, currently serving as Assistant Professor in the Department of Business Analytics and Statistics, has been recommended for early tenure and promotion. Over his career, Dr. Liu has published seven publications on the Haslam College's highest "premier" list and 18 peer-reviewed articles overall, as well as 43 papers in refereed conference proceedings. He has been an excellent contributor to the college and department, while also serving on a hiring committee outside of the college that required his expertise. Dr. Liu has shown a national and international reputation in his field and was recently named an Associate Editor for a highly regarded journal. He has consistently received positive evaluations from students and peer observations provide additional evidence of the high-quality teaching, with scores often approaching 5.0 (this is especially impressive given the content of the class, the audience, and

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

class size). Dr. Liu is the recipient of the Next-Generation Data Scientist, IEEE DSAA (2020) and has been invited to seminar talks both nationally and internationally.

Dr. Annachiara Mariani, serving as Assistant Professor in the Department of Modern Foreign Languages and Literatures, has been recommended for early tenure and promotion. Dr. Mariani established a solid research program, publishing seven peer-reviewed articles, one book chapter, co-editing one book, and serving as a guest editor on a journal. She also served as an editorial board member for the *Journal of Literature and Art Studies* since 2017. Most notably, in 2021 she edited and contributed a chapter to *Paolo Sorrentino's Cinema and Television*. Dr. Mariani taught a variety of courses at different levels, and her teaching evaluations are positive with average scores ranging from 4.7 to 5.0, as well as her two positive peer teaching observations. Dr. Mariani's service record is exemplary having participated on several departmental committees, refereed submissions to scholarly publications, and has been active in professional organizations, having chaired two lecturer search committees, and is a member of the Dean's Advisory Committee. She has given numerous talks at regional, national, and international conferences and was a Fulbright Scholar finalist in 2021.

Dr. John Munafo, Assistant Professor in the Department of Food Science, has been recommended for early tenure. During his time at UTIA, Dr. Munafo developed and offered two directed studies courses and an undergraduate course. His other teaching activities include extensive laboratory training, course lecturing, and graduate student mentoring. Dr. Munafo has given five guest lectures and three (including one for a seminar to Japanese visitors) were peer evaluated with high praise. He has secured seven external grants totaling $2.38M. Four of these external grants were from industry and three from USDA, plus Dr. Munafo has one grant proposal which he will serve as PI currently under review. Additionally, Dr. Munafo published 23 peer-reviewed journal articles and served in a corresponding author role on 19 of those, as well as publishing 35 abstracts/conference proceedings and 32 popular press articles. Dr. Munafo serves as a member of multiple committees to his home department, including AgResearch Strategic Plan and AgResearch Innovation Council.

Dr. Jared Porter, Associate Professor in the Department of Kinesiology, has been recommended for early tenure and promotion. Since joining UTK, he has published 14 peer-reviewed journal articles and 21 refereed conference presentations, with 47 total refereed journal articles and 76 conference presentations over the course of his career. Many of Dr. Porter's publications have appeared in leading journals and conferences in the field. Dr. Porter has also received nearly $200,000 in funding for his research. His student evaluations are consistently positive, and his peer observations provide additional evidence of the high-quality of his teaching. He also supervises four doctoral students and serves on the committees of five others. Dr. Porter has served on multiple departmental and college committees, and at the university level, on the Chancellor's Commission for Disability. He has also provided extensive service to the profession by serving on committees and journal editorial boards, organizing events, and reviewing manuscripts.

Dr. Olivia Prosper, Assistant Professor in the Department of Mathematics, has been recommended for early tenure and promotion. Dr. Prosper has provided a significant amount of

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

service to UTK, having served on five committees, organized conference sessions and workshops, and has refereed manuscripts for the University of Ottawa Press and Springer. She has peer reviewed 30 manuscripts for 15 different mathematics and biology journals since 2012. All six external reviewers were strongly positive concerning Dr. Prosper's research record and the promise of her continued impact in the field of mathematical biology. Her teaching was recognized by her receipt of the Mathematics Graduate Student Council Ann Keith Rea Faculty Teaching Award in 2021. In the same year, Dr. Prosper became the first UTK mathematician to receive an NSF CAREER award, a five-year grant that will provide nearly a half-million dollars in research funding and support for an undergraduate education initiative she designed called the Junior Mathematical Modeling Program (JuMP).

Dr. Hongyu Zhou, Assistant Professor in the Department of Civil and Environmental Engineering, has been recommended for early tenure. Throughout his teaching, enrollments in his undergraduate classes ranged between 34 and 50 and between 6 and 15 in graduate classes. Nearly all student survey ratings are above 4, indicating students are satisfied with the courses. He has been awarded $758,000 in research funding, as well as publishing 23 refereed journal articles and five conference proceedings. Dr. Zhou has served as a member of his departmental curriculum committee, as well as co-chair of the Technical Committee on Advanced Materials and Structures in the American Society of Civil Engineers Aerospace Division. He is an associate editor of the *Journal of Sustainable Cement-based Materials* and has served as reviewer for multiple journals and several NSF proposal panels.

UTM

Chancellor Keith Carver has recommended to President Boyd the following faculty, who have served less than a six-year-probationary period at UT Martin, for tenure:

Dr. Yu-Ho (Shannon) Chi, who currently serves as Assistant Professor, has been recommended for early tenure and promotion to the rank of Associate Professor of Accounting in the Department of Accounting, Finance, Economics, and Political Science. She has demonstrated her commitment to her students through tailoring classes to match where the students are at throughout the course, and scores consistently well above 4.0/5.0 on evaluations. Furthermore, Dr. Chi provides extra sections for her students as needed to maintain student progress. Dr. Chi has been an active scholar, publishing five articles in peer-reviewed journals and presented her work at five national and international accounting conferences. She has also served as both a moderator and a review for those conferences. Dr. Chi has served on many departmental and college committees and has been actively engaged in advising first-year students at the summer SOAR orientation events.

Dr. Tim Dasinger has been recommended for early tenure and promotion to the rank of Associate Professor of Health and Human Performance in the Department of Health and Human Performance. Dr. Dasinger has an outstanding record in all three areas of faculty expectations. His student evaluations have consistently been strong (4.62/5 overall for all his courses) from his first semester on campus to present. He is an active scholar, publishing two articles in peer-

June 2022 Grant of Tenure upon Early Consideration

Candidate Summaries

reviewed journals with three others submitted and under review. He has also presented at 17 national and state conferences, which are exemplary achievements given his teaching and advising load of 40 students overall. Dr. Dasinger has also been involved in service to the university and his department, serving on nine department, three college, and seven university committees. He serves on a board of a Tennessee organization in his field and has been a reviewer for peer-reviewed journals. Additionally, he has taken on the responsibility as the current Program Director for the new Masters of Sports Coaching and Performance.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Proposed Faculty Handbook Revisions, UTC**

Type: Action

Background

Pursuant to the University's Bylaws, campus handbook provisions governing, among other things, the appointment and promotion of faculty members, must be approved by the Board of Trustees.

UTC is proposing revisions to Chapters 3 and 4 of the UTC Faculty Handbook, which pertain to faculty appointment, promotion, tenure, and termination issues. The proposed changes to *Section 3.4.8 Periodic Post-Tenure Review (PPPR)* will establish a more structured review process that clarifies the order and timeline of each level of review. The changes in *Section 4.5 Termination Prior to Expiration of Appointment Term* are to clarify the definition of Adequate Cause for termination and to clarify the process by which a non-tenure track faculty member may be terminated for cause prior to the expiration of the faculty member's appointment term. The changes in *Section 4.7 Non-Tenure Track Appointments* will provide clearer and more uniform campus-wide criteria for evaluating non-tenure-track faculty for appointment and/or promotion for each of the foregoing categories of non-tenure-track appointments and will allow for multi-year appointments for such categories of non-tenure-track appointments. With the addition of *Section 4.8 Promotion* a campus-wide promotion review process is established for non-tenure-track faculty seeking promotion. The proposed revisions are discussed in more detail in the attached memorandum from Chancellor Steven Angle and shown in Attachment A.

These changes have been reviewed by Chancellor Angle, the Vice President for Academic Affairs and Student Affairs, and the Office of the General Counsel. The proposed revisions were approved by the UTC Faculty Senate.

Resolved: The Board of Trustees hereby approves the proposed revisions to the UTC Faculty Handbook as presented in the meeting materials, which shall be attached to this Resolution after adoption.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Office of the Chancellor
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MEMORANDUM

TO: Linda C. Martin, Vice President for Academic Affairs and Student Success

FROM: Steven R. Angle, Chancellor

DATE: May 2, 2022

RE: UTC Faculty Handbook Revisions

UTC submits for approval the proposed changes to the UTC Faculty Handbook ("Handbook") described in this memorandum and set forth in **Attachment A**. The proposed changes concern faculty appointment, promotion, tenure, and termination issues, and therefore, require approval by the UT Board of Trustees under *BT0007 – Policy on Faculty Handbook Revisions*. If approved by the UT Board of Trustees, the changes will be incorporated into the Handbook effective August 1, 2022.

A. Proposed Chapter 3 Revisions

UTC proposes changes to *Section 3.4.8. Periodic Post-Tenure Review (PPPR)* to clarify the order and timeline of the steps in the post-tenure review process for tenured faculty members.

The current provisions of *Section 3.4.8* generally provide that, after a Post-Tenure Review Committee (PTR Committee) evaluates a tenured faculty member to determine whether the faculty member is meeting expectations for rank, (i) the PTR Committee submit its report to the faculty member, department head, dean, and Provost; (ii) the faculty member and department head be afforded an opportunity to provide written responses to the PTR Committee report; (iii) the dean either accept or reject the PTR Committee report's recommendation; (iv) the Provost and Chancellor indicate whether or not they concur with the dean's determination; and (v) the faculty member may appeal the decision to the Chancellor. The lack of specific timelines and a clear order of when the various levels of review are to be completed has created some confusion for academic administrators over the past several years. Additionally, since the current process provides that the Chancellor must indicate whether or not the Chancellor concurs with the dean's determination *before* any appeal is made, the current process does not permit an appeal to an administrator who has not already weighed in on the determination under appeal.

The proposed changes to *Section 3.4.8* would establish a more structured review process that clarifies the order and timeline of each level of review. The proposed changes would also render any appeal by the faculty member more meaningful by providing that the Chancellor will the review the PTR determination only if the faculty member appeals to the Chancellor.

The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System.

Specifically, the changes would establish the following order of steps and timelines for the review process:

1. The PTR Committee shall provide to the dean its evaluation report of the tenured faculty member under review.

2. Within thirty (30) days of receipt of the PTR Committee report, the dean will provide a written recommendation along with the PTR Committee report to the faculty member, the department head, and the Provost.

3. The department head and the faculty member will have thirty (30) days to provide to the Provost independent written responses to the PTR Committee report and the dean's recommendation.

4. After receipt of the written responses of the faculty member and department head (if any), the Provost shall review the PTR Committee report, the dean's recommendation, and the written responses of the faculty member and department (if any), and then make a final decision. The Provost will provide written notice of the Provost's final decision to the faculty member, department head, and dean.

5. Upon receipt of the Provost's final decision, the faculty member will have thirty (30) days to appeal to the Chancellor in accordance with the general faculty grievance appeal procedure under *Section 5.3* of the Handbook.

The proposed revisions to *Section 3.4.8* are reflected in red-line in Attachment A. The UTC Faculty Senate approved the changes to *Section 3.4.8* at its meeting on March 10, 2022. Non-substantive edits were made to the language approved by the Faculty Senate to improve clarity and consistency with other Handbook sections, and the Faculty Senate President and Faculty Handbook Committee Chair confirmed their approval of the non-substantive edits on April 20, 2022. Additional minor proposed edits to *Section 3.4.8* to make it consistent with University policy were made by the Office of the General Counsel and approved by the Faculty Senate President and Faculty Handbook Committee Chair on April 22, 2022. The Provost approves of the proposed Chapter 3 changes.

I recommend that the proposed changes to Chapter 3 reflected in Attachment A be submitted to the Board for approval.

B. Proposed Chapter 4 Revisions

UTC proposes to revise Chapter 4 of the Handbook to:

- Clarify under *Section 4.5* that the definition of Adequate Cause for termination of a non-tenure-track faculty member is consistent with the definition of Adequate Cause for termination of a tenure-track/tenured faculty member under *BT0006*.

- Clarify the process under *Section 4.5* by which a non-tenure-track faculty member may be terminated for cause prior to the expiration of the faculty member's appointment term. The current provisions of *Section 4.5* outline the process for when the department head makes a termination recommendation to the dean and Provost, but do not outline the process for when the dean makes such a recommendation to the Provost in the absence of a recommendation from the department head. The proposed changes to *Section 4.5* (i) clarify that a recommendation to terminate a non-tenure-track faculty member for cause may be initiated by either the department head or the dean; and (ii) describe the process to be followed if the termination recommendation originates with the dean instead of the department head. These proposed changes would merely bring *Section 4.5* in line with existing practice.

- Add under *Section 4.7* more specific criteria that a faculty member must meet in order to be eligible for appointment and/or promotion to each rank for the following categories of non-tenure-track appointments:

    - Research appointments (e.g., Research Assistant Professor, Research Associate Professor, Research Professor);

    - Clinical appointments (e.g., Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor); and

    - Faculty of Practice appointments (e.g., Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice).

  These changes will provide clearer and more uniform campus-wide criteria for evaluating non-tenure-track faculty for appointment and/or promotion for each of the foregoing categories of non-tenure-track appointments. The changes will also allow for multi-year appointments of such categories of non-tenure-track appointments.

- Add a new *Section 4.8* that establishes a campus-wide promotion review process for non-tenure-track faculty seeking promotion. Academic departments have differing processes by which they evaluate non-tenure-track faculty for promotion. These changes will

establish a uniform campus-wide procedure for evaluating non-tenure-track promotion candidates. Colleges and departments may adopt additional procedural elements as long as they are consistent with the campus procedure.

The proposed revisions to Chapter 4 are reflected in red-line in Attachment A. The UTC Faculty Senate approved the proposed changes at its meeting on October 21, 2021, and submitted them to the Provost for review. The Provost approved the changes approved by the Faculty Senate, and the Provost proposed additional edits to *Section 4.5* that clarify the existing process for terminating non-tenure-track faculty for cause. The Faculty Senate President and Faculty Handbook Committee Chair approved the Provost's additional edits to *Section 4.5* in November 2021.

I recommend that the proposed changes to Chapter 4 reflected in Attachment A be submitted to the Board for approval.

Enclosure – Attachment A

cc: Dr. Jerold L. Hale, Provost
Dr. Matt Matthews, Vice Provost

Chapter 3
Tenure-Track and Tenured Faculty

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3.4. FACULTY EVALUATION AND DEVELOPMENT

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3.4.8. Periodic Post-Tenure Performance Review (PPPR)

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6. PTR Committee's Conclusions and Report

The PTR Committee is charged to review the faculty member's performance during the review period and to conclude whether the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank. All conclusions and recommendations shall be adopted upon the vote of a simple majority of the PTR Committee. No member of the PTR Committee may abstain or recuse ~~himself or herself~~themselves from voting. Based on the judgment of its members, the PTR Committee must conclude either:

- That the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank; or
- That the faculty member's performance does not satisfy the expectations for the faculty member's discipline and academic rank.

The committee must report its conclusions and recommendations in writing using a standard format prepared by the Provost, including (a) an enumeration of the vote, (b) the supporting reasons for its conclusion, (c) a dissenting explanation for any conclusion that is not adopted unanimously, (d) an identification of any incongruences observed between the faculty member's performance and his or her annual evaluations, (e) a statement of any additional concerns identified or actions recommended, and (f) if applicable, an identification of areas of extraordinary contribution and/or performance.

The ~~detailed~~ PTR Committee shall send its detailed report ~~shall be provided~~ to the dean of the faculty member's college. The dean shall make a written recommendation to accept or reject the PTR Committee's determination and which shall include the dean's justification for their recommendation. Within thirty (30) days of receipt of the PTR Committee report, the dean shall provide

the report along with the dean's written recommendation to the faculty member, department head, ~~dean,~~ and Provost.

Upon receipt of the PTR Committee report and the dean's written recommendation, the ~~Faculty~~ faculty member~~s~~ and department head~~s~~ ~~must~~ shall have thirty (30) days ~~have the opportunity~~ to provide to the Provost their ~~a~~ independent written response~~s~~ to the PTR Committee report and the dean's written recommendation.

After receipt of the written responses of the faculty member and/or department head, or confirmation that no such response(s) will be provided, ~~The dean shall either accept or reject the PTR Committee's determination that the faculty member's performance satisfies or does not satisfy the expectations for the faculty member's discipline and academic rank. T~~the Provost shall review the PTR Committee report, the dean's written recommendation, and any written responses provided by the faculty member and/or department head, before making a final decision on the faculty member's performance during the review period. If the Provost's decision does not concur with the PTR Committee's recommendation or with the dean's recommendation, the Provost shall provide supporting reasons for the non-concurrence. The Provost shall provide notice of the Provost's final decision to the faculty member, department head, and dean in writing.

~~and the Chancellor shall indicate whether or not they concur in the dean's determination. If the PTR Committee report is not unanimous, the dean shall provide the supporting reasons for his or her determination. If the dean, the Provost, or the Chancellor do not concur in a determination, then he or she shall provide the supporting reasons for the non-concurrence. The dean's determination, the Provost's and Chancellor's concurrences, and any written responses of the faculty member and department head will be maintained~~ The ~~with the~~ PTR Committee report, the dean's written recommendation, any written response(s) from the faculty member and/or department head, and the Provost's final decision letter shall be maintained in UTC Faculty Records ~~and~~. At the conclusion of each academic year, a summary of all PTR decisions made at UTC that academic year will be compiled and submitted electronically to the University of Tennessee Office of Academic Affairs and Student Success.

7. Appeal

Within thirty (30) days of receipt of the ~~PTR Committee report~~Provost's final decision letter, the faculty member may appeal any conclusion with which the faculty member disagrees. The procedure for appeal is described in Section 5.3. of this Handbook, except that a final decision by the Chancellor on the appeal shall be made within ninety (90) days of the faculty member's appeal. ~~, and the~~ The decision of the Chancellor on an appeal shall be final and not be appealable to the President. If the Chancellor's decision on an appeal does not concur with the PTR Committee's recommendation, with the dean's recommendation, or with the Provost's decision, then the Chancellor shall provide supporting reasons for any such non-concurrence in the appeal decision letter.

Chapter 4
Non-Tenure-Track Faculty

....

4.5. TERMINATION PRIOR TO EXPIRATION OF APPOINTMENT TERM

A non-tenure-track faculty member may be terminated for Adequate Cause prior to the expiration of their appointment term. The definition of Adequate Cause for non-tenure-track faculty is defined in the same manner as it is for tenured faculty members in Section J.1.c. of UT Policy BT0006 and Section 3.10.10.3 of this Handbook.~~(as defined in UT Policy BT0006)[1] prior to the expiration of the faculty member's appointment term.~~ A recommendation to terminate a non-tenure-track faculty member for Adequate Cause may be initiated by the department head or dean. In the event that a department head recommends to the dean and Provost that a non-tenure-track faculty member be terminated for ~~adequate~~ Adequate ~~cause~~Cause, the department head and dean shall meet with the faculty member to present the reasons for the recommended termination and to permit the faculty member to respond. If, after this meeting, the dean concludes that ~~adequate~~ Adequate ~~cause~~ Cause for the termination exists, a recommendation for termination shall be forwarded to the Provost. In the event the dean recommends to the Provost that a non-tenure-track faculty member be terminated for Adequate Cause in the absence of a recommendation from the department head, the dean shall meet with the faculty member to present the reasons for the recommended termination and to permit the faculty member to respond. If, after this meeting, the dean concludes that Adequate Cause for the termination exists, a recommendation for termination shall be forwarded to the Provost. If the Provost agrees with the termination recommendation, the Provost shall inform the faculty member of his or her termination in writing. The Provost shall also notify the faculty member in writing of his or her right to a post-termination hearing under the Tennessee Uniform Administrative Procedures Act (*see* Tenn. Code Ann. § 4-5- 301 *et seq.*).

Non-tenure-track faculty can also be terminated prior to the expiration of their appointment term in the event of Extraordinary Circumstances as defined in Section J.1.b. of UT Policy BT0006 and Section 3.10.10.2 of this Handbook.

....

4.7. NON-TENURE-TRACK APPOINTMENTS

4.7.1. Teaching Appointments

UTC may hire non-tenure-track Teaching faculty members for specific teaching assignments; engagement in disciplinary scholarship and/or public or disciplinary

[1] ~~*See also* Section 3.10.10.3. of this Handbook.~~

service may be added to the terms of employment as outlined by the hiring college or department.

UTC uses the following ranks or titles for Teaching appointments:

Lecturer: This rank is for those who hold the appropriate degree for their discipline (or its professional equivalent) and who are appointed for full or part-time teaching. Teaching appointments at this rank will be made for a definite term of one year or less.

Normally, those holding the rank of Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in teaching discipline;

2. Have demonstrated ability or potential as a teacher in the discipline;

3. Effectively participate in service activities aligned with the department's needs;

4. Have demonstrated capacity to relate appropriately to students and professional colleagues; and

5. Effectively engage in professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.

Associate Lecturer: Faculty members who have held Teaching appointments at the rank of Lecturer for four (4) years will be considered for promotion to the rank of Associate Lecturer, although a record of superior performance may justify earlier consideration. Teaching appointments at this rank will be made for a definite term of up to three years.

Normally, those holding the rank of Associate Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in teaching discipline;

2. Have a record as an accomplished teacher in the discipline;

3. Have an established record of effective service activities aligned with the department's needs;

4. Have demonstrated the ability to relate appropriately to students and professional colleagues; and

5. Have a substantial record of professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.

Senior Lecturer: Faculty members who have held Teaching appointments at the rank of Associate Lecturer for six (6) years will be considered for promotion to the rank of Senior Lecturer. However, a record of extraordinary performance at the Associate Lecturer level may justify earlier consideration. Additionally, those faculty holding Teaching appointments who were hired prior to the creation of the Associate Lecturer position in 2019 will be considered for promotion to Senior Lecturer after ten (10) years of service at any Teaching appointment rank(s). Teaching appointments at this rank will be made for a definite term of up to five years.

Normally, those holding the rank of Senior Lecturer will:

1. Have a minimum of a master's degree in the teaching discipline, or a master's degree in another discipline along with professional experience in teaching discipline;

2. Have a significant record as an accomplished teacher in the discipline;

3. Have an extended record of effective service activities aligned with the department's needs;

4. Have demonstrated a continuing ability to relate appropriately to students and professional colleagues; and

5. Have a substantial record of professional development and/or research activities in cases where college or departmental bylaws identify these activities as an obligation of the position.

Distinguished Lecturer: This rank is for those Senior Lecturers who hold a degree appropriate to their discipline (or its professional equivalent) and who have demonstrated excellence in teaching. Tenured faculty members within the academic department will evaluate and make recommendations for appointments to the rank of Distinguished Lecturer, in accordance with departmental and college bylaws. Ordinarily, this rank is reserved for senior scholars with established national reputations in their discipline. Teaching appointments at this rank will be made for a definite term of up to five years.

All Teaching appointments are renewable subject to availability of funds, satisfactory performance, and staffing needs.

Each academic department shall establish ~~the~~ more specific criteria ~~and process for evaluating applications~~ for the appointment/promotion to Teaching ranks within the department~~promotion of departmental faculty members holding Teaching appointments~~, subject to the approval of the dean and Provost. The departmental criteria ~~and process for evaluating promotion decisions~~ shall be consistent with, but may be more restrictive than, the criteria outlined in this Faculty Handbook and any criteria established by the college within which the department resides and shall be published in the departmental bylaws. Departmental criteria for appointment/promotion to Teaching ranks shall not be required, however, if more specific criteria have been established by the applicable college, and the dean and

Provost have approved application of the college criteria in lieu of departmental criteria. College criteria for appointment/promotion of faculty members to Teaching ranks within the college must be approved by the Provost and published in the college bylaws.

4.7.2. Research Appointments

UTC may hire non-tenure-track Research faculty members to conduct research and ordinarily does not expect them to engage in teaching or perform public or disciplinary service as a condition of their employment. UTC may hire Research faculty members at any time to meet research needs within the various academic programs. Expectations of teaching duties and service may be added to the terms of employment. Research appointments are supported on extramural funding provided by research grants and contracts; therefore, the appointment periods correspond to the available funding.

UTC uses the following ranks or titles for Research appointments:

Research Assistant Professor: This rank is for those who have completed a doctoral degree or terminal degree appropriate to the discipline. Individuals holding such positions demonstrate an ability to initiate independent research and obtain external funding and have a demonstrated capacity to relate appropriately to students and professional colleagues.

Research Associate Professor: This rank is for those who have typically held the rank of Research Assistant Professor for four (4) years; have completed a doctoral degree or terminal degree appropriate to the discipline; ~~and~~ have a good record of sustained scholarly activity and external financial support; and have demonstrated the ability to relate appropriately to students and professional colleagues. Research Associate Professors have research qualifications and accomplishments consistent with those for appointment at the rank of Associate Professor.[2]

Research Professor: This rank is for those who have typically held the rank of Research Associate Professor for six (6) years; have completed a doctoral degree or terminal degree appropriate to the discipline; ~~and~~ have a significant record of sustained, externally funded, scholarly activity that has culminated in national and/or international recognition among their peers; and have demonstrated a continuing ability to relate appropriately to students and professional colleagues. Research Professors have demonstrated research qualifications and accomplishments consistent with those for appointment at the rank of Professor.[3]

All Research appointments typically will be made for a definite term of one year or less but may be made for a definite term longer than one year that corresponds to the available extramural funding for the research being conducted. ~~and~~ Research

[2] *See* Section 3.2.1.2. of this Handbook regarding criteria for appointment to the rank of Associate Professor.

[3] *See* Section 3.2.1.3. of this Handbook regarding criteria for appointment to the rank of Professor.

appointments may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Each academic department shall establish ~~the~~ more specific criteria ~~and process for evaluating applications~~ for the appointment/promotion to Research ranks within the department~~promotion of departmental faculty members holding Research appointments~~, subject to the approval of the dean and Provost. The departmental criteria ~~and process for evaluating promotion decisions~~ shall be consistent with, but may be more restrictive than, the criteria outlined in this Faculty Handbook and any criteria established by the college within which the department resides and shall be published in the departmental bylaws. Departmental criteria for appointment/promotion to Research ranks shall not be required, however, if more specific criteria have been established by the applicable college, and the dean and Provost have approved application of the college criteria in lieu of departmental criteria. College criteria for appointment/promotion of faculty members to Research ranks within the college must be approved by the Provost and published in the college bylaws.

4.7.3. Clinical Appointments

UTC may hire non-tenure-track Clinical faculty members to perform professional services and to provide instruction to students in a clinical setting. Faculty members holding Clinical appointments generally are not expected to conduct research or perform public or disciplinary service as a condition of their employment. However, expectations of scholarship and service may be added to the terms of employment.

UTC uses the following ranks or titles for Clinical appointments:

Clinical Assistant Professor:[4] This rank is for those who have completed a doctoral degree or terminal degree appropriate to the discipline~~,~~ and ~~who~~ are licensed or certified to practice the profession. Individuals holding such positions demonstrate an ability to teach students in a clinical setting and have a demonstrated capacity to relate appropriately to students and professional colleagues. Clinical appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Clinical Associate Professor: This rank is for those who have typically held the rank of Clinical Assistant Professor for four (4) years; have completed a doctoral degree or a terminal degree appropriate to the discipline; ~~and who~~ are licensed or certified to practice the profession; and have demonstrated the ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated clinical and teaching abilities consistent with those for appointment at the rank of Associate Professor.[5] Clinical appointments at this rank will be made for a definite term

[4] Effective August 1, 2018, all non-tenure-track faculty appointments at the rank of Clinical Instructor will be converted to appointments at the rank of Clinical Assistant Professor.

[5] *See* Section 3.2.1.2. of this Handbook regarding criteria for appointment to the rank of Associate Professor.

of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Clinical Professor: This rank is for those who have typically held the rank of Clinical Associate Professor for six (6) years; have completed a doctoral degree or a terminal degree appropriate to the discipline; ~~and who~~ are licensed or certified to practice the profession; and have demonstrated a continuing ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated clinical and teaching qualifications and accomplishments consistent with those for appointment at the rank of Professor.[6] Clinical appointments at this rank will be made for a definite term of up to five years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

~~All Clinical appointments will be made for a definite term of one year or less and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.~~

Each academic department shall establish ~~the~~ more specific criteria ~~and process for evaluating applications~~ for the appointment/promotion to Clinical ranks within the department ~~promotion of departmental faculty members holding Clinical appointments~~, subject to the approval of the dean and Provost. The departmental criteria ~~and process for evaluating promotion decisions~~ shall be consistent with, but may be more restrictive than, the criteria outlined in this Faculty Handbook and any criteria established by the college within which the department resides and shall be published in the departmental bylaws. Departmental criteria for appointment/promotion to Clinical ranks shall not be required, however, if more specific criteria have been established by the applicable college, and the dean and Provost have approved application of the college criteria in lieu of departmental criteria. College criteria for appointment/promotion of faculty members to Clinical ranks within the college must be approved by the Provost and published in the college bylaws.

4.7.4. Faculty of Practice Appointments

UTC may hire non-tenure-track Faculty of Practice faculty members to meet instructional and research needs, with the specific intent of bringing practicing professionals into the classroom and research laboratories.

UTC uses the following ranks or titles for Faculty of Practice appointments:

Assistant Professor of Practice:[7] This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field ~~or who~~ , are licensed or certified to practice the profession where appropriate, or have

[6] *See* Section 3.2.1.3. of this Handbook regarding criteria for appointment to the rank of Professor.

[7] Effective August 1, 2018, all non-tenure-track faculty appointments at the rank of Instructor of Practice will be converted to appointments at the rank of Assistant Professor of Practice.

substantial professional experience. Individuals holding such positions demonstrate an ability to teach and/or conduct research based on their experience and practice in the profession and have a demonstrated capacity to relate appropriately to students and professional colleagues. Faculty of Practice appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Associate Professor of Practice: This rank is for those who have typically held the rank of Assistant Professor of Practice for four (4) years; have completed a doctoral degree or a terminal degree appropriate to the field ~~or~~, ~~who~~ are licensed or certified to practice the profession where appropriate, or have substantial professional experience; and have demonstrated the ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated practice in the profession and teaching and/or research abilities consistent with those for appointment at the rank of Associate Professor.[8] Faculty of Practice appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

Professor of Practice: This rank is for those who have typically held the rank of Associate Professor of Practice for six (6) years; have completed a doctoral degree or a terminal degree appropriate to the field, ~~or~~ ~~who~~ are licensed or certified to practice the profession where appropriate, or have substantial professional experience; and have demonstrated a continuing ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated practice in the professional and teaching or research accomplishments consistent with those for appointment at the rank of Professor.[9] Faculty of Practice appointments at this rank will be made for a definite term of up to five years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

~~All Faculty of Practice appointments will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.~~

Each academic department shall establish ~~the~~ more specific criteria for the appointment/promotion to Faculty of Practice ranks within the department ~~and process for evaluating applications for promotion of departmental faculty members holding Faculty of Practice appointments~~, subject to the approval of the dean and Provost. The departmental criteria ~~and process for evaluating promotion decisions~~ shall be consistent with, but may be more restrictive than, the criteria outlined in this Faculty Handbook and any criteria established by the college within which the department resides and shall be published in the departmental bylaws. Departmental criteria for appointment/promotion to Faculty of Practice ranks shall not be required, however, if more specific criteria have been established by the

[8] *See* Section 3.2.1.2. of this Handbook regarding criteria for appointment to the rank of Associate Professor.

[9] *See* Section 3.2.1.3. of this Handbook regarding criteria for appointment to the rank of Professor.

applicable college, and the dean and Provost have approved application of the college criteria in lieu of departmental criteria. College criteria for appointment/promotion of faculty members to Faculty of Practice ranks within the college must be approved by the Provost and published in the college bylaws.

. . . .

4.8. PROMOTION

4.8.1. Guidelines for Promotion

Promotion is a recognition of promise and a sign of confidence that a faculty member is capable of greater accomplishments and of assuming greater responsibilities within UTC. The policy of UTC is to make promotion decisions objectively, equitably, impartially and strictly on the basis of merit. Faculty members holding non-tenure-track appointments eligible for promotion who wish to be promoted to a higher rank must meet the criteria for appointment to the higher rank outlined in this Handbook and in college and departmental bylaws. Promotion criteria should be weighted in relation to a faculty member's assigned responsibilities.

4.8.2. Promotion Review Procedures

Each department shall establish procedures governing the review and consideration of applications for promotion by non-tenure-track faculty that are consistent with the procedures established in this Handbook and college bylaws, but which may be more restrictive. Departmental procedures shall be effective upon approval by the dean and the Provost and shall be published in the bylaws of the department. Departmental procedures shall not be required, however, if the dean and the Provost have approved application of procedures established in college bylaws in lieu of departmental procedures.

A calendar is established annually by the Provost that should be followed for the review and consideration of non-tenure-track faculty promotion applications. The calendar for the promotion review process is available on the UTC Academic Affairs website here.

The procedure for consideration of and awarding promotion includes, at a minimum, the following stages:

1. Submission of Promotion Dossier. The candidate must compile and submit to their department head a promotion dossier to initiate the promotion review process. Specific departmental and/or college requirements for promotion dossiers should be published in departmental and/or college bylaws. At a minimum, promotion dossiers must include:

    - A cover letter from the candidate that includes a request for consideration for promotion, an explanation of the candidate's rank and

responsibilities, and a summary of the candidate's record as it relates to the criteria for promotion to the desired rank. The letter should also outline the candidate's contributions in each applicable performance area of responsibility (e.g., teaching/advising/librarianship; research/scholarly activities; and/or service) based on the candidate's assigned responsibilities and annual objectives and the criteria for appointment to the desired rank.

- A complete, up-to-date curriculum vitae.

- All annual performance evaluations of the candidate at the candidate's current rank.

- Documentation of the candidate's contributions in each applicable performance area of responsibility (e.g., teaching / advising / librarianship; research / scholarly activities; and/or service) based on candidate's assigned responsibilities and annual objectives and the criteria for appointment to the desired rank.

2. Department Head's Recommendation. After making an independent judgment on the promotion candidacy, the department head will make a written recommendation to the dean and inform the candidate in writing of the recommendation. A department may elect to require that a departmental committee consisting of departmental tenured faculty, tenure-track faculty and/or non-tenure-track faculty at or above the rank desired by the candidate, perform an initial evaluation of the promotion application and provide a recommendation to the department head before the department head submits a recommendation to the dean. To the extent a department elects to do so, the department must include such a requirement in its departmental bylaws.

3. Dean's Recommendation. After reviewing the department head's recommendation and making an independent judgment on the promotion candidacy, the dean will make a written recommendation to the Provost and inform the candidate in writing of the recommendation.

4. Provost's Decision. After reviewing the dean's recommendation and making an independent judgment on the promotion candidacy, the Provost will decide whether or not the candidate will be promoted.

4.8.3. Appeal of Promotion Decisions

A decision by the Provost not to award promotion may be appealed by a promotion candidate pursuant to the appeal procedure under Section 5.3 of this Handbook.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **New Academic Program: Master of Health Science in Pathologists' Assistant, UTHSC**

Type: Action

Presenter: Cindy Russell,
Vice Chancellor for Academic, Faculty and Student Affairs

Background

The University of Tennessee Health Science Center (UTHSC) proposes a new two-year Master of Health Science (MHS) program for Pathologists' Assistants (PathA) to be implemented in Fall 2022, with the first cohort of students beginning in January 2023. A Pathologists' Assistant is a highly trained allied health professional who provides various services under the direction and supervision of a pathologist. Pathologists' Assistants interact with pathologists, much like physician's assistants do in surgical and medical practice. They receive training to provide accurate and timely processing of various laboratory specimens. These individuals also perform post-mortem examinations, including pro-section, rendering the provisional anatomic diagnosis, composing the clinical history, recording the macroscopic anatomic findings, and submitting tissue sections for microscopic examination.

The new PathA program will seek accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and will be one of only 12 of its kind in the U.S. and Canada. UTHSC will be the first higher education institution in Tennessee to offer this degree. Other Pathologists' Assistant programs have a 100% job placement rate at graduation.

Resolved: The Board of Trustees hereby approves the proposed new Master of Health Science for Pathologists' Assistants for Fall 2022 implementation at the UT Health Science Center. 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.

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

TO: Linda Martin, Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Betty Dandridge Johnson, Chief Academic Officer
Tennessee Higher Education Commission

SUBJECT: University of Tennessee Heath Science Center
Pathologists' Assistant, Master of Health Science (MHS)

DATE: April 29, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed Pathologists' Assistant, Master of Health Science (MHS) program. This proposed program has satisfied all requirements with conducting both a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer, VeraLucia Mendes-Kramer, MA, PA(ASCP), Assistant Professor and Program Director of Pathologists' Assistant Program at Wayne State University.

University of Tennessee Health Science Center 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, UTHSC may request the Pathologists' Assistant, Master of Health Science program be placed on the Commission's agenda for approval.

cc: Emily House, THEC Executive Director
Randy Boyd, UT President
Peter Buckley, UTHSC Chancellor
Cindy Russell, UTHSC Provost
Stephen E. Alway, UTHSC Dean College of Health Professions
Karen Etzkorn, UT Director of Academic Affairs
Jeffery Norfleet, THEC Director of Academic Affairs

Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
April 12, 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, Health Science Center	**NAPP Submission Date**: Dec 22, 2021 **NAPP Revision Date**: April 1, 2022
Academic Program, Degree Designation: Pathologists' Assistant, Master of Health Science (MHS)	
Proposed CIP Code: 51.0811 (Pathology/Pathologists' Assistant)	
Proposed Implementation Date: January 2023	
Academic Program Liaisons: Karen Etzkorn, Director of Academic Affairs, UT Stephen E. Alway, Professor and Dean, UTHSC	
External Reviewer: Lou Kramer, Ph.D., M.A. Program Director Assistant Professor Dept. of Pathologists' Assistant Program, Applied Health Sciences Wayne State University az7906@wayne.edu | 313-577-2050	
New Academic Program Approval Process: Essential Steps **1)** Site Visit: *February 9, 2022* **2)** External reviewers submit report to UTHSC and THEC (30 days after site visit): *March 9, 2022* **3)** UTHSC submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): *April 11, 2022* THEC makes determination of whether to support, not support or defer support of proposed program: *TBD – contingent upon response to external reviewer's report and any needed follow-up responses* **4)** If THEC supports the institution's response, UTHSC may seek approval from the Board of Trustees: *June 24-25, 2022 or October 27-28, 2022* **5)** UTHSC provides documentation of BOT approval and request program to be placed on Commission agenda: *July 28, 2022 or November 3, 2022*	

Criteria	Comments
Letter of support from President/Chancellor	▪ Letter of support from Chancellor Schwab (dated February 26, 2020). ▪ Letter of support from Vice President of Academic Affairs Dr. Linda Martin (Dec 7, 2021).
Overall comments	▪ The proposed Pathologists' Assistant (PathA) program aligns with an identified need for allied health professionals with a strong emphasis on research training for laboratory and pathologic support. ▪ The proposed program will prepare students for the American Society for Clinical Pathology Board of Certification examination

	for Pathologists' Assistant. After successful completion of the ASCP examination, the designation PA(ASCP) is awarded, making the graduates eligible for licensure in the state of Tennessee. Licensing laws differ by state.
Background on academic program development	▪ The College of Health Professions (COHP) proposes a Pathologists' Assistant (PathA) program to meet the growing need for laboratory professionals with a strong emphasis on research training at earlier stages than existing programs. ▪ The NAACLS-accredited PathA program will be one of only 12 of its kind in the U.S. and Canada.
Purpose and nature of program	▪ The proposed PathA program is designed to educate and train academically qualified and highly competent health professionals to provide surgical, autopsy, and forensic pathology professional services under the guidance of a board-certified pathologist. ▪ Upon completing this program, students will be prepared to serve in hospitals, clinical laboratories, biorepositories, and medical teaching facilities. ▪ The 24-month program is focused on didactical coursework with lecture and laboratory formats in the first year and clinical rotation clerkships at affiliated hospitals, private pathology groups, and major academic centers in the second year.
Alignment with State Master Plan and Institutional Mission	▪ The proposed program aligns with the state master plan by adding an attractive graduate program in a high-demand health profession. ▪ The PathA program is consistent with the institutional mission of the university to "Improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service."
Institutional capacity to deliver the proposed program	▪ COHP offers degrees and certificates in laboratory sciences, including Medical Laboratory Science, Cytotechnology, and Histotechnology. The laboratory science programs have agreed to collaborate with the proposed PathA program and will share faculty, courses, educational resources, laboratory equipment, clinical placement, and integrated research opportunities. ▪ The degree will be housed in the Department of Diagnostic and Health Sciences and will be located on the Memphis campus. ▪ The College and UTHSC are committed to investing the resources necessary to offer the proposed program and expect net gains in enrollment due to the increased demand for this profession both locally and nationally.
Existing programs offered at public and private Tennessee institutions	▪ There are currently no PathA programs in the state of Tennessee and only 2,000 certified PathAs in the world.
Feasibility Study	
Student interest	▪ Fifty-eight (58) senior students majoring in Biological Sciences at the UT-Martin were invited to participate in a survey to evaluate

	their interest in the proposed PathA degree, of those, 13 students expressed an interest in the degree. ▪ During the March 2020 public comment period, MTSU submitted a letter of support and indicated "With over 20,000 undergraduate students, MTSU is one of the largest producers of graduates who go on to professional programs in the health sciences in this region of the United States. We believe that a high-quality program as is described in the UTHSC Letter of Intent would be of interest to many of our pre-health science students." ▪ Conversations have been established with the University of Tennessee, Martin's Health Science Pre-Professional Coordinator in the College of Engineering and Natural Sciences for direct admissions pathways. ▪ The program director has developed admissions plans with pre-professional advisors at UT Martin, University of Memphis, and UTHSC MLS bachelor's programs to ensure sufficient enrollment and graduation rates are viable.
Local and regional need	▪ Consultants from national and state PathA professional organizations anticipate growing demand based on the expansion of pathology procedures and services into a variety of clinical settings, the rapidly expanding and aging population with more extensive medical issues, a growing adherence to a team approach to patient diagnosis and care (often driven by fiscal parameters), and the retirement cycle of current professionals. ▪ The absence of programs across the Southeast region makes the Academic Common Market a possibility for students from other states. ▪ All hospitals surveyed in and surrounding Memphis expressed interest and offered clinical training and employment opportunities for the growing profession.
Employer need/demand	▪ The U.S. Bureau of Labor Statistics *(BLS 2018)* lacks information on the emerging PathA profession; however, it classifies pathologists' assistants within the physicians' assistant category and projects job growth for the entire field to be 31 percent from 2018 to 2028. ▪ The other regional PathA programs have a 100% job placement rate at the time of graduation. According to AAPA, the aggregate program data indicate that the trends in enrollment continue to increase from year to year. ▪ The PathA profession is relatively new, and the COVID-19 crisis has increased demand for laboratory personnel.
Future sustainable need/demand	▪ PathAs are employed in community hospitals, academic centers such as medical schools and university hospitals, private pathology laboratories, medical research centers, government hospitals, and medical examiner offices. ▪ Letters of support were received from Jackson Pathology Group, Regional One Medical Health Center, St. Thomas Midtown

<table>
<tr><td></td><td>Hospital, PathGroup/Erlanger Health System, and Methodist LeBonheur Healthcare.
▪ The American Association of Pathologists' Assistants' (AAPA) website asserts the cost-effectiveness of PathAs in contributing to the overall efficiency of laboratory practice.</td></tr>
<tr><td>Public Comments</td><td>▪ Public comments were received from Middle Tennessee State University (see letter below) from the March 2020 Letter of Notification submission.</td></tr>
<tr><td colspan="2">Specific Items Required for the New Academic Program Proposal</td></tr>
<tr><td>Implementation timeline</td><td>▪ The proposed implementation date is January 2023.</td></tr>
<tr><td>Curriculum</td><td>▪ The proposed program curriculum reflects the breadth, depth, theory, and practice for an entry-level Pathologists' Assistant and is based on NAACLS accreditation standards.
▪ The curriculum will follow a trimester calendar and begin in January of each year. The curriculum in the first year of the program includes a series of courses that are primarily didactic with supporting laboratories. The curriculum in the second year of the program primarily consists of clinical rotations.
<table>
<tr><th>Year 1</th><th>Year 2</th></tr>
<tr><td>Spring Trimester: 15 credit hours
Summer Trimester: 12 credit hours
Fall Trimester: 16 credit hours</td><td>Spring Trimester: 11 credit hours
Fall Trimester: 11 credit hours
Summer Trimester: 11 credit hours</td></tr>
</table>
▪ A total of 76 semester credit hours are required to complete the proposed program. The course prefix MSPA was developed and assigned by the registrar for the proposed PathA program.
▪ Upon completion of the proposed program students will:
o perform anatomic pathology techniques for the preparation, gross description, and dissection of human surgical tissue specimens;
o demonstrate and perform the appropriate non-forensic and forensic autopsy techniques for the recovery, preparation, evisceration, gross description, and dissection of human organs and tissue specimens;
o demonstrate the ability to effectively communicate verbally and in writing;
o demonstrate the ability to manage a pathology laboratory and autopsy service; and
o display an understanding of teaching pedagogy and an ability to clinically train other health professionals.
▪ The proposed program will not offer any distance learning component.
▪ The proposed program will not use any of the preexisting courses in COHP; however, approximately 70% of the curricular content is being taught at UTHSC and will be redirected and repurposed to meet the specific needs of the Pathologists' Assistant program.</td></tr>
</table>

	▪ Seventeen (17) courses are being developed and are specific to the proposed Pathologists' Assistant program (see list below). ▪ The external reviewer recommended a review of syllabi for MSPA 513, MSPA 522, and MSPA 533 to include "specific measurable statements indicative of research and scientific discovery" to align with the overall institution's mission. The revised NAPP only addressed MSPA 522. Please explain why MSPA 522 and MSPA 533 were not altered or addressed in the revised NAPP or crosswalk.
Academic Standards	▪ Students will be required to have a bachelor's from a U.S. or Canadian undergraduate institution; a minimum grade point average of 3.0; a minimum 3.0 cumulative science and math grade point average of 3.0 and three letters of recommendations that speak to the student's intellectual ability, work ethic, and professionalism. ▪ The following are pre-requisite courses for the proposed program: o 8 semester hours of biology with laboratory o 8 semester hours of General Chemistry with laboratory o 4 semester hours of Organic Chemistry I with laboratory o 3 semester hours of Biochemistry I o 4 semester hours of Microbiology with laboratory o 3 semester hours of College Algebra or higher o 3 semester hours of English Composition or comparable o 3 semester hours of Human Anatomy o 3 semester hours of Human Physiology
Equity	▪ The proposed program is working closely with the Office of Inclusion, Equity, and Diversity (OIED) and the Student Academic Support Services and Inclusion to provide support to faculty, staff, and students by cultivating a welcoming and inclusive learning, working, and community environment. ▪ In effort to seek diversity, equity, and inclusion, the proposed Pathologists' Assistant program will recruit, retain, and graduate a diverse population of students that will include underserved and historically underrepresented students.
Program enrollment and graduates	▪ The proposed MHS in Pathologists' Assistant projects an initial enrollment of five students with an annual enrollment of 19 students starting year five. ▪ Graduates are projected starting in year two with five students and then leveling to nine students per year starting in year five. ▪ The proposed program will continue to follow the UTHSC COVID - 19 plan as it relates to in-person instruction safety.
Administrative structure	▪ The proposed program will be housed in the College of Health Professions (COHP) under the Department of Diagnostic and Health Sciences. ▪ Michael L. Weitzeil is the program director for the proposed Pathologists' Assistant program and will report to the Chair of the Department of Diagnostic and Health Sciences.

	▪ The PathA program will have a clinical coordinator and education coordinator that will report to the program director. The organizational chart on page 36 does not reflect the clinical coordinator and education director reporting directly to the program director. Please align the organizational chart to reflect the narrative description. ▪ The PathA program will also have a Medical Director who will oversee the continuous medical direction for clinical instruction.
Faculty resources	▪ The Program Director, Clinical Coordinator, Education Coordinator, and Medical Director will administer the curriculum for the proposed program. ▪ The program anticipates hiring two ASCP-BOC Certified Pathologists' Assistant: o Clinical Coordinator to be hired in the planning year (July 2022); o Education Coordinator to be hired by year two (Spring 2024) of the program. ▪ A Medical Director will be added to the proposed program faculty during the planning year (early 2022). Please provide status update of the Medical Director position and if needed update the planning year projections. ▪ The Program Director has been developing the curriculum of the program and creating lectures for the proposed courses. Additionally, several lectures and assessments for each of the first-year courses are prepared. ▪ Since the forensic pathologists at West Tennessee Regional Forensic Center have UTHSC faculty appointments and will contribute to the proposed PathA program, should this be highlighted in the faculty resources section of the NAPP?
Library and information technology resources	▪ No new library and information technology resources are anticipated outside of regular library acquisitions
Support resources	▪ The UTHSC and COHP will provide the adequate support staff, student advising resources, clinical affiliations, and the professional development of faculty similar to it's the offerings for its other programs. ▪ Support for students will include the Office of Student Academic Support Services and inclusion (SASSI), the Center for Healthcare Improvement and Patient Simulation (CHIPS), and the one-Stop. ▪ Faculty will be provided opportunities for professional development through the Teaching and Learning Center's Medallion Program. ▪ Support related to curriculum matters will be provided by the COHP Curriculum Committee. ▪ Clinical Liaisons employed and identified by each clinical rotation site will coordinate the clinical experience for each student.
Facilities and equipment	▪ The proposed PathA program will utilize the Gross Laboratory in the UTHSC General Education Building for the instruction of frozen section procedures and gross tissue dissection. Also, the

	human anatomy cadaver laboratory will be used for tissue dissection and autopsy training. ▪ The West Tennessee Regional Forensic Center has resources available for the proposed program to train students in all aspects of forensic pathology. ▪ The proposed program will require additional equipment such as flammable safety storage cabinet and a gross station with appropriate dissection tools and hardware ($141,700 has been allocated for equipment during the planning year).
Marketing and recruitment plan	▪ The college and departmental web pages and social media pages will promote the proposed program. Additionally, the program will host its on social media page. ▪ Flyers bulletins, and electronic letters will be created and shared with advisors at colleges in state and neighboring states. ▪ The Program Director intends to establish direct-admission pathways into the proposed program from the Bachelor of Science in Medical Laboratory Science program. ▪ The proposed program will have minimal to no impact on the Master of Clinical Laboratory Science program. The roles, responsibilities, practice behaviors, and career pathways of a Clinical Laboratory Scientist and Pathologists' Assistant are vastly different. ▪ To ensure diversity in the student population, the proposed program will recruit students from institutions that serve underrepresented populations in Tennessee. The program director intends to develop direct admissions with Tennessee State University and LeMoyne-Owen College.
Assessment and evaluation	▪ Regular feedback on curriculum and other aspects of program outcomes will be obtained from students, graduates, employers, faculty and clinical affiliates for the proposed program. ▪ Students will be provided an opportunity to complete a course evaluation for each course at the end of each trimester. ▪ The proposed program will evaluate course syllabi to ensure they meet established criteria by the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS). ▪ Students will be given an opportunity to evaluate their clinical site rotations. ▪ Clinical liaisons will provide feedback for each student who rotates through their respective clinical site. ▪ Once a year, graduation students will be given an exit survey to evaluate the entire programmatic experience. ▪ Students will be rigorously assessed and thoroughly evaluated for their ability to meet course objectives and competencies during the didactic courses. ▪ The Program Director will review the graduation rate, employment placement, and licensure certification data of the proposed program and will be shared with the admissions and advisory committees for improvement where needed.

	▪ Annual student learning outcome reports will be required and will include detailed assessment and evaluation criteria. ▪ In year two of the program, students will take a board-style examination each month that includes previous and new information learned.
Accreditation	▪ The proposed Pathologists' Assistant program will seek accreditation from the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS). Full NAACLS accreditation is intended to be completed by Spring 2026. ▪ UTHSC will adhere to notification guidelines for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The proposed program does not require substantive change but will require a notification. UTHSC will notify SACSCOC by July 31, 2022 of the proposed program.
Funding and THEC financial projections form	▪ The proposed program will incur a deficit for three years (excluding the planning year) which will be funded by the UTHSC Chancellor's Office. ▪ In the planning year $156,900 is allocated for equipment for the gross laboratory, consulting fees, and the NAACLS initial program application fee. ▪ In the planning year $250,00 for Program Director and Medical Director salaries and operating costs. ▪ On page 49, the projected year 5 for tuition and fees is reflected as $534,227 while the THEC Financial Projection Form reflects tuition and fees as $627,538. Please reconcile.

New Courses and Course Assignment by Position

Program Director

1) Introduction to Surgical and Autopsy Pathology (MSPA 510) – 3 credit hours
2) Foundations of Pathology I (MSPA 520) – 6 credit hours
3) Pathology Review I (MSPA 611) - 2 credit hours
4) Pathology Review II (MSPA 621) – 2 credit hours
5) Pathology Review III (MSPA 631) - 2 credit hours

Program Director and Clinical Coordinator

6) Human Anatomy for Pathologists' Assistants (MSPA 511) – 6 credit hours
7) Pathologists' Assistant Seminar I (MSPA – 513) - 2 credit hours
8) Pathologists' Assistant Seminar II (MSPA 522) - 2 credit hours
9) Pathologists' Assistant Seminar III (MSPA 533) - 2 credit hours

Clinical Coordinator

10) Human Physiology for Pathologist's Assistants (MSPA 512) - 4 credit hours
11) Microanatomy (MSPA 521) – 4 credit hours
12) Advanced Surgical and Autopsy Pathology (MSPA 531) – 6 credit hours
13) Foundations of Pathology II (MSPA 530) – 6 credit hours
14) Pathologists' Assistant Practicum I (MSPA 610) - 9 credit hours
15) Pathologists' Assistant Practicum II (MSPA 620)- 9 credit hours
16) Pathologists' Assistant Practicum III (MSPA 630) – 9 credit hours

Medical Director

17) Histopathology (MSPA 532) – 2 credit hours

Public Comments from March 2020

University Provost
Cope Administration Building 110
1301 East Main Street
Murfreesboro, TN 37132
o: (615) 898-2880 • f: (615) 898-5029

MIDDLE TENNESSEE STATE UNIVERSITY.

Betty Dandridge-Johnson
Chief Academic Officer
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

March 6, 2020

RE: UTHSC Letter of Notification – Master of Health Science in Pathology Assistant

MTSU commends the University of Tennessee Health Sciences Center on its intent to develop a graduate program in Pathology Assistant. There are only five public institutions in the U.S. with an accredited Pathology Assistant program and none are located in Tennessee. With over 20,000 undergraduate students, MTSU is one of the largest producers of graduates who go on to professional programs in the health sciences in this region of the United States. We believe that a high quality program as is described in the UTHSC Letter of Intent would be of interest to many of our pre-health science students. Importantly, having it at a public institution in the state of Tennessee makes it an affordable opportunity.

In sum, we support this Letter of Notification and the proposed degree program.

Regards,

Mark Byrnes
University Provost

Middle Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by MTSU. The Assistant to the President for Institutional Equity and Compliance has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Cope Administration Building 116, 1301 East Main Street, Murfreesboro, TN 37132; Marian.Wilson@mtsu.edu; or 615-898-2185. The MTSU policy on non-discrimination can be found at www.mtsu.edu/titleix

Master of Health Science in Pathologists' Assistant

College of Health Professions
Department of Diagnostic and Health Sciences

Academic Program Overview

The mission of the Pathologists' Assistant program is to prepare and develop individuals for the professional practice of surgical and autopsy pathology in a continually evolving health care environment under the guidance of a board-certified pathologist.

Description:

- Two-year program:
  - Year 1 – didactic
  - Year 2 – clinical
- 76 total credit hours
- Total Tuition:
  - Instate = $56,058
  - Out of state = $68,562

Unique Features:

- First program in Tennessee and only one in the mid-South
- Low student-to-faculty ratios
- Excellent local clinical rotation sites for students, including the WTRFC

Comparable Programs:

Quinnipiac
Credit hours: 89
Tuition: $ 99,165

Tulane
Credit hours: 80
Tuition: $80,000

Duke
Credit hours: 86
Tuition: $56,668

Supporting Evidence & Demand

- Projected 31% growth for pathologists'/physician assistant field between 2018 and 2028 (US Bureau of Labor Statistics)
- "…the forensic pathology workforce pipeline is facing an existential crisis." (Am J Forensic Med Pathol, 2020)
- AAPA Scope of Practice survey: expanding and evolving role for the Pathologists' Assistant in both anatomic and forensic pathology laboratories across the country (pathassist.org, 2018)
- Data from currently accredited programs indicate a 95-100% employment rate for graduates within 6 months of graduation with an average starting salary of $85,000

Curriculum

Didactic (First Year):

Coursework in:

- Anatomy and physiology
- Embryology
- General and systemic pathology
- Microanatomy & histopathology
- Surgical dissection techniques
- Forensic autopsy techniques
- Laboratory management
- Medical ethics & biomedical photography
- Frozen section procedures

Clinical (Second Year):

Clinical rotations in:

- Anatomic pathology
- Forensic pathology
- Clinical pathology & laboratory management

Community letters of support:

- West Tennessee Regional Forensic Center (Memphis)
- Methodist Le Bonheur Healthcare (Memphis)
- Regional One Health (Memphis)
- Jackson Pathology Group (Jackson)
- Erlanger Health Systems (Chattanooga)

Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	$360,859	$500,664	$509,080	$514,463	$523,780
Tuition Revenue	$140,145	$330,448	$436,202	$578,632	$627,538
Enrollment (Graduates)	5(0)	6(5)	8(6)	10(8)	10(9)

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Science in Public Health, UTK**

Type: Action

Presenter: John Zomchick,
Provost and Senior Vice Chancellor

Background

The University of Tennessee, Knoxville proposes a new Bachelor of Science in Public Health (BSPH) for implementation in Fall 2022. As the COVID-19 pandemic has thrust public health to the forefront of day-to-day life, there has never been a more critical time to educate and equip public-health-informed citizens. The program projects an initial enrollment of 20 new students in year one, growing to a new 85-student cohort each year beginning in year four (AY 2025-26). The Department of Public Health is currently hiring two tenure-track, 9-month faculty positions. It plans to hire another part-time non-tenure track position in year two to accommodate growing enrollment. There is strong support for the proposed program from local and state health-related organizations, other East Tennessee institutions, and an objective external reviewer selected by the Tennessee Higher Education Commission.

The BSPH major offers multiple new courses, including data management, research methods, health behavior, theory, comparative healthcare systems, and population health, relevant to students across many majors and minors. The program includes a broad-based science, math, and social sciences curriculum grounded in a public health core. This major is appropriate for students planning to enter the workforce in public health, research, healthcare, social justice, social services, non-profit, and community-based or policy-focused careers. Undergraduate public health students will have opportunities to integrate, synthesize, and apply knowledge through cumulative and experiential activities, including volunteering, practica, internships, service-learning projects, and research.

Resolved: The Board of Trustees hereby approves the proposed new Bachelor of Science in Public Health at the University of Tennessee, Knoxville, for implementation in Fall 2022. 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.

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

TO: Linda Martin, Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Betty Dandridge Johnson, Chief Academic Officer
Tennessee Higher Education Commission

SUBJECT: University of Tennessee, Knoxville
Public Health, Bachelor of Science (BSPH)

DATE: May 2, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed Public Health, Bachelor of Science (BSPH) program. This proposed program has satisfied all requirements with conducting both a site visit and responding satisfactorily to all recommendations and suggestions by the external reviewer, Dr. Kerry Redican, Professor and Program Director of Undergraduate Programs in Public Health at Virginia Polytechnic Institute and State University.

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 Public Health, Bachelor of Science 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
Julie A. Roberts, THEC Associate Chief Academic Officer

Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
January 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**: November 11, 2021
Academic Program, Degree Designation: Public Health, Bachelor of Science (BSPH) **Concentration:** Population Health Sciences	
Proposed CIP Code: 51.2201 (Public Health, General)	
Proposed Implementation Date: Fall 2022	
External Reviewer: Kerry Redican, PhD, MSPH, MPH Professor and Director, Undergraduate Programs in Public Health Virginia Polytechnic Institute and State University Blacksburg, VA 24061 540-231-5743 | kredican@vt.edu	
New Academic Program Approval Process: Essential Steps **1)** Site Visit: *January 31, 2022* **2)** External reviewer submits report to UTK and THEC (30 days after site visit): *March 2, 2022* **3)** UTK submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): *April 2, 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 Board of Trustees: *June 23-24, 2022* **6)** UTK provides documentation of BOT approval and request program to be placed on Commission agenda: *July 28, 2022*	

Criteria	Comments
Letter of support from President/Chancellor	▪ Letters of support are included from Linda C. Martin (dated August 8, 2021) and John P. Zomchick (dated August 6, 2021).
Overall comments	▪ Page 25 is blank – please remove. ▪ Page 26 has a header "Responses to Feedback" which is also blank – please update.
Background on academic program development	▪ UTK currently offers a Doctorate in Public Health, a Master of Public Health (MPH), and an undergraduate minor in public health. The addition of a Bachelor of Science in Public Health (BSPH) would complement these existing programs. The current Master of Public Health (MPH) and PhD programs are already CEPH accredited. BSPH students will interact with graduate students on research projects, and through the Public Health Student Association. ▪ Initially, UTK plans to offer one concentration in the undergraduate Public Health program but will add additional concentrations as

	the program expands. Any future concentrations will be determined in conversation with universities in the state offering Public Health undergraduate degree programs, and community need.
Purpose and nature of program	▪ The proposed program will include a broad-based curriculum of science, math, and social sciences grounded in a public health core and will be delivered primarily on-ground. ▪ Students in the proposed program will develop the knowledge and skills needed to apply an evidence-based approach to address complex public health problems. ▪ The target audience for the proposed program will include Tennessee high school graduates interested in a health-related career path as well as transfer students and adult learners. ▪ The proposed program will also prepare students for graduate training in public health, medicine, health professions, allied health, and other related fields. ▪ The proposed program will require graduates to complete a culminating experience that integrates, synthesizes, and applies knowledge from prior courses and learning opportunities that demonstrate master of foundational and concentration skills.
Alignment with State Master Plan and Institutional Mission	▪ The BSPH would support the THEC state master plan by increasing educational attainment levels of Tennesseans; addressing the state's economic development, workforce development, and research needs; ensuring increased degree production; and the use of institutional mission differentiation to realize statewide efficiencies. ▪ The proposed program aligns with the mission of the University of Tennessee System to serve the people of Tennessee "through the discovery, communication, and application of knowledge…[UT] is committed to providing undergraduate, graduate, and professional education programs in a diverse learning environment that prepares students to be leaders in a global society. Creating a bachelor's degree program in Public Health advances this mission by preparing students for various types of public health careers that emphasize an interdisciplinary understanding of social justice, health equity, and engaged citizenship across the globe to promote health, safety, and welfare of society. UT Knoxville's public health students and graduates will become leaders in discovering, disseminating, and translating evidence-based public health programs and policies. ▪ The proposed program also addresses four of the six priority areas of the "Vol Vision Strategic Plan" 1. For undergraduate education, by recruiting, enriching, and graduating undergraduate students who are prepared to enter the global community as lifelong learners and authenticate leaders in Public Health

	2. For faculty and staff, by attracting and retaining stellar faculty and staff who strive for excellence and proudly embody Volunteer values 3. For resources and infrastructure, by developing a resource base for the future 4. For diversity and inclusion, by recruiting and enhancing the diversity and inclusion in our BSPH program
Institutional capacity to deliver the proposed program	▪ The department of Public Health houses the following degrees: o MPH, with four concentrations: 1) Community Health Education, 2) Epidemiology, 3) health policy and management, and 4) Veterinary Public Health. o Online MPH degree started in Fall 2021 with concentrations in Community health education and veterinary public health. o MS-Nutrition/MPH dual degree. o DVM/MPH dual degree o PhD in Public Health Sciences o Public health minor. ▪ Enrollments as of Spring 2021 are 8 PhD students, 52 MPH students, and 148 minors. ▪ Approval of the proposed BSPH degree will not lead to the discontinuation of the minor, Forty percent of students surveyed about their interest in the BSPH program indicated they would like to continue to focus on their current major, therefore the minor will continue to serve its purpose of helping students gain interdisciplinary training, and to apply Public Health principles to their future profession. ▪ Collaborative relationships have been established with several departments that recommend or require public health courses as a part of their major or minor. These departments are: Agricultural Leadership, Education, and Communications, Nutrition, Kinesiology, Environmental and Soil Science, and select Health Minors. ▪ Will any additional faculty and/or resources will be required for the proposed program? Question 5 from the Sept 12, 2021 LON response indicates that no new faculty or resources will be needed to support the proposed program, because the Department of Public Health has hired five faculty since 2020 and is in the process of searching for two more at present. However, the Financial projections form indicates hiring a NTT faculty member in Year 2. Please reconcile.
Existing programs offered at public and private Tennessee institutions	▪ Existing bachelor's programs in public health are available at four public and two private Tennessee institutions: o East Tennessee State University, Middle Tennessee State University, Tennessee State University, and University of Memphis o Belmont University and Johnson University
Feasibility Study	

Student interest	▪ A survey was disseminated to 1,480 students enrolled in UTK's Introduction to Public Health course and 24 percent (N=350) students indicated they would have been interested in a BSPH if offered when they were freshmen and 36 percent (N=533) indicated they maybe would be interested. ▪ Additionally, the number of students declaring a minor in public health has been increasing from 49 students in spring 2019 to 148 students in spring 2021.
Local and regional need	▪ Healthcare occupations are one of six occupation groups considered to have high employer demand in Tennessee, and the BLS projects 18% job growth in this category between 2016 and 2026 adding approximately 2.4 million jobs nationally. Please provide more detailed information on the local and regional demand for students with undergraduate level training in public health. ▪ East Tennessee anticipates an annual opening of 150 Medical and Health Services Managers and 110 Administrative Services Managers between 2016 and 2026. ▪ There is growing demand in the allied health sector.
Employer need/demand	▪ The Bureau of Labor and Statistics (BLS) Occupational Outlook Handbook (OOS) projects job growth in positions relevant to the BSPH graduates as "much faster" than the average job growth rate ranging from 17 percent to 32 percent. ▪ According to the 2017 Public Health Workforce Interest and Needs Survey, 22 percent of the US public health workforces plans to retire in the next five years. ▪ Kaiser Health News and the Associated Press reports that 248 state and local public health department leaders in 41 states have resigned, retired, or been fired during the COVID-19 pandemic, suggesting a need to replenish the public health workforce.
Future sustainable need/demand	▪ Letters of support are included from Tennessee Department of Health, Metro Drug Coalition, Tennessee Public Health Association, and UT Medical Center.
Public Comments	▪ No public comments were received.

Specific Items Required for the New Academic Program Proposal	
Implementation timeline	▪ Please update the timeline based on the site visit date and subsequent deadlines. Based on the revised timeline, fall 2022 implementation date may not be feasible.
Curriculum	▪ Program learning outcomes will ensure at the completion of the program students will: o Communicate public health information, in both oral and written forms, through various media and to diverse audiences. o Locate, use, evaluate, and synthesize public health information.

	▪ Program learning outcomes for the Population Health Sciences concentration will ensure students are able to: o Identify health issues and describe the impact on specific populations o Explain factors that contribute to community health and health equity. o Compare population health indicators across subpopulations, time, and data sources. o Identify evidence-based solutions that engage diverse stakeholders to address population health issues. o Explain systems thinking and its application to population health approaches. ▪ Students will complete 120 credit hours for the Public Health degree, credits break down as follows: o General Education – 60 hours o Public Health Classes – 21 hours o Population Science Requirements – 12 hours o Electives – 24 hours o Internship – 3 hours o It appears that 60 credits of general education are above what is typically required for UTK students – please clarify the general education/VolCore requirements for students in the proposed program. ▪ Several new courses are listed as satisfying general education requirements but are not listed under general education – please clarify. ▪ Nine of the required major/elective courses are already approved. Six courses need to be developed: PUBH 220, PUBH 336, PUBH 340, PUBH 400, PUBH 440, and PUBH 389. ▪ Two syllabi for PUBH 315 appear in the appendix, please revise.
Academic Standards	▪ Students will be admitted to the program after meeting UTK admission standards. Progression to the Public Health major requires a 2.8 cumulative GPA after term four. ▪ How is term four defined and how does this policy apply to transfer students? ▪ The program has a 70 percent graduation rate goal, which will be supported by a responsive approach to student, faculty, and staff needs through formal and informal mechanisms. For example, feedback will be invited from faculty who tech in undergraduate public health courses to identify concerns that would result in student departure. ▪ Graduation requires a minimum cumulative GPA of 2.8 and attaining a C or better in all Public Health courses and maintain professional standards of conduct including adhering to the UT Student conduct standards.
Equity	▪ The department of Public Health has a diversity action plan, outlining specific objectives for departmental culture and climate;

	faculty/staff recruitment and selection; curriculum; and graduate student professional development. ▪ The department of Public Health affirms the university's ten principles of Civility and Community. ▪ The proposed program has identified four equity goals: o Continue to recruit and retain public health faculty from a range of backgrounds and diverse populations. o Support program completion for students from a broad range of backgrounds and diverse populations through mentoring and career counseling. o Encourage underrepresented students to participate in the UT Public Health Association. o Recruit and retain students with a broad range of backgrounds and diverse populations from community colleges using the Tennessee Transfer Pathway.
Program enrollment and graduates	▪ Projected enrollment and graduation rates are as follows: o Year 1: Enrollment = 20, Graduates = 0 o Year 2: Enrollment = 55, Graduates = 0 o Year 3: Enrollment = 115, Graduates = 0 o Year 4: Enrollment = 200, Graduates = 20 o Year 5: Enrollment = 265, Graduates = 55 ▪ Please revise these figures to incorporate student attrition. ▪ Provide narrative concerning how these enrollment and graduation numbers were determined. Are these numbers similar to other existing programs?
Administrative structure	▪ The proposed program is in the College of Education, Health, and Human Sciences (CEHHS), and in the Department of Public Health. ▪ Student advising is provided by CEHHS. ▪ One staff position will be created in Year 2 to oversee undergraduate internships, advise upper-division public health majors, and offer other program support.
Faculty resources	▪ Fourteen current faculty members will participate in the public health program. Twelve of these faculty members will teach, providing a 17:1 faculty to student ratio. ▪ Eleven faculty members will participate through designing curriculum. Eleven will conduct research related to program offerings. Two faculty members will provide student advisory services (in addition to the college provided advising). ▪ Two faculty searches are currently underway for full time, tenure-track faculty members with an anticipated start date of August 1, 2022. ▪ A part-time, non-tenure track position will be hired in Year 2 and transitioned to full-time in Year 3. ▪ Several faculty CV's do not have faculty names, specifically those on pages 230, 233, and 244. ▪ Duplicate faculty CV's appear for Dr. Hahn and Dr. Meschke, please revise.

Library and information technology resources	▪ Faculty, staff, and students have access to all the major health-related journals through the John C. Hodges Library. ▪ Please provide information about information technology resources that will be used for the proposed program. ▪ No additional library or information technology resources are needed.
Support resources	▪ The Department of Public Health has existing external partnerships with s the Centers for Disease Control and Prevention, the East Tennessee Regional Health Office, Knox County Health Department, Tennessee Department of Environment and Conservation, Oak Ridge Associated Universities, and Metro Drug Coalition among others. These partnerships provide guest speakers, community partners for class projects, internship supervisors, and hiring managers for recent graduates. ▪ Conversations about partnership with ETSU's college of public health for collaboration in research, practice, and teaching are underway. ▪ Specific letters of support are provided by the Tennessee Public Health Association, UT Medical Center, East Tennessee Regional Health Office, Knox Country Health Department, and Metro Drug Coalition. ▪ The CEHHS has established a Dean's Board of Advisors which advises CEHHS leadership on the future of CEHHS, quality enhancements to college programs, provide effort and fundraising support. ▪ Additional programmatic support will be provided by a program advisor to be hired in Year 2. ▪ Provide information about academic support services available to undergraduate students in the proposed program.
Facilities and equipment	▪ The DPH is housed in the Health, Physical Education, and Recreation Building, which has seven classrooms with modular seating to optimize learning. The building also has two computer labs, 23 offices, two meeting spaces, and restrooms and a water fountain on each floor. ▪ Classes for the proposed program will be held in other campus buildings because the seven classrooms in HPER are already full. ▪ Classroom shortages across campus necessitate that classes will be scheduled in non-prime time slots – before 9am or after 2pm. Please provide information about the instructional facilities and equipment for the other classrooms/buildings that will be used by students enrolled in this program.
Marketing and recruitment plan	▪ Marketing for the Public Health major will include sharing of information on the DPH website. ▪ CEHHS advisors will recruit students at UTK admission events. ▪ Further recruitment will happen through CEHHS partnerships at Pellissippi State Community College and Roane State Community College.

	▪ Prospective UTK students have the opportunity to meet with a licensure advisor to discuss admissions and program requirements. Will the proposed program have a licensure component? If so, please add it to the purpose and nature section of the narrative. If not, please provide some additional information about the role of the licensure advisor. ▪ Students who declare a CEHHS major receive regular emails from the Dean's Undergraduate Advisory Board containing information about the college, and additional emails from advisory board members. ▪ PUBH 201 is a large, multi-section, VolCore course that provides a further opportunity for recruitment. ▪ The program will work with the TN Transfer pathways to accept students in the Pre-health pathway. The undergraduate program director will facilitate the logistics. Please provide a curriculum crosswalk with the Pre-health pathway and the proposed program.
Assessment and evaluation	▪ Regular assessment of the proposed program will happen for SACSCOC. Dr. Kristina Gordon, Dr. Thankam Sunlil, Julie Grubaugh, and other faculty members are responsible facilitating the assessment. ▪ Please provide details about the internal assessment plan for the proposed program.
Accreditation	▪ The proposed program is designed to comply with the Council on Education for Public Health (CEPH) standards. ▪ UTK's existing MPH and PhD programs are already CEPH accredited, and the department will submit a Substantive Change notice to CEPH after university and THEC approval of this program, to include the proposed bachelor's degree. ▪ The undergraduate major will also be accredited by SACS-COC and will follow accreditation processes that are already established and followed on campus.
Funding and THEC financial projections form	▪ The proposed program will have minimal impact on the department budget outside of the initial planning stage which will come from the department budget. ▪ Costs: o Administrative costs include a one-time $500 substantive change fee and an annual $522 increase in the annual fee for CEPH. o The program will be supported with already existing instructional resources, though a part time non-tenure track faculty member will be hired in Year 2 and scaled up to full-time in Year 3. o Two support staff positions will be added: A full-time advisor will be added in Year 2 and a full-time program coordinator will be added in Year 3.

	o 1.5 graduate Teaching Assistants with fee waivers will be hired in year one, 2 GTA's with fee waivers in year 2, and 3 GTA's in years 3-5. o Please adjust the number of graduate assistants on line 61 of the financial projections form to 1.5 in year 1. ▪ Projected revenues from tuition assume all students in the program qualify for in-state tuition and that a maximum of 10 classes with a maximum of 50 students are offered each semester. o Year 1 - $68,040 o Year 2 - $209,790 o Year 3 - $362,850 o Year 4 - $402,570 o Year 5 - $481,950 ▪ Please provide the breakdown of how tuition revenue was calculated for each year. ▪ The narrative mentions on page 50 "Two additional faculty searches are currently underway for nine-month tenure track Assistant Professor positions with an anticipated start date of August 1, 2022…" These positions are not reflected on the THEC Financial Projections Form. Are these new positions associated with the proposed program or existing vacant lines?

Bachelors of Science in

Public Health

College of Education, Health, and Human Sciences
Department of Public Health

Presented by
Dr. John Zomchick, Provost

THE UNIVERSITY OF TENNESSEE KNOXVILLE

Academic Program Overview

The program's **objective** is to prepare students for **careers in public health and health-related fields** by equipping them with a **broad-base of science, math, and social sciences** grounded in a **public health core** and **population health** framework necessary to apply an evidence-based approach to address complex problems.

Target Market

Primary

High school graduates
Associate degree graduates

Secondary

UTK change of majors
Transfer students

Geographic Focus

Local
Tennessee
Southeast Region

Program Attributes

Modality

Face-to-face (traditional learners)

Coursework

Public health core
Foreign language
Population health concentration
Applied practice experience

Versatility

Prepares graduates to work in diverse settings or attend graduate school

Similar TN Programs

- The University of Tennessee Knoxville: Population Health Sciences
- East Tennessee State University: Community Health
- Middle Tennessee State University: Health Education & Lifetime Wellness; Public Health
- Tennessee State University: Public Health
- The University of Memphis: Public Health

Program Alignment

	Related Priorities & Objectives	
Select Program Attributes	**State Master Plan**	**Vol Vision Strategic Plan**
1. Prepares a public-health informed workforce	Tennessee education attainment	Increase undergraduate education
2. Promotes health, safety, and prevention	Economic development & prosperity	Align with workforce needs
3. Offers a distinct public health concentration in the State and Southeast Region	Future of workforce priority	Connect with Tennesseans and other communities
4. Values diversity of perspective and commitment to health equity	Future of workforce priority	Create and sustain a culture where diversity and community are sources of strength
5. Provides applied practice experience to meet community health needs	Future of workforce priority	Create a culture of collaboration and partnership

Supporting Evidence & Demand

KNOX COUNTY TENNESSEE HEALTH DEPARTMENT

TN Department of Health

metro drug coalition

TPHA Tennessee Public Health Association

THE UNIVERSITY OF TENNESSEE MEDICAL CENTER
Wisdom for Your Life.

13%
Health Educator job growth
BLS, 2019-2021 projections

32%
Medical & Health Services job growth
BLS, 2019-2021 projections

17%
Social & Community Services job growth
BLS, 2019-2021 projections

60%
Students enrolled in Intro to PH course expressed pursuing a BSPH degree
UT survey, 2019-2021

17.7%
Increase in Health Care & Social Assistance jobs in TN
jobs4tn.gov, 2018-2028

1 in 3
Public health employees considering leaving in next year
PH WINS, 2021

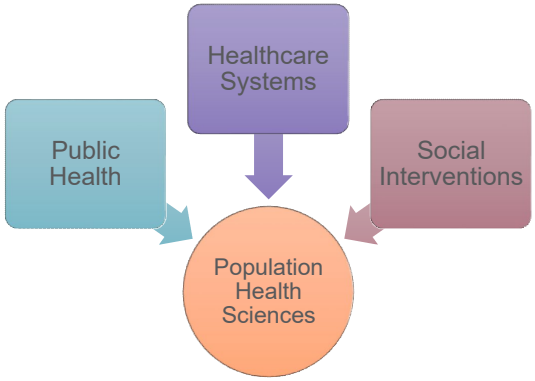
Sourced from: www.bls.gov, jobs4tn.gov, https://debeaumont.org/phwins/2021-findings

Strong community partner support for the program willing to employ graduates, host interns, mentor students, and serve as guest speakers.

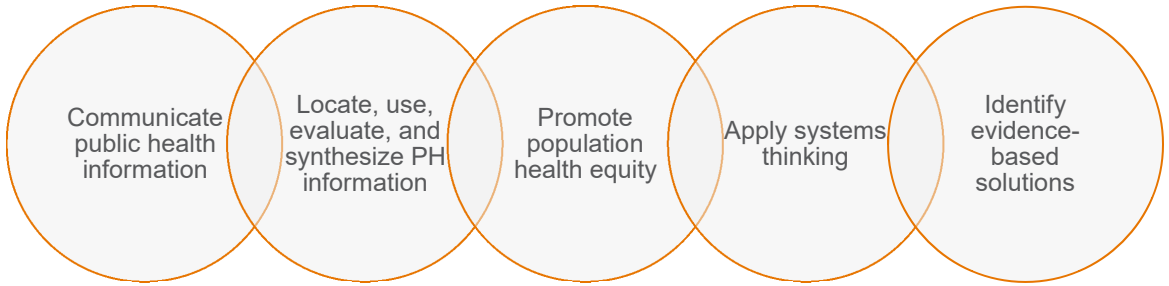
THE UNIVERSITY OF TENNESSEE KNOXVILLE

Program Design

Population Health Sciences



Skills



Curriculum

Population Health	Special Populations	Applied Practice Experience
Healthcare Systems, Global Public Health, Environmental Public Health		Interdisciplinary Social & Natural Sciences
Evidence-based Public Health, Epidemiology, Data Management, Public Health Theory, Research Methods, Statistics, Biology		

Enrollment & Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	$52,383	$167,266	$333,050	$342,204	$351,723
Revenues	$83,697	$252,314	$392,650	$462,936	$612,177
Enrollment (Graduates)	20(0)	55(0)	115(5)	195(14)	266(25)

Projections assume an August 2022 program launch date.

THE UNIVERSITY OF TENNESSEE BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **New Academic Program: Bachelor of Science in Construction Management, UTM**

Type: Action

Presenter: Phillip Cavalier,
Provost and Senior Vice Chancellor for Academic Affairs

Background

The University of Tennessee at Martin proposes a new Bachelor of Science in Construction Management (BSCM) for implementation in Fall 2022. The new program, housed in the Engineering Department and part of the College of Engineering and Natural Sciences, will provide an alternate STEM pathway for entering first-year students, agricultural students, and working professionals interested in engineering and construction-related work but not interested in a math-intensive engineering curriculum. The program curriculum will align with and receive accreditation from the American Council for Construction Education and be delivered by faculty with extensive teaching experience and engineering and construction knowledge. There are minimal anticipated operating expenses associated with the new major beyond a new faculty hire in year two and nominal accreditation costs.

Over the next 10 years, the United States will need over 49,000 construction managers, translating into an 11% growth. Currently, Tennessee ranks 17th in the nation in demand for construction managers, with 5,460 construction managers employed. This degree will also provide options for working professionals currently in the construction field but who have never had the opportunity to complete a formal BS degree. The degree will also offer a niche area of study for students who want to be in the technical/STEM arena but did not find the engineering curriculum aligned with their goals. Construction management is a vital component of the construction industry, providing a professional service that uses specialized project management techniques to oversee the planning, design, and construction of a project.

Resolved: The Board of Trustees hereby approves the proposed new Bachelor of Science in Construction Management at the University of Tennessee at Martin for implementation in Fall 2022. 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.

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

TO: Linda Martin, Vice President for Academic Affairs and Student Success
University of Tennessee System

FROM: Betty Dandridge Johnson, Chief Academic Officer
Tennessee Higher Education Commission

SUBJECT: University of Tennessee, Martin
Construction Management, Bachelor of Science (BSCM)

DATE: June 2, 2022

Pursuant to THEC Academic Policy A1.0 *(New Academic Programs: Approval Process)*, THEC staff will support the proposed Construction Management, BSCM degree. This proposed program has satisfied all requirements including a site visit and responding to all recommendations and suggestions by the external reviewer, Dr. Long D. Nguyen from Florida Gulf Coast University.

The University of Tennessee, Martin 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, the University of Tennessee System may request the Construction Management, BSCM program be placed on the Commission's agenda for approval.

cc: Emily House, THEC, Executive Director
Randy Boyd, UT, President
Keith Carver, UTM, Chancellor
Phil Cavalier, UTM, Provost
Shadow Robinson, UTM Dean, College of Engineering and Natural Sciences
Tim Nipp, UTM Chair, Department of Engineering
Karen Etzkorn, UT, Director of Academic Affairs
Julie A. Roberts, THEC, Associate Chief Academic Officer

Tennessee Higher Education Commission
Evaluation of New Academic Program Proposal (NAPP)
March 4, 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, Martin	**NAPP Submission Date**: January 31, 2022
Academic Program, Degree Designation Construction Management, Bachelor of Science	
Proposed CIP Code: 52.2001 (Construction Management: General)	
Proposed Implementation Date: August 2022	
Academic Program Liaisons: Karen Etzkorn (etzkorn@tennessee.edu) – UT System Timothy Nipp (tnipp@utm.edu) – University of Tennessee, Martin Chair, Department of Engineering	
External Reviewer: Long Nguyen, PhD, PE Professor and Program Director Department of Environmental Engineering, Civil Engineering, and Construction Management Florida Gulf Coast University lnguyen@fgcu.edu| 239-590-1488	
New Academic Program Approval Process: Essential Steps **1)** Virtual Site Visit: *March 31, 2022* **2)** External reviewer submits report to UT and THEC (30 days after site visit): *May 2, 2022* **3)** UT submits response to THEC based on external reviewer's recommendations (30 days upon receipt of External Reviewer report): *June1, 2022* THEC makes determination of whether to support, not support or defer support of proposed program: *TBD – contingent upon response to external reviewer's report and any needed follow-up responses* **4)** If THEC supports the institution's response, UT may seek approval from the Board of Trustees: June 23-24, 2022 *or October 27-28, 2022.* **5)** UT provides documentation of BOT approval and request program to be placed on Commission agenda: *July 28, 2022 or November 3, 2022.*	

Criteria	Comments
Letter of support from President/Chancellor	▪ A letter of support from Chancellor Keith Carver was submitted along with the letter of notification (LON) that was dated on August 30, 2021. ▪ A letter of support from Dr. Linda Martin was submitted along with the LON that was dated August 31, 2021.
Overall comments	▪ Align page numbers in the document with the table of contents.

Background on academic program development	▪ The proposed Bachelor of Science in Construction Management (BSCM) program will be housed within the Engineering department, in the College of Engineering and Natural Sciences at UTM. ▪ The proposed BSCM program provides an alternative STEM pathway for students interested in engineering and construction related fields, without the requirements of a math-intensive curriculum typically found in Engineering fields. ▪ The program proposal was developed in response to UTM's comprehensive strategic enrollment planning process and has been vetted by the UTM Strategic Enrollment Planning steering committee. ▪ Should the program be approved, UTM intends to also offer a minor to students majoring in other fields.
Purpose and nature of program	▪ The proposed BSCM program will be the third academic program in the Engineering Department at UTM. It will be designed to serve traditional college students and working professionals in the construction field by providing a degree in a growing labor market category. ▪ If approved, the program will pursue accreditation from the American Council for Construction Education (ACCE). ▪ The four program objectives for proposed program are: o Oral and Written Communication Skills - upon graduation, students will demonstrate the ability to effectively communicate orally and in writing. o Practices of Effective Management—upon graduation, students shall describe practices of effective management of personnel, materials, equipment, costs, and time. o Facilitate Advancement of Knowledge - upon graduation, students will facilitate advancement within the management of construction processes by demonstrating the ability to define problems and recognize solutions; further, students will demonstrate an ability to apply creativity, teamwork, and evaluation in their work. o Professional Ethics – Upon graduation, students will demonstrate an understanding of professional ethics. ▪ UTM provided 20 student learning outcomes for the proposed BSCM program which align with ACCE expectations for construction programs.
Alignment with State Master Plan and Institutional Mission	▪ The proposed program aligns with Tennessee's Master Plan for Higher Education by offering a new undergraduate degree program in a STEM field to students interested in pursuing a college degree. ▪ The proposed program aims to help the state retain talent and strengthen the construction industry in Tennessee. ▪ The proposed program aligns with UTM's mission including "advancing the regional and global community" through the provision of a program to bring greater professionalism and

	expertise in construction management to their students and the region. The proposed program will allow students the opportunities for research, internships, and real-world learning with construction and engineering firms in various areas. ▪ The BS in Construction Management aligns with all five of the UT system's strategic goals - (1) enhancing educational excellence, (2) expanding research capacities, (3) fostering outreach and engagement, (4) ensuring workforce and administrative excellence, and (5) advocating for UT – by providing a rigorous academic program that is a source for workforce needs, and program partners will yield opportunities for research, internships, and real-world learning.
Institutional capacity to deliver the proposed program	▪ UTM will develop 13 new courses for the proposed program. ▪ Four current Engineering faculty will continue to teach Engineering courses that will integrated into the proposed BS Construction Management program. ▪ Adjunct faculty from local companies and one non-tenure track faculty position will be utilized to deliver the proposed program as it grows. ▪ UTK's Construction Management program's online courses could be shared with UTM. Dr. Nipp has engaged with UTK regarding this potential and the LON states that both institutions see the benefit of such an arrangement. ▪ The proposed program will be primarily delivered in the new Engineering and Science building at UTM. The labs will use existing space and equipment currently at UTM.
Existing programs offered at public and private Tennessee institutions	▪ Two current programs in TN have the same CIP code as the proposed program – Middle Tennessee State University and UT Knoxville - neither is accredited by ACCE. ▪ Murray State University (MSU) in KY also offers a BS in Construction Management, graduating 74 students in the last three years. The MSU program is not ACCE accredited. ▪ Related concentrations to the proposed program in Tennessee include: o University of Memphis: BS Civil Engineering – Concentration in Construction Engineering and Management o UT Chattanooga: Engineering Technology Management – Concentration in Construction Management o Austin Peay State University: BS in Engineering Technology - Concentration in Construction Engineering o East Tennessee State University: BS in Engineering Technology - Concentration in Construction Engineering
Feasibility Study	
Student interest	▪ Students in both the Department of Engineering and in the School of Agriculture Engineering Technology were surveyed in spring 2021 and 66 students responded. The survey found:

	○ 86 percent of respondents indicated that UTM offering a BS in Construction Management is a good idea. ○ 24 percent of respondents are interested in changing their major to BS Construction management. Though, 53 percent of respondents were Juniors or Seniors. ○ 41 percent of students indicated a strong interest in choosing the BS in Construction Management if it were available when they made their major choice. ▪ Current undergraduate programs in Engineering at UTM total between 194-306 students enrolled each year. UTM does not foresee a detrimental impact on any of the current concentrations. ▪ UTM is investigating current TTPs related to engineering and construction and plans to work with TBR institutions regarding transfer opportunities.
Local and regional need	▪ UTM provided regional data from EMSI and the BLS showing an increasing need for construction managers and supervisors. ▪ Please identify the scope (local, regional, and/or national data) for Table 5 on page 22, Figures 3 and 4 on page 23. Lastly, review the numbering for figures. The document has two Figure 4s located on pages 23 and 24.
Employer need/demand	▪ According to BLS data, employment of construction managers is projected to grow at least 8 percent from 2019 to 2029 which is faster than average for all occupations. ▪ UTM surveyed area construction industry stakeholders (N=19) in spring 2021, 100 percent of respondents indicated that a BS in Construction Management at UTM would benefit their company. ▪ Twenty-one percent of respondents suggested that they would financially support the establishment of the BS in Construction Management.
Future sustainable need/demand	▪ UTM provided details on national employment trends in Construction Management that shows an increase of 11 percent over the next decade. The data provided shows that TN is currently ranked 17th in the nation for the demand for construction managers. ▪ Letters of Support indicate a shortage of qualified personnel, and the need for a regional training option, and were provided by: ○ Jeff Borgsmiller, Project Executive, Turner Construction ○ Randall Gillespie, Barger Construction ○ Brian Searcy, Searcy Construction ○ Ryan McDaniel, Principal at A2H Inc Engineers, Architects, Planners ○ Clay Crownover President/CEO, Associated Builders and Contractors Greater Tennessee
Program costs/revenues and	▪ The LON projects $2,000 for the external reviewer cost during the planning year. The proposed program also has a minimal one-time

THEC Financial Projection Form	expenditure with only $4,000 estimated in year four for anticipated accreditation costs. ▪ In the second year, the proposed program anticipates the hiring of a visiting professorship with salary and benefits estimated to start at $110,500. In year three, the department anticipates hiring an adjunct position at an estimated $7,000. ▪ The proposed program anticipates operating expenses to be approximately around $30,000 and increasing slightly each year that will include various software and equipment purchases, accreditation fees, and travel allowance for the program. ▪ The proposed program anticipates being able to yield institutional reallocations in year one of the proposed program.
Public comments	▪ No public comments were received for the proposed program.
Specific Items Required for the New Academic Program Proposal	
Implementation timeline	▪ UTM anticipates submitting the SACSCOC Sub-Change for the proposed BSCM program in early 2022, with the external reviewer site visit to occur in late March 2022, UT Board approval in June 2022, and Commission approval in July 2022. ▪ The proposed program aims to be ready for fall 2022 implementation. ▪ Please provide a short narrative regarding a contingency plan if the proposed program is not ready for fall 2022 implementation.
Curriculum	▪ The proposed program will consist of 120 credit hours comprised of 51 credit hours of general education, 55 credits of Construction Core classes, 9 credits of electives, and 5 credits of required internship and capstone courses. ▪ The program will be delivered on-ground. ▪ Twelve new courses will need to be developed for the proposed program. Table 12 – New Courses Needed lists 24 credit hours of new courses are required, but the listed courses add up to more than 24 credit hours – please reconcile. ▪ The proposed program learning outcomes are as follows: o Oral and Written Communication Skills -- upon graduation, students will demonstrate the ability to effectively communicate orally and in writing. o Practices of Effective Management—upon graduation, students shall describe effective management practices of personnel, materials, equipment, costs, and time. o Facilitate Advancement of Knowledge -- upon graduation, students will facilitate advancement within the management of construction processes by demonstrating the ability to define problems and recognize solutions; further, students will demonstrate an ability to apply creativity, teamwork, and evaluation in their work. o Professional Ethics – Upon graduation, students will demonstrate an understanding of professional ethics.

	○ The undergraduate program will retain its accreditation by the American Council for Construction Education (ACCE). ▪ The proposed BSCM program's student learning outcomes align with the ACCE Document 103, *Standards and Criteria for the Accreditation of Construction Education programs* and are aligned with identified courses in the planned curriculum. Upon graduation students will: ○ Create written communications appropriate to the construction discipline. ○ Create oral presentations appropriate to the construction discipline. ○ Create a construction project safety plan. ○ Create construction project cost estimates. ○ Create construction project schedules. ○ Analyze professional decisions based on ethical principles. ○ Analyze construction documents for planning and management of construction processes. ○ Analyze methods, materials, and equipment used to construct projects. ○ Understand the role of the construction manager as a member of different multi-disciplinary project teams. ○ Apply electronic-based technology to manage the construction process. ○ Apply basic surveying techniques for construction layout and control. ○ Understand different project delivery methods and the roles and responsibilities of all constituencies involved in the design and construction process. ○ Understand construction risk management. ○ Understand construction accounting and cost control. ○ Understand construction quality assurance and control. ○ Understand construction project control processes. ○ Understand the legal implications of the contract, common, and regulatory law to manage a construction project. ○ Understand the basic principles of sustainable construction. ○ Understand the basic principles of structural behavior. ○ Understand the basic principles of mechanical, electrical, and piping systems.
Academic Standards	▪ In addition to standard UTM admissions requirements, students must obtain at least a 21 on their ACT math sub score or complete one semester of college trigonometry an earn a grade of a C or better. ▪ Students will be required to complete all core construction and math courses with at least a C average. ▪ The proposed program will adhere to standard UTM retention and graduation policies.

	▪ The UTM Department of Engineering will assign faculty to serve as advisors and will work with students on short-term and long-term planning as well as providing mentorship for students during their junior and senior years.
Equity	▪ UTM is committed to "create a safe, affirming environment celebrating everyone's diverse experiences and concerns in our university community". ▪ Please provide greater detail on how the proposed program will recruit and retain students from underrepresented backgrounds.
Program enrollment and graduates	▪ UTM expects to grow the proposed program from 10 students in year one to 59 in year five. UTM expects to graduate students in the third year with 15 graduates and increase this total to 20 in year five. Please provide an estimated attrition rate for the proposed program and adjust projections accordingly.
Administrative structure	• The proposed BSCM program will be housed in the Department of Engineering within the College of Engineering and Natural Sciences. • The BSCM program will be led by a program director who will report to the Chair of the Engineering Department. • The Engineering department chair (Dr. Tim Nipp) will temporarily serve as the program director for the BSCM until the program grows and a full-time program director can be hired.
Faculty resources	▪ UTM currently has four full-time faculty who will contribute to the proposed program. UTM anticipates a 10:1 faculty to student ratio for the proposed program. ▪ UTM plans to hire a non-tenure track position in year two of the program and rely on adjunct faculty when needs arise. ▪ Please provide an estimation of the percent of FTE each of these faculty will provide the program.
Library and information technology resources	▪ There are currently no library acquisitions needed for the proposed program. The Engineering department receives an annual $4,000 allocation for the purchases of additional material. ▪ The program relies on technology fees to replace computer labs and facilities fees to maintain the learning facilities for the College.
Support resources	▪ UTM will not require additional support services for the proposed program. ▪ UTM uses faculty advisors and the university's student services software "Flight Plan" to guide students toward success. ▪ UTM will provide construction management internships for students to meet their requirement to complete a 10 week/40 hours per week internship. Who will manage the internship placements for the BSCM program? ▪ Student have access to other support services provided by the university such as first-year programming, career planning and development, tutoring, and supplemental instruction.
Facilities and equipment	▪ The construction management classes will be held in the new 125,000 square foot Latimer Engineering and Science Building.

	▪ No additional equipment is projected to be needed for the program.
Marketing and recruitment plan	▪ The proposed BSCM program will leverage existing marketing practices by UTM as well as work with local and regional constructing companies and trade groups to market to interested students.
Assessment and evaluation	▪ The proposed program will be annually assessed through traditional UTM program evaluations and also through the American Council for Construction Education (ACCE) accreditation process. ▪ Assessment will be overseen by Dr. Nipp, Dr. Jared Teague, and Dr. Greg Nail at UTM.
Accreditation	▪ ACCE anticipates the proposed BSCM program being eligible for programmatic accreditation upon producing the program's first graduates in 2025.
Funding and THEC financial projections form	• The proposed program anticipates $2,000 in one-time expenses related to the external review for the program's approval and $4,000 for programmatic accreditation in year five. • UTM has allocated $110,500 in salary and benefits for the non-tenure track, full-time faculty position beginning in year two and increasing to $117,262 by year five. • UTM has budgeted $7,000 in year three for adjunct faculty. • UTM has estimated operating costs to total $30,250 in year one and increasing to $31,480 in year five of the proposed program to cover travel, purchasing new equipment, and provide training for faculty. • UTM anticipates the program being revenue generating in year one.

Bachelor of Science in
Construction Management
Engineering Department
College of Engineering and Natural Sciences
University of Tennessee at Martin
MARTIN

Academic Program Overview

The program's **objective** is to prepare students for careers in **construction management** with a curriculum that follows the **American Council for Construction Education** accreditation.

Target Markets

UTM STEM Students

Construction Workforce

Students from Engineering Degree

Program Attributes

Face-to-face Modality

120 Credit Hours

4-year Degree Program

Comparable Programs

MTSU BS Construction Management

UT Knoxville BS Construction Science

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Enrollment & Financial Projects

	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures	$30,250	$141,360	$151,180	$153,944	$160,242
Revenues	$108,000	$210,000	$300,000	$390,000	$474,000
Enrollment (Graduates)	14(0)	26(0)	38(15)	49(15)	59(20)

Projections assume a Fall 2022 program launch date

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Program Alignment

Related Priorities & Objectives

Select Program Attributes	State Master Plan	UTM Strategic Plan
Engages partnerships with the construction industry and STEM students	Student Success	Prepare graduates to be responsible, informed, and engaged citizens in their workplace
Prepares students for careers with high earning potential	Family Prosperity	Graduate students prepared for careers and professions
Provides much needed graduates in the construction industry	The Future Workforce	Improve the prosperity of West Tennessee

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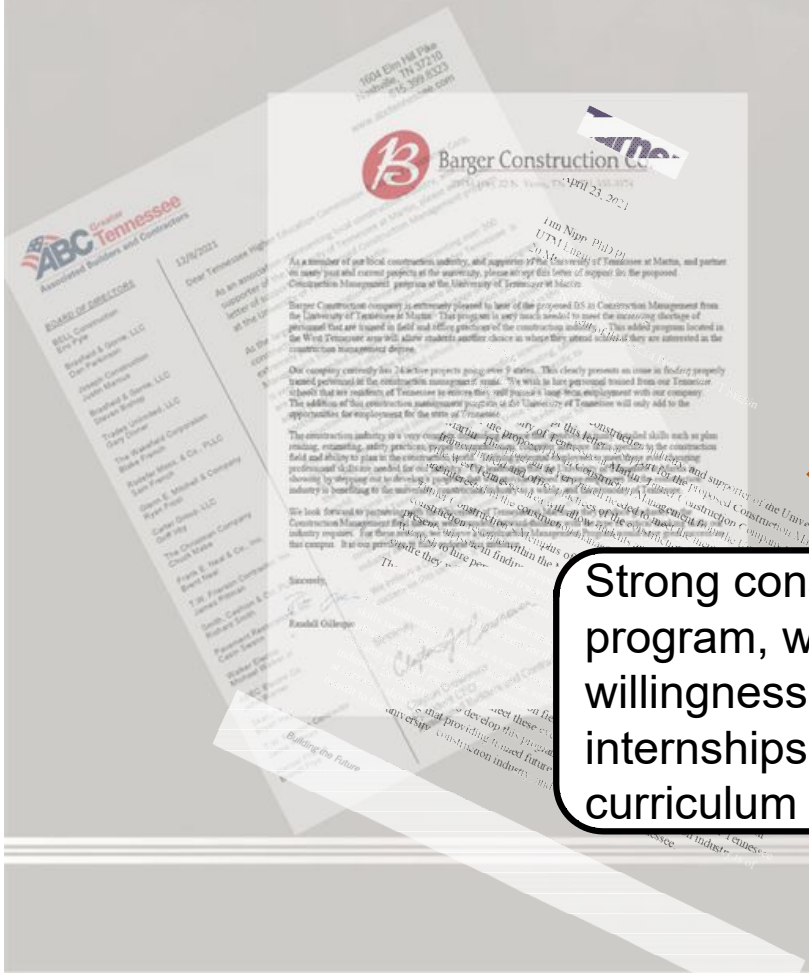
Supporting Evidence & Demand



11% Projected Growth Construction Managers from 2020 -2030

U.S. Bureau of Labor Statistics

100% Positive Response Rate Supporting the Program from Surveyed Construction Partners

6.47% Projected Job Growth for 2020-2025 for Construction Managers

(Tennessee, Missouri, Kentucky, and Arkansas)

Strong construction industry support for the program, with partners indicating a willingness to employ graduates, provide internships, and provide guidance on curriculum

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Program Design

Courses Provide Real World Applications and Skills
Accredited by the American Council for Construction Education

- Construction Plans and Specifications
- Construction Safety
- Construction Law and Contracts
- Mechanical, Electrical, and Plumbing Systems
- Construction Scheduling
- Construction Estimating
- Construction Project Management
- Senior Construction Capstone Project
- Construction Industry Internship 400 hours

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THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Item: **Undergraduate Admissions**

Type: Information/Discussion

Presenter: Linda C. Martin,
Vice President for Academic Affairs and Student Success

Campus undergraduate admissions materials are located in the Education, Research, and Service Committee Appendix.

4.1

THE UNIVERSITY OF TENNESSEE SYSTEM

Update on UT Research Enterprise

Board of Trustees
Annual Meeting – June 23-24, 2022

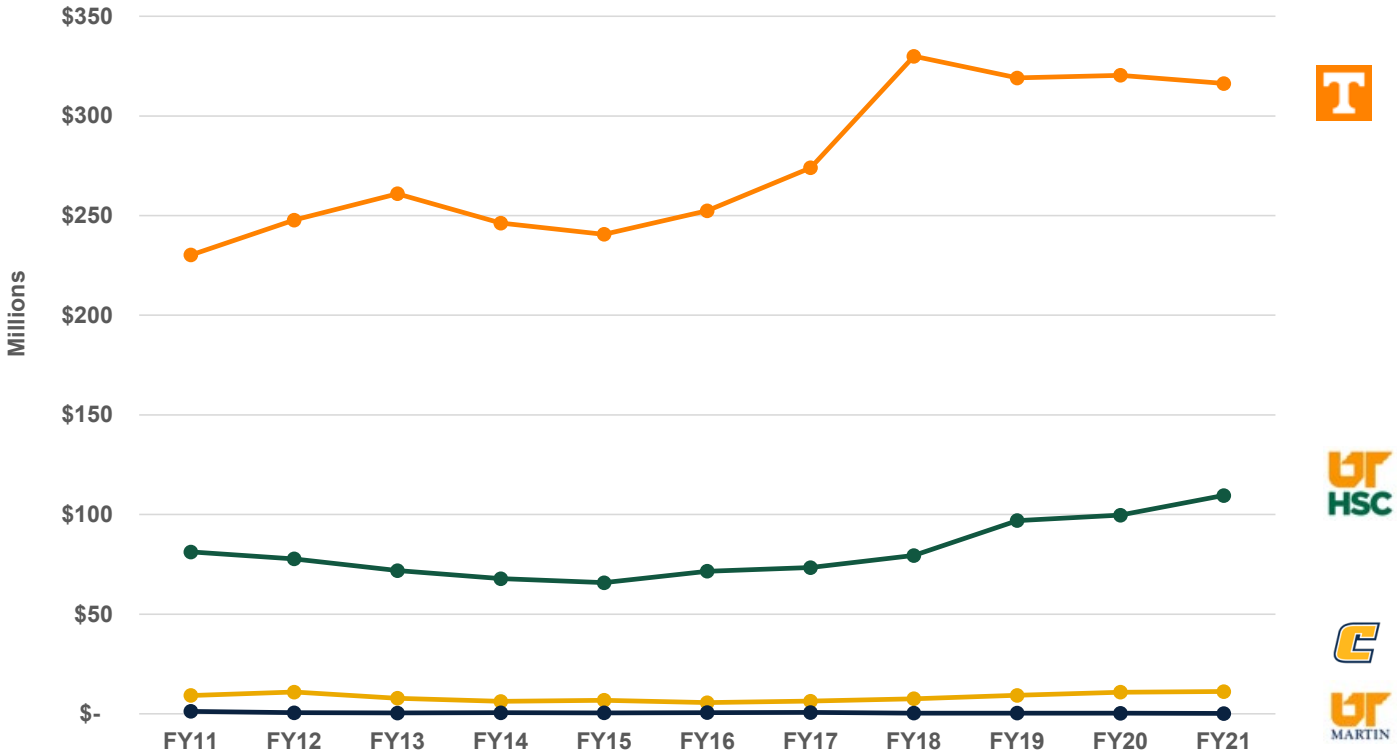
4.1

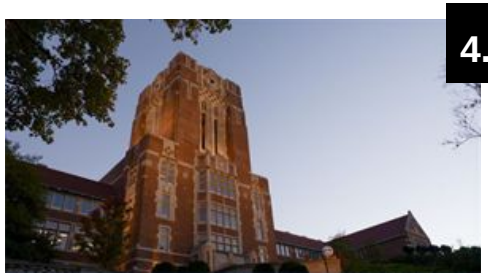
RESEARCH

Studious inquiry or examination especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws.

4.1

Total Research Expenditures by Campus



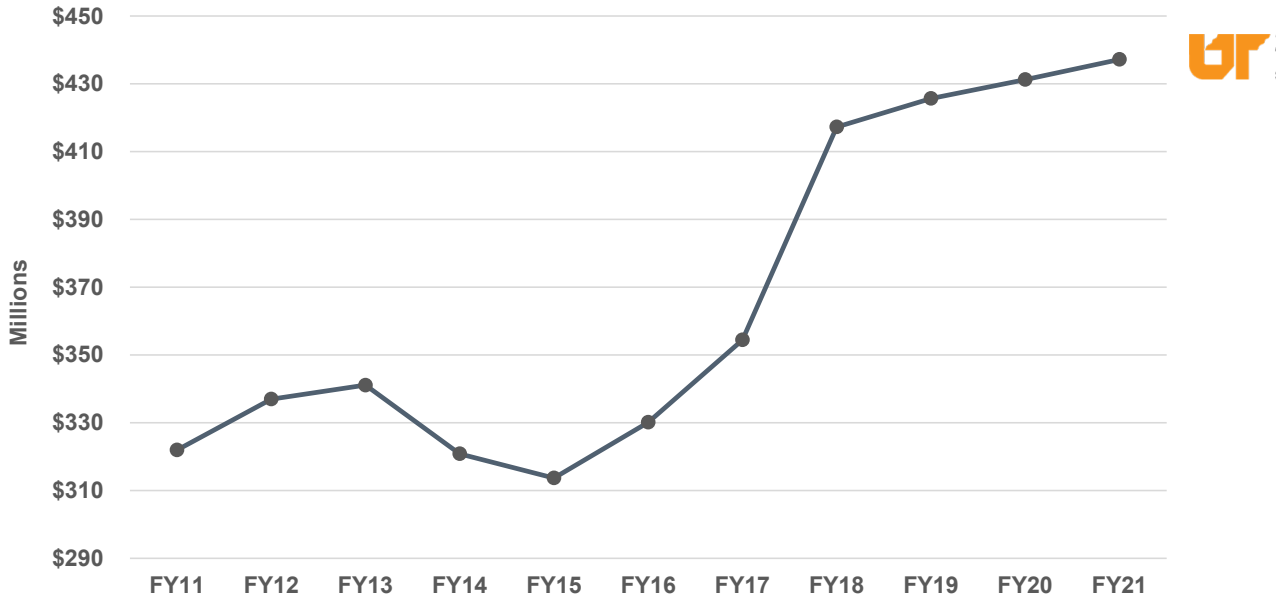


THE UNIVERSITY OF TENNESSEE SYSTEM

4.1

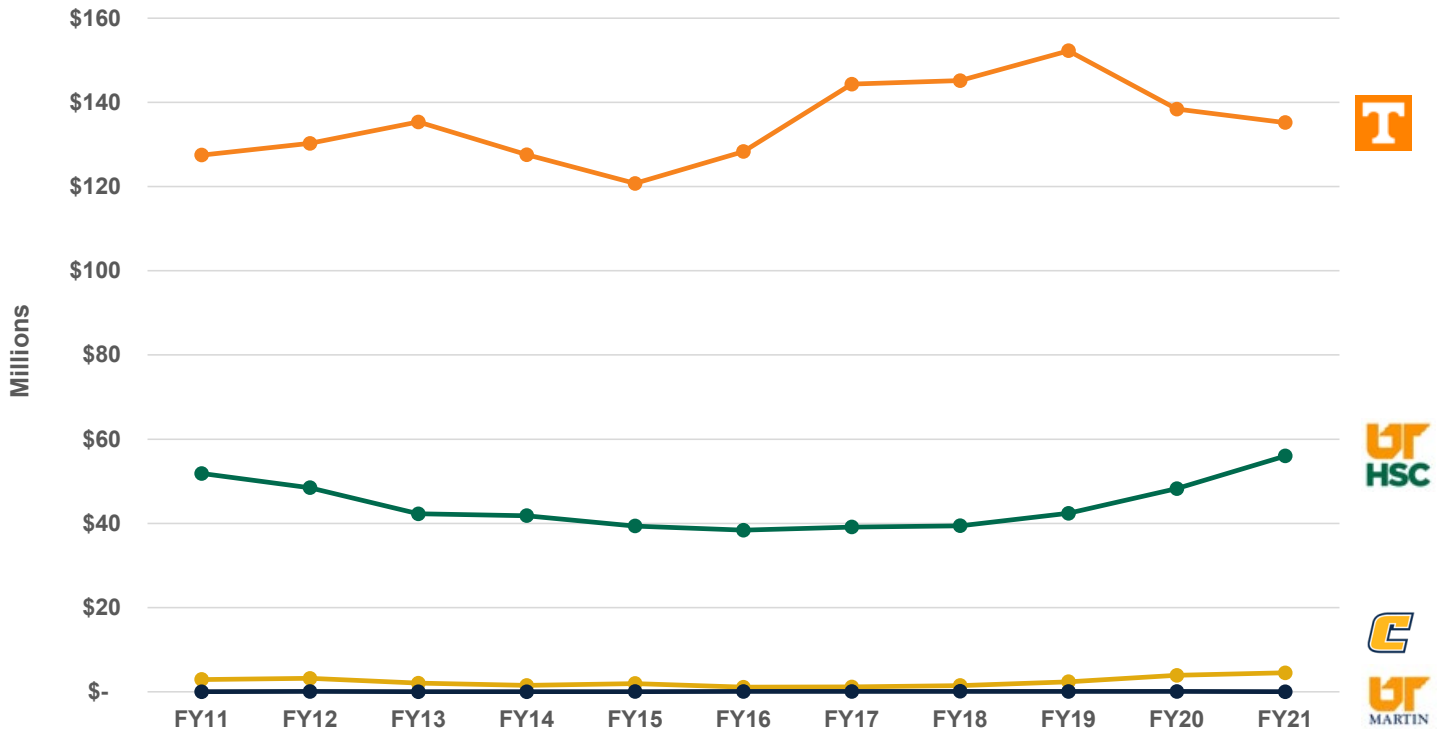
Total Systemwide Research Expenditures

- System-wide, total research expenditures increased 1.4% in the last year and 32.4% in the last five years.
- From FY10 through FY20, the UT System captured 1.03 times its “fair share” of the growth in national research funding at US universities.



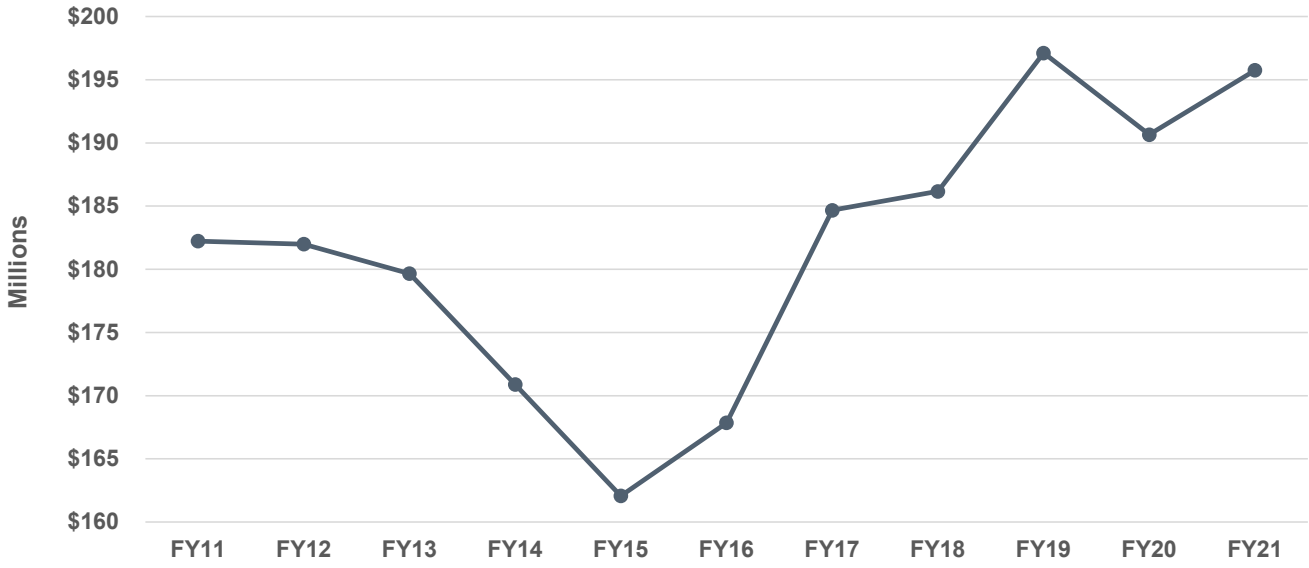
4.1

Federal Research Expenditures by Campus

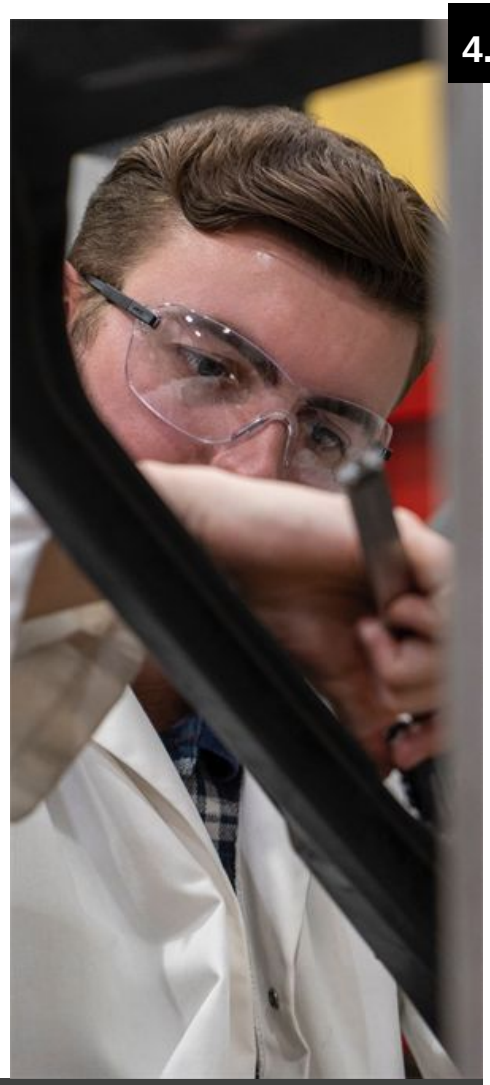


4.1

Systemwide Federal Research Expenditures



- System-wide federal research expenditures increased 2.7% in the last year and increased 16.6% in the last five years.
- From FY10 through FY20, the UT System captured 61% of its “fair share” of the growth in federal research funding at US universities.



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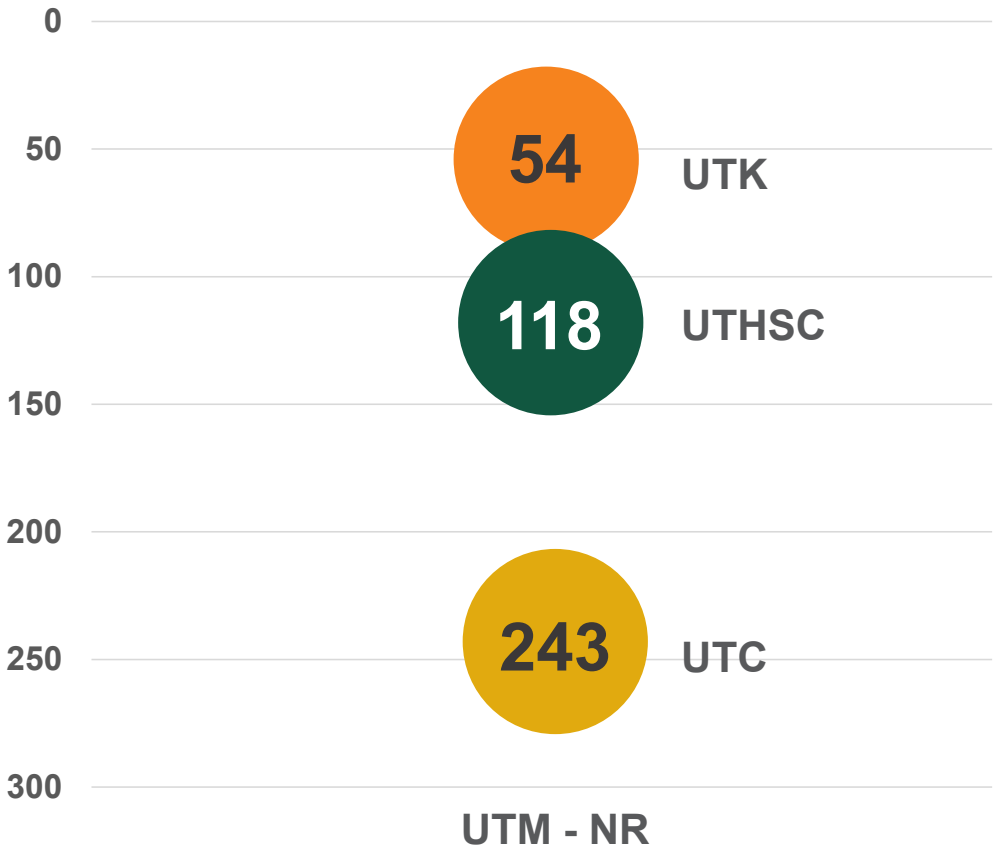
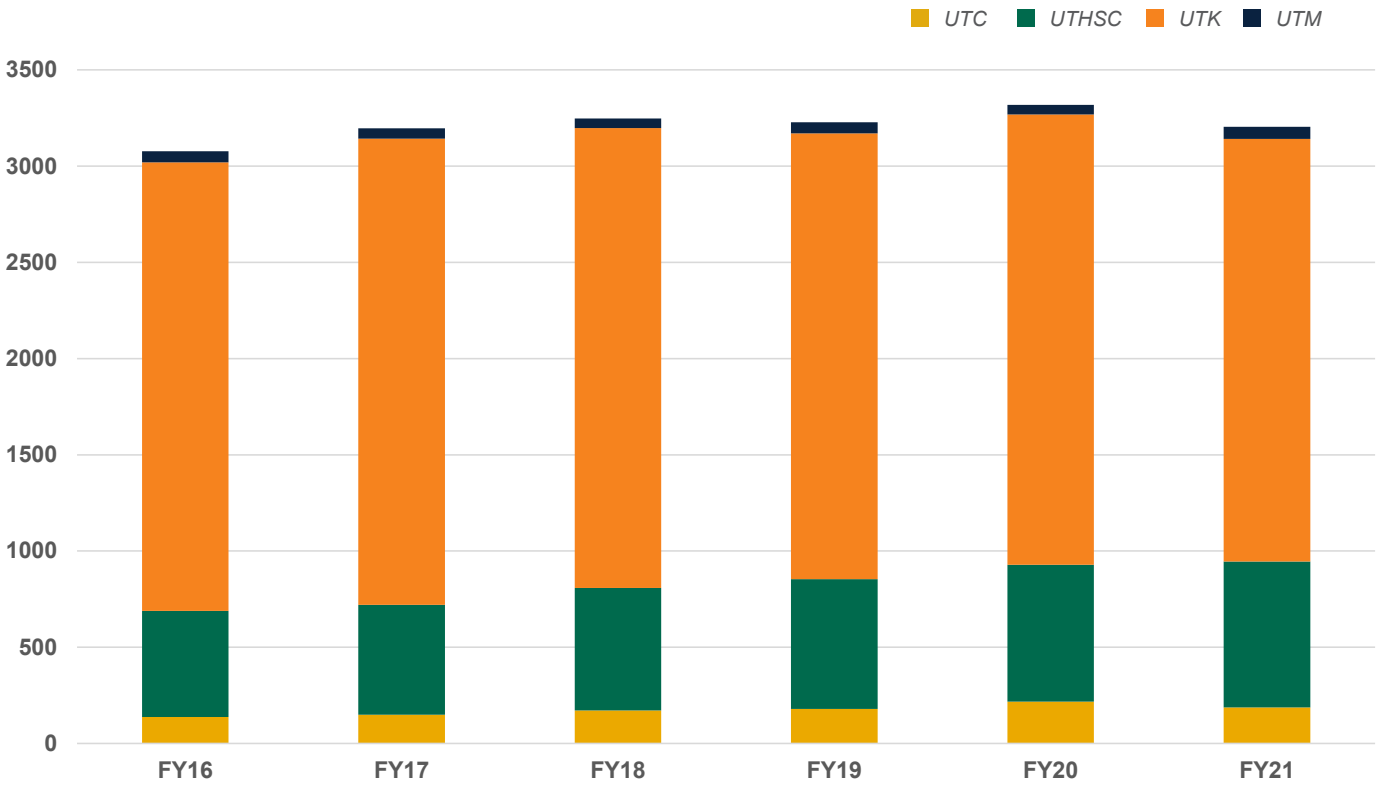


NSF Higher Education Research and Development Survey Rankings

Total Research Expenditures – Public Universities FY20

4.1

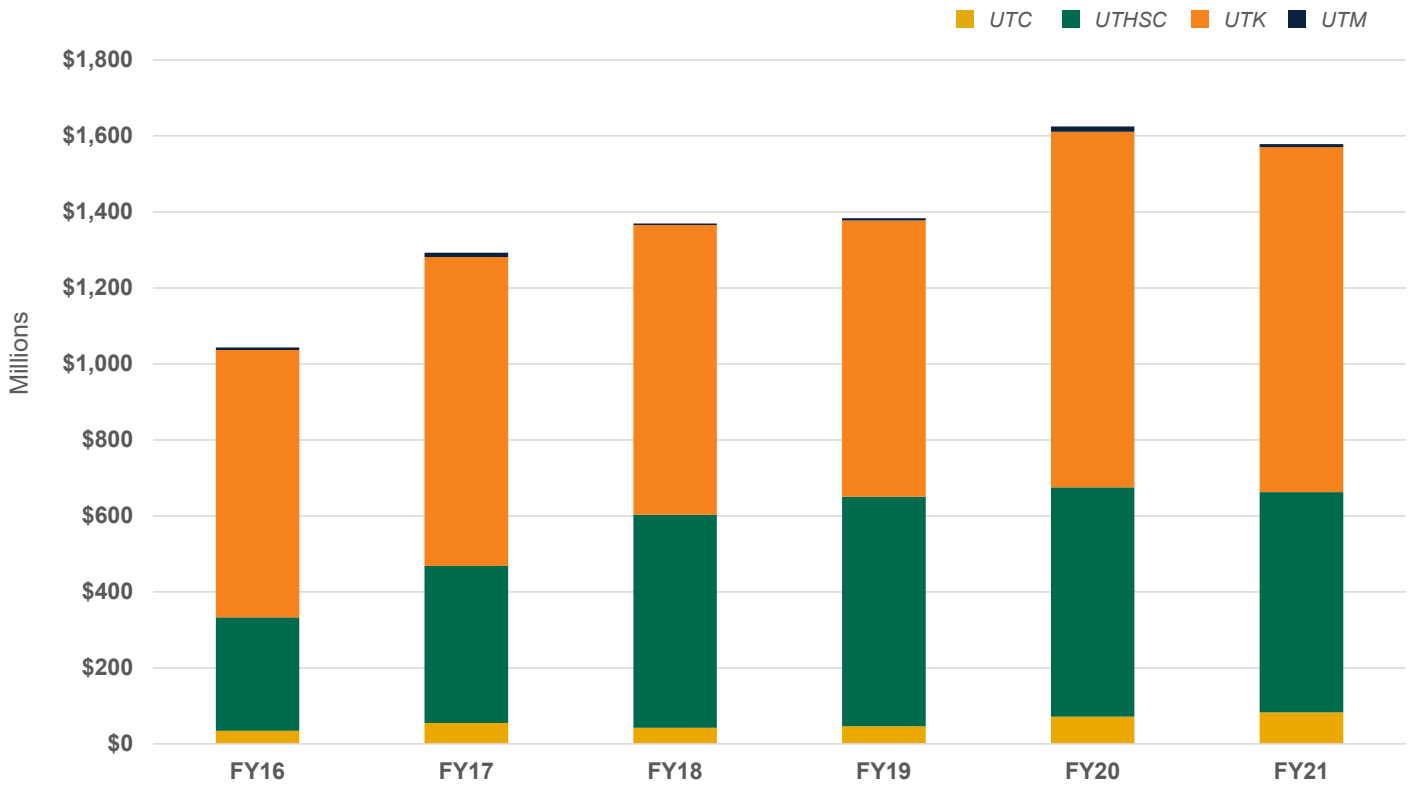
Number of Proposals by Campus



THE UNIVERSITY OF TENNESSEE SYSTEM

4.1

Proposal Amounts by Campus



4.1

Translating Research to the World

UTRF Portfolio

Active Technology Licenses **287**

45 **Active Startup Companies**

UTRF Subsidiaries

NON-PROFIT

- CHEROKEE FARM Development Corporation
- COLLABORATIVE COMPOSITE SOLUTIONS CORPORATION
- Clinical Trials Network of Tennessee

FOR-PROFIT

- CHEROKEE FARM Properties, Inc.
- TENNERA

4.1

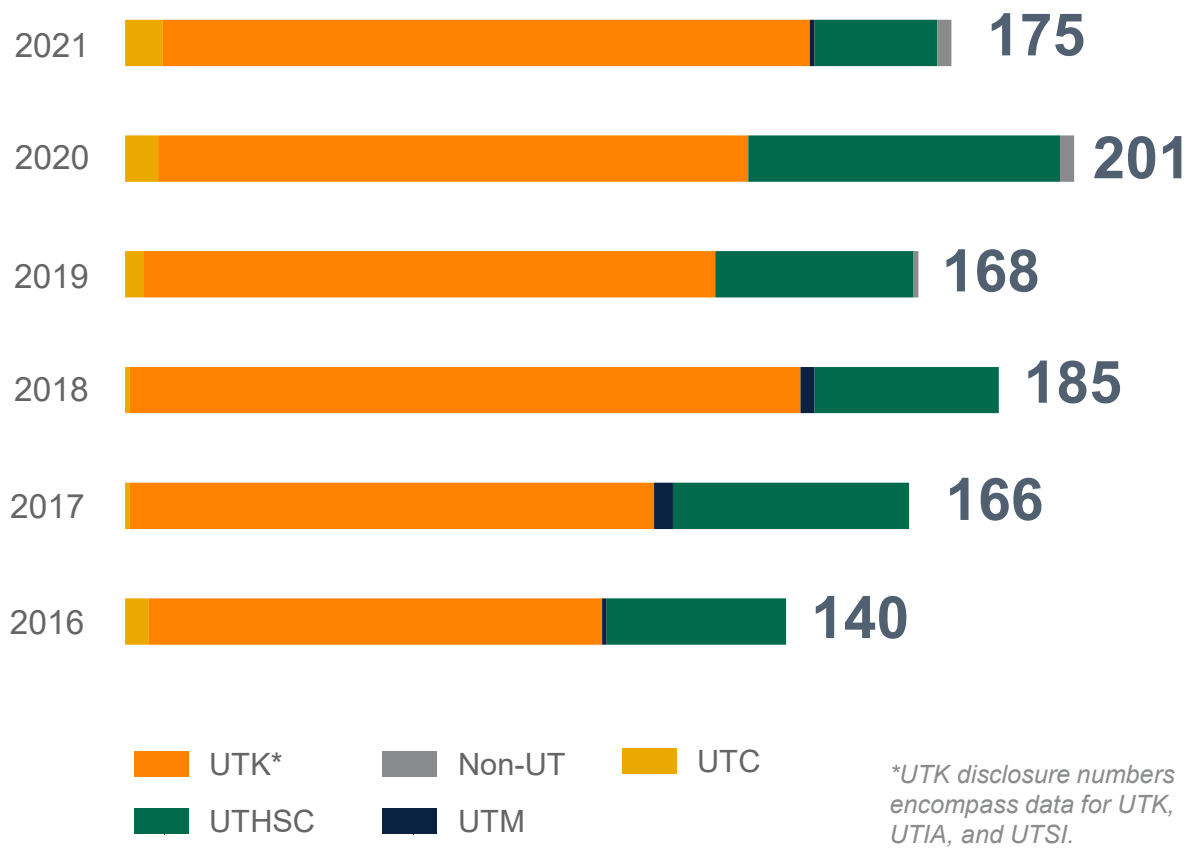
Disclosures

Total Disclosures in FY2021

Innovation is everywhere.

We're proud that disclosures come from across the UT system, including schools of engineering, medicine, agriculture, and other colleges & departments.

Disclosures by Campus



**UTK disclosure numbers encompass data for UTK, UTIA, and UTSI.*

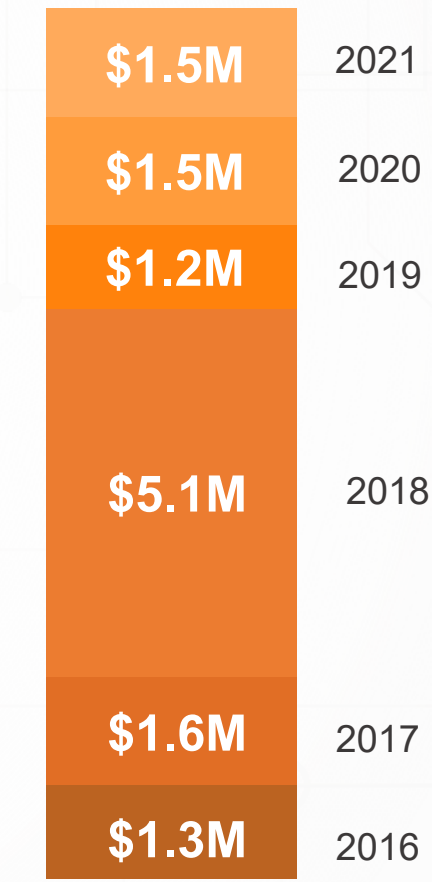
4.1

UTRF Licenses

Licenses/ Options 185
2016-2021

Startups 22 | 5 **Startups**
2016-2021 FY21

$12.1 MILLION **License Revenue**
2016-2021



THE UNIVERSITY OF TENNESSEE SYSTEM

4.1

Questions?

4.2

THE UNIVERSITY OF TENNESSEE
Oak Ridge Innovation Institute

Building America's Hub for STEM Talent and Discovery in Tennessee

June 23, 2022

Joan Bienvenue, UT-ORII
Executive Director, Vice Provost

4.2

Thank you, State of Tennessee!

THE UNIVERSITY OF TENNESSEE
Oak Ridge Innovation Institute

State Approves $72 M for UT-Oak Ridge Innovation Institute

Upfront Funding Accelerates Plans to Make Tennessee Hub for STEM Talent

KNOXVILLE, TN – April 22, 2022 —The Tennessee General Assembly included $72 million for the University of Tennessee-Oak Ridge Innovation Institute in its approved FY22-23 state budget Thursday.

This contribution completes the state's $80 million commitment in the University of Tennessee-Oak Ridge National Laboratory initiative eight years ahead of schedule. State legislators funded $8 million of that pledge in last year's budget.

What is UT-ORII?

- Builds upon UT-ORNL partnership that dates back to the Manhattan Project
- Brings UT-ORNL talent, infrastructure and collaborative opportunities together in new ways to dramatically increase the impact of our partnership
- Fosters collaboration between Tennessee universities and industry
- Creates more high-paying jobs for Tennesseans
- Drives sustainable economic growth

Mission

To strategically align the expertise and infrastructure of the University of Tennessee and Oak Ridge National Laboratory to usher in world-class interdisciplinary research and graduate education.

Vision

To become the coveted home for convergent research and talent development, helping maintain U.S. prominence as a global innovation leader and provide tangible impact to Tennessee.

4.2

Investments

$38.6M

DOE-EERE
5-Year Funding,
2020-2025

$20M

UT System

$80M

State of TN
10-Year
Upfront Funding

~$6M

Other Recurring
Annual Funding

4.2

UT-ORII Priorities

- Top-level grad student talent
- New research expenditures
- Catalyze research collaborations with ORNL
- Enhance graduate student research experience via access to ORNL talent & research infrastructure
- Interdisciplinary research in areas of greatest national need
- Top talent to support the mission

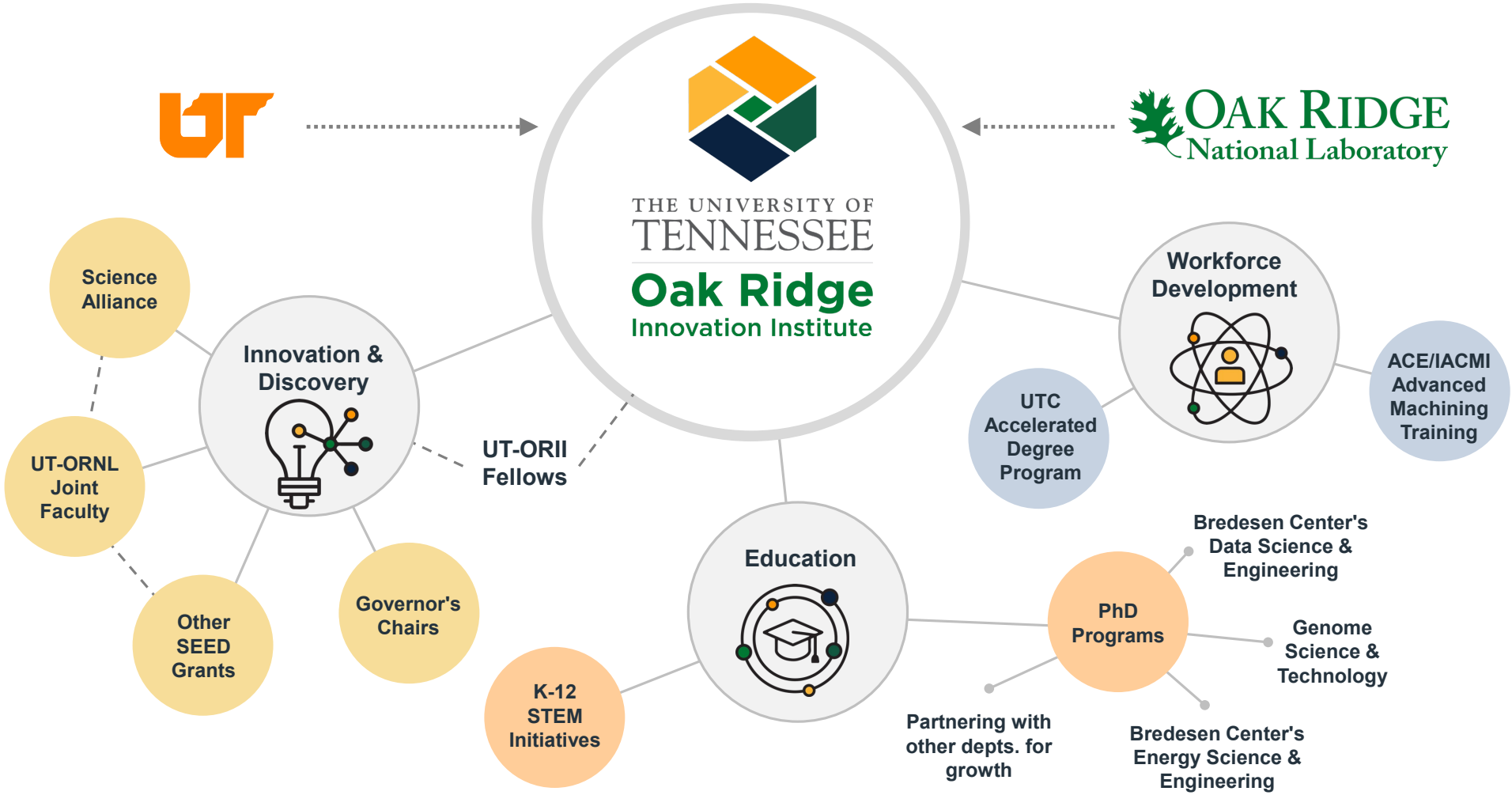
- High-impact science
- Impact and funding outside of DOE mission
- Catalyze research collaborations with UT faculty
- Access to top graduate students to support mission.
- Help developing future ORNL workforce
- Access to faculty talent & UT research infrastructure

State of Tennessee

- Establish Tennessee as STEM talent/industry hub
- Drive statewide economic impact
- Create more high-paying jobs for Tennesseans
- Workforce Development
- Recruit/retain some of nation's top students
- Attract new TN STEM businesses
- Increase excitement & STEM opportunities for K-12 students & teachers

THE UNIVERSITY OF TENNESSEE | Oak Ridge Innovation Institute

4.2

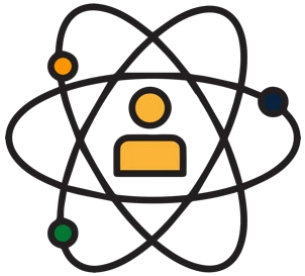

THE UNIVERSITY OF TENNESSEE
Oak Ridge
Innovation Institute
OAK RIDGE National Laboratory
Science Alliance
Innovation & Discovery
UT-ORNL Joint Faculty
Other SEED Grants
Governor's Chairs
UT-ORII Fellows
Education
K-12 STEM Initiatives
Workforce Development
UTC Accelerated Degree Program
ACE/IACMI Advanced Machining Training
PhD Programs
Bredesen Center's Data Science & Engineering
Genome Science & Technology
Bredesen Center's Energy Science & Engineering
Partnering with other depts. for growth

4.2

Collaboration & Progress in 3 Core Areas

Innovation and Discovery

Education



Workforce Development

4.2

Innovation & Discovery

Focused on hiring, expanding joint research

4.2

Initial Thrust Areas

4.2

Investing in the Future

- Awarded seed grants to 22 UT-ORNL teams through 4 programs
- Leveraging UT-ORII dollars to fund, expand key research
- Re-establishing alignment with lab directed research and development (LDRD) efforts
- Combined research programming impacts ~50 PIs and ~150 graduate students

4.2

Outcome-Focused Partnerships

Second-Life Battery Use Project

THE UNIVERSITY OF TENNESSEE Oak Ridge Innovation Institute

NISSAN

SEVEN STATES POWER CORPORATION

Middle Tennessee Electric Energy. Service. Life.

TENNESSEE STATE UNIVERSITY

TVC AL • KY • NC • TN • VA CONNECTING PEOPLE, IDEAS, & OPPORTUNITIES

Announced June 16 at Tennessee Valley Corridor Summit in DC.

4.2

Education

Attracting the Best and Brightest

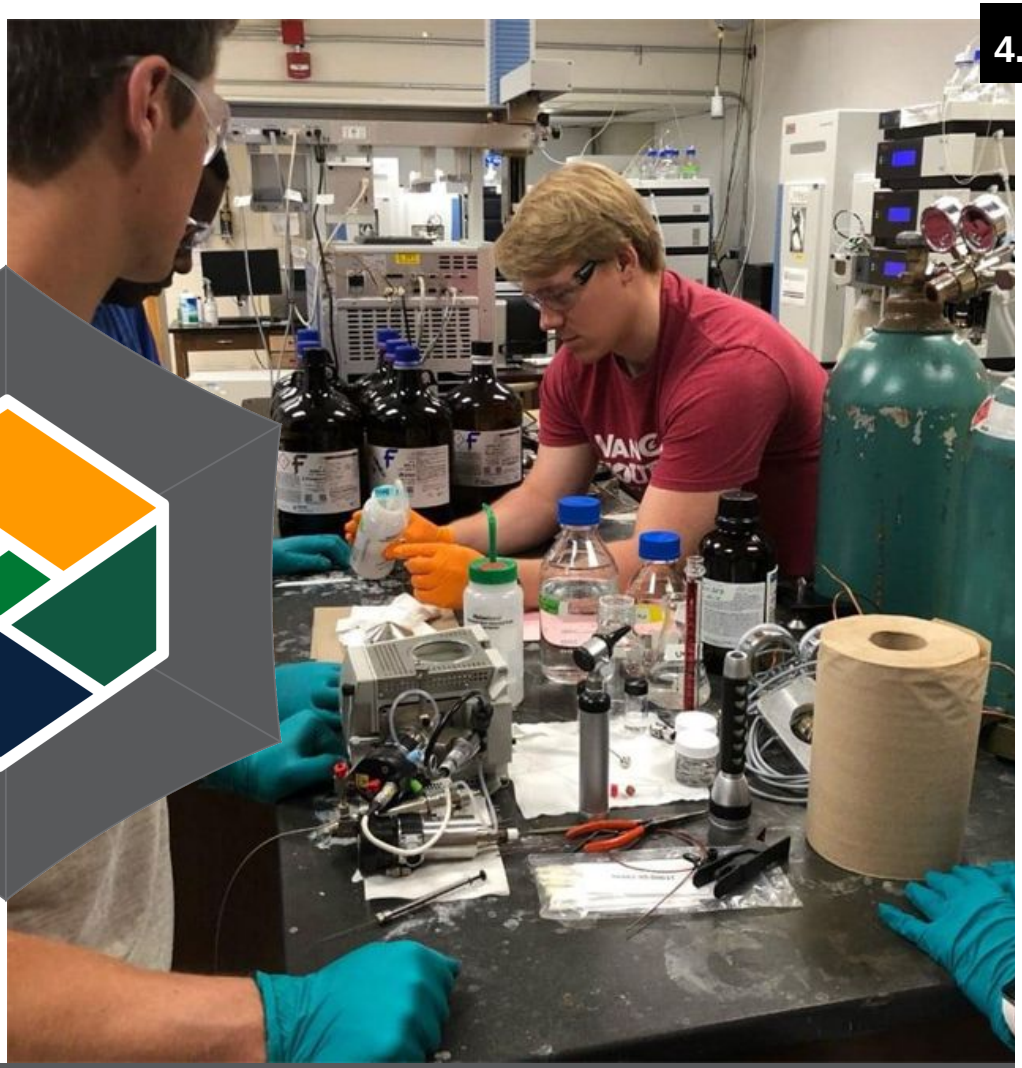
4.2

155 Current Joint PhD Students

Energy Science & Engineering

Data Science & Engineering

Genome Science & Technology



THE UNIVERSITY OF TENNESSEE | Oak Ridge Innovation Institute

Student Accolades

- Two BC finalist for UT 3-minute thesis competition – **Kriss Gabourel** won 1st place!
- **Kendra Allen** won two National Society of Black Engineers awards including graduate student of the year!
- 12 Spring PhD Graduates (2 DSE, 8 ESE, 2 GST)
- **Alex Stiles** admitted to 2022 Innovation Crossroads cohort.
- UT Graduate School Dissertation Fellowship to **Alexandra Teodor**
- 2 GST Students received Science Alliance GATE Fellowships

SMaRT
Student Mentoring and Research Training
UT-ORII INTERNSHIP

Establishing Rich Pathways for Future Graduate Students

- 43 undergrads working with UT/ORNL researchers for 10 weeks this summer
- Launched Student Mentoring and Research Training (SMaRT) in 2021
- More than doubled last year's attendance (18)
- Partnered with UT Grad School, GEM Consortium, HBCUs on recruitment
- First-Year Successes: 3 published papers, 3 interns returned, several applying to UT-ORII PhD programs

4.2

Learning Collaborative

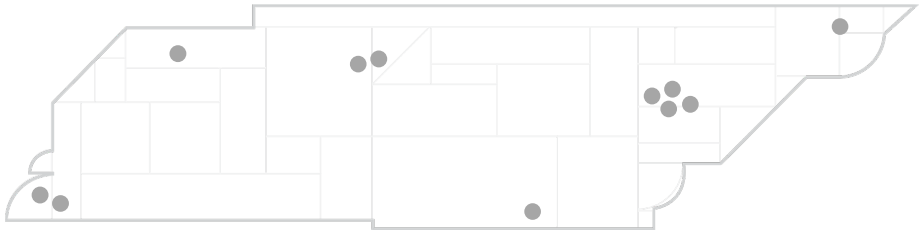
Tennessee State University

Vanderbilt University

The University of Tennessee Knoxville

East Tennessee State University

The University of Tennessee Martin



Oak Ridge National Laboratory

The University of Memphis

Pellissippi State Community College

The University of Tennessee Health Science Center

The University of Tennessee Chattanooga

TN Achieves
Changing Lives, Transforming Communities

4.2

Workforce Development

Preparing Tennesseans for High-Paying, High-Tech Jobs

THE UNIVERSITY OF TENNESSEE | Oak Ridge Innovation Institute

4.2

Partnering to Provide Hands-On Training

UTC Accelerated Degree Program

- Launching Fall 2022
- Information Technology Bachelor of Applied Science with emphasis in Cybersecurity
- 120 graduates per year
- Students spend part of their day doing coursework and over 20 hours per week in an apprenticeship with local industry partners

ACE Machine Tool Training

- UT-ORII Sponsoring Summer 2022 Teachers' Boot Camps
- Community College, Vocational/Trade Schools, High School, Middle School

ACE AMERICA'S CUTTING EDGE

Creating Next Generation Training and Education to Advance the U.S. Machine Tool Workforce

Ideas?

Want to stay updated on UT-ORII?

Email us:

utorii@tennessee.edu

THE UNIVERSITY OF TENNESSEE
Oak Ridge Innovation Institute

4.3

Student Experience Survey
Spring 2022

THE UNIVERSITY OF TENNESSEE SYSTEM

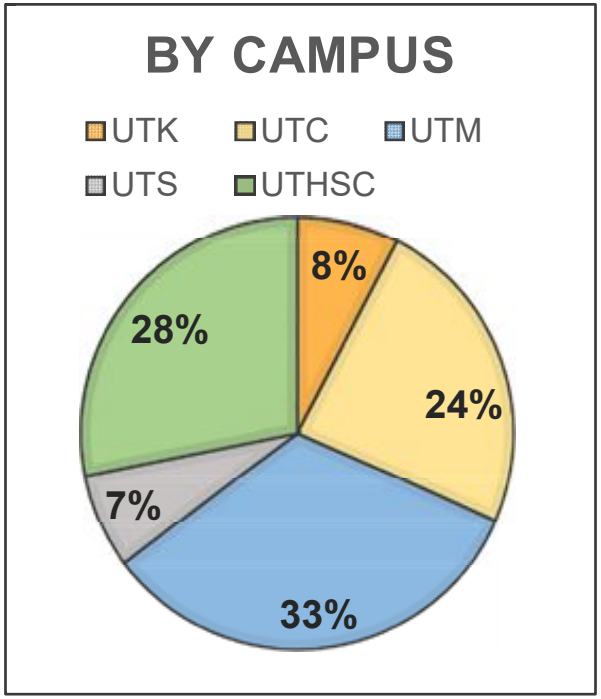
4.3

Survey Objectives & Design

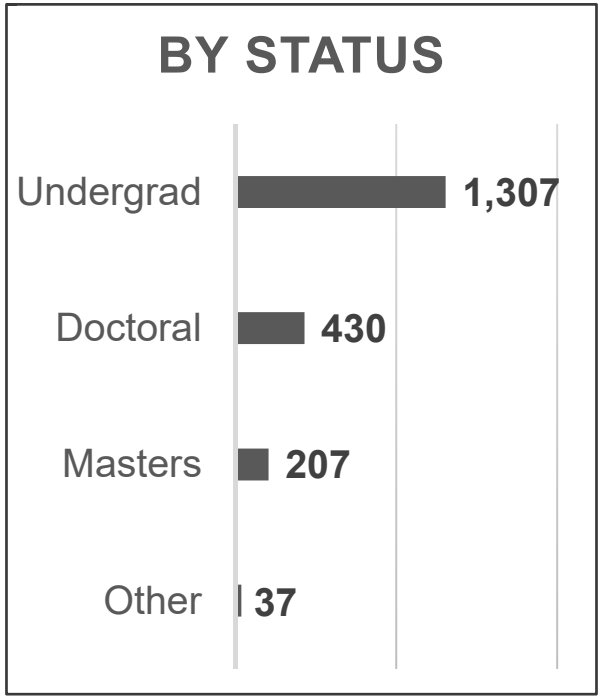
- Fourth consecutive semester for the student experience survey.
- Distributed fall and spring.
- Five questions.
- Included opportunity to make comments (optional).
- Distributed by campuses in March 2022.

4.3

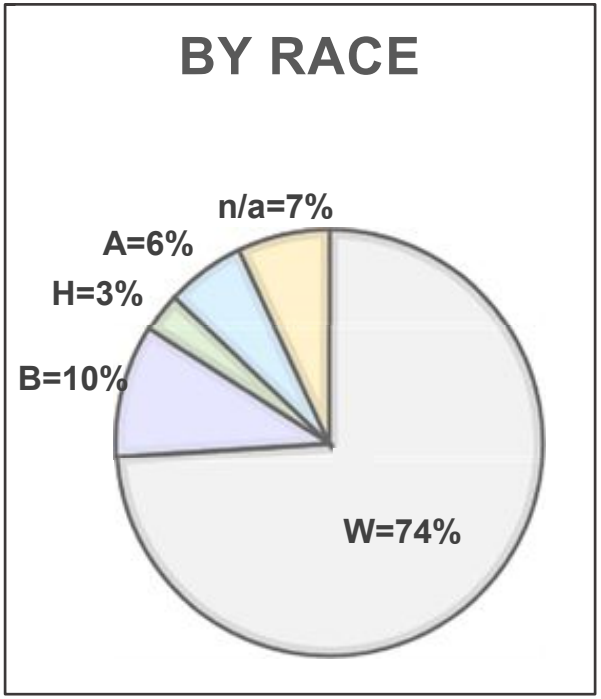
Survey Respondents (*n*=2,010)



Percent of Students in UT System
UTK=56%; UTC=22%; UTM=14%; HSC=6% UTS= < 2%



Other=Non-degree-seeking or No Answer



W=White; B=Black; H=Hispanic; A=Asian
n/a=No answer and Other

4.3

Experience at UT (UT System)

Item	Mean (Fall 21)	% Agree or Strongly Agree (Fall 21)	% Disagree or Strongly Disagree (Fall 21)
I believe my campus listens and *responds* to student needs.	3.59 (3.41)	62% (54%)	17% (23%)
I agree that my campus offers the resources and/or support needed for my success as a student.	3.93 (3.95)	76% (76%)	11% (10%)
I am currently accessing the resources and/or support I need to be successful.	3.74 (3.73)	67% (65%)	12% (10%)
I would recommend my campus to a friend/family member as a great place to study.	3.89 (3.85)	72% (69%)	13% (13%)
I believe that I matter and belong at UT.	3.63 (3.52)	61% (55%)	18% (19%)

Note: All items used a 5-point scale of 1=Strongly Disagree to 5=Strongly Agree

4.3

Experience at UT (by campus)

Item	UT System (*n*= 2,010)	UTK* (*n*= 159) 0.05%	UTC* (*n*= 478) 4.12%	UTS (*n*= 141) 17.36%	UTM (*n*= 662) 9.09%	UTHSC (*n*= 558) 17.23%
I believe my campus listens and *responds* to student needs.	3.59	3.25	3.44	4.03	3.83	3.44
I agree that my campus offers the resources and/or support needed for my success as a student.	3.93	3.83	3.85	4.15	4.09	3.80
I am currently accessing the resources and/or support I need to be successful.	3.74	3.58	3.57	3.94	3.86	3.72
I would recommend my campus to a friend/family member as a great place to study.	3.89	3.93	3.85	3.89	4.12	3.64
I believe that I matter and belong at UT.	3.63	3.57	3.41	4.00	3.80	3.53

**Response rate too low to draw any meaningful conclusions from the data collected*
Note: All items used a 5-point scale of 1=Strongly Disagree to 5=Strongly Agree

4.3

Questions?

THE UNIVERSITY OF TENNESSEE SYSTEM

4.4

OneUT Mental Health Task Force Update

Office of Academic Affairs & Student Success

ERS Committee Presentation

June 23-24, 2022

THE UNIVERSITY OF TENNESSEE SYSTEM

National Outcomes: COVID-19 and Student Mental Health

Fall 2020: Active Minds Student Mental Health Survey

- 89% of college students are experiencing stress or anxiety as a result of COVID-19
- 1 in 4 students said that their depression significantly increased

Fall 2021: The Center for Collegiate Mental Health (F19-F21 comparison)

- Students reported small to moderate increases in distress: Depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, and overall distress
- Social anxiety and academic distress showed the most notable increases over this two-year period

National Outcomes: COVID-19 and Student Mental Health

Area of Impact	Percent
Mental health	72%
Motivation or focus	68%
Loneliness or isolation	67%
Academics	66%
Missed experiences or opportunities	60%
Career/employment	44%
Relationships (significant other, family, friends)	43%
Financial	35%
Health concerns (other)	30%
Health concerns (self)	26%
Grief/loss of someone	9%
Food or housing insecurity	9%
Discrimination/harassment	3%
Other (please specify)	1%

Which aspects of students' lives were negatively impacted by COVID-19?

Source: Center for Collegiate Mental Health (CCMH)

4.4

UT System: Common reasons for seeking mental health treatment systemwide

SYSTEM

Anxiety and stress	Academic performance	Adjustment
Depression	Grief	Substance use
	Suicidal ideation	

4.4

UT System: COVID-19 and Student Mental Health

UTC	UTHSC	UTK	UTM	UTS

• An increase in the percentage of students expressing suicidal ideation in 2021 (in comparison to 2019 and 2020)	• 19% increase in counseling center appointments between AY 2018 and AY 2020 with continual increases	• Top 5 most reported areas negatively impacted by COVID-19 include mental health, motivation, academics, loneliness, and missed experiences	• Fall 2020-2021:
			  • 48% increase in telehealth services
			  • Crisis encounters doubled
			  • 12% increase in total counseling services
				• Direct counseling services have doubled
				• 60% decrease in disconnection and mental health as top concerns

Addressing Service Gaps

SYSTEM

UTC	UTHSC	UTK	UTM	UTS
• Sanvello • Key positions filled • Collegiate recovery program • Trainings • Support groups	• Two new counselor positions • Collegiate recovery ally and suicide prevention trainings • Virtual student support groups	• Joined consortium for health promoting campuses • "Wellness Wednesdays" • Process interruption signs • Mental health fair	• JED Campus initiative in Fall 2021 • Healthy Minds Survey in Fall 2021 • JED Campus site visit in Spring 2022	• Doubled the size of direct counseling services • Mental health YouTube channel • Check-in surveys • COVID care team

A New Task Force Charge

The charge of the UT Mental Health Task Force is to further the mission of well-being and wellness across the UT System in alignment with the Be One UT values by:

- **Gaining knowledge** from research-based practice and key mental health data to drive campus- and system-level initiatives
- **Empowering faculty and staff** from non-mental health backgrounds with skills to recognize and refer students with mental health challenges to appropriate campus and community resources
- **Adopting policies, procedures, and proactive practices** that support, prioritize, and improve student well-being and the overall student experience
- **Identifying funding opportunities** to enhance campus- and system-level programs and services
- **Prioritizing and developing opportunities for faculty, staff, and students** to improve their mental health as members of the UT System family

Top Priorities for 2022

- Faculty and staff mental health trainings
- Annual mental health convening
- A systemwide approach to leave of absence for students

4.4

SYSTEM

Questions?

THE UNIVERSITY OF TENNESSEE

OneUT Mental Health Task Force Update

Board of Trustees Meeting, June 23-24, 2022

National Perspective: COVID-19 and Student Mental Health

- In Fall 2020, Active Minds, a nonprofit organization that supports mental health awareness, administered a student mental health survey[1] to 2,000 college students and found that 89% were experiencing stress or anxiety due to COVID-19. Furthermore, one in four students reported that their depression significantly increased.
- In Fall 2020, over 43,000 students seeking mental health services were asked to report which aspects of their life had been negatively impacted by COVID-19. The Center for Collegiate Mental Health (CCMH)[2] discovered that the most common areas of negative impact were mental health (72%), motivation or focus (68%), loneliness or isolation (67%), academics (66%), and missed experiences or opportunities (60%).
- The CCMH prepared another report that "examined the initial impacts of COVID-19 on college students seeking treatment for mental health concerns."[3] Specifically, the report explored the following question: How did students' self-reported psychological distress change between Fall 2019 (Pre-COVID) and Fall 2021? Key findings include:
    - In comparison to Fall 2019 (Pre-COVID), students reported in Fall 2021 small to moderate increases in distress in the following areas: depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, and overall distress.
    - Social anxiety and academic distress showed the most notable increases between Fall 2019 and 2021.
- In a 2020-2021 survey of administered by the Association for University and College Counseling Center Directors (AUCCCD),[4] counseling center directors reported the negative impact of "remote operations" on "staff morale and staff cohesion." Furthermore, the report showed an increase in telemental health services during the pandemic, but a decrease in the percentage of students utilizing counseling center services. Survey participants–329 counseling center directors–reported that anxiety (61%) continues to be the most frequent concern among students seeking mental health intervention.

[1] Active Minds Student Mental Health Survey (September 2020)
[2] Fall 2020: COVID-19 Impact on College Student Mental Health
[3] Fall 2021: COVID-19 Impact on College Student Mental Health
[4] 2021 Annual AUCCCD Survey

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UT System Perspective: COVID-19 and Student Mental Health

Clinical and non-clinical practitioners who provide student mental health prevention and intervention services report an increase in the percentage of students seeking mental health treatment on their campuses. Specifically, during the COVID-19 pandemic, there has been an increase in the need for mental health services related to the following areas: Suicidal ideation, depression, anxiety, substance use, loneliness/isolation, and grief. The top reasons for which students seek mental health treatment include anxiety and stress, academic performance, adjustment, depression, and suicidal ideation. Other needs that students shared during the pandemic that impacted their mental health included the lack of reliable internet services, financial concerns, and concerns related to family and friends.

UT mental health staff are diligently working to address mental health service gaps. Members of the Mental Health Task Force shared the following updates.

UT Chattanooga

Data: The counseling center director, Dr. Keilan Rickard, reported an increase in the percentage of students expressing suicidal ideation in 2021 in comparison to 2019 and 2020.

Enhancements:

- Purchased Sanvello,[5] self-guided and instant-access therapy tool
- Filled key counseling positions: An athletics counselor and specialists to provide targeted outreach for students of color and students who suffer from substance use disorders
- Started a collegiate recovery program called Mocs Recovery[6] to provide support for students recovering from substance abuse
- The Counseling Center and the Center for Wellbeing partnered to offer suicide prevention and awareness trainings, and programs to address stress and anxiety
- Offered several groups including grief support, students of color support, and LGBTQIA support

UT Health Science Center

Data: Kathy Gibbs, the assistant vice chancellor of student academic support services and inclusion, reported a 19% increase in counseling center appointments between AY2018 and AY2020 with continual increases in 2022.

[5] Sanvello app
[6] UTC Mocs Recovery Program

THE UNIVERSITY OF TENNESSEE

Enhancements:

- Added two new full-time counselor positions
- Held collegiate recovery ally and suicide prevention trainings
- Provided new virtual student support groups

UT Knoxville

Data: Dr. Jill Zambito, assistant vice chancellor for student life, provided the following data from a survey administered to students: The top five most reported areas negatively impacted by COVID-19 in AY2021-22 include mental health (71%); academics (62%); motivation/focus (58%); loneliness/isolation (58%); and missed experiences/opportunities (55%).

Enhancements:

- Joined a national consortium for health promoting colleges and universities
- Expanded the "Wellness Wednesdays" initiative[7] to normalize holistic wellness
- Installed "Process Interruption" signs in parking garages on campus, providing people with a 24-hour help line with a contracted company for suicide prevention
- A Mental Health Fair: Partnered with a national organization for suicide prevention and mental health support–Fresh Day Check[8]–and several campus departments and student organizations to provide an interactive wellness fair for UTK students

UT Martin

Data: The Student Health Center director, Shannon Deal, provided the following Fall 2020 to Fall 2021 comparisons: 1) a 48% increase in telecounseling services; 2) crisis encounters doubled; and 3) a 12% increase in total counseling services.

Enhancements:

- Started the JED Campus initiative[9] in Fall 2021
- Administered the Healthy Minds Survey in Fall 2021
- Participated in the JED Campus site visit in Spring 2022

UT Southern

Data: The percentage of students reporting isolation/disconnection and mental health as "top 3 biggest concerns" has decreased by over 60% between November 2020 and April 2021.

[7] UTK Student Life Program: Wellness Wednesdays
[8] Fresh Check Day
[9] JED Campus

THE UNIVERSITY OF TENNESSEE

Enhancements:

- Started a psychoeducation YouTube channel that is more visible and available for students
- Implemented virtual counseling
- Implemented check-in surveys each semester to evaluate student mental health and other COVID-related needs
- Formed a COVID care team to respond to student needs in real time

Mental Health Task Force Update

The OneUT Mental Health Task Force continues to meet monthly. In 2022, we created a revised charge to direct our efforts moving forward.

The charge of the UT Mental Health Task Force is to further the mission of well-being and wellness across the UT System in alignment with the Be One UT values by:

- **Gaining knowledge** from research-based practice and key mental health data to drive campus- and system-level initiatives
- **Empowering faculty and staff** from non-mental health backgrounds with skills to recognize and refer students with mental health challenges to appropriate campus and community resources
- **Adopting policies, procedures, and proactive practices** that support, prioritize, and improve student well-being and the overall student experience
- **Identifying funding opportunities** to enhance campus- and system-level programs and services
- **Prioritizing and developing opportunities for faculty, staff, and students** to improve their mental health as members of the UT System family

In 2022, top priorities of the Task Force include the following:

- Coordinate with System and campus-level Human Resources/Employee and Organizational Development (EOD) to develop faculty and staff mental health training opportunities
- Develop the framework for an annual systemwide mental health convening; hold a mental health convening in the fall
- Develop a systemwide approach to leave of absence that includes medical and mental health challenges; work with campuses to develop accompanying campus-level procedures

4.5

THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS
Institutional Effectiveness

UT System Performance Compared to Peers

Board of Trustees — June 23-24, 2022

Institutional Effectiveness

ie.tennessee.edu

table of contents

University of Tennessee, Knoxville. 3
Enrollment. 4
Admissions 6
Retention. 7
Graduation Rates 7

University of Tennessee at Chattanooga 9
Enrollment. 10
Admissions 12
Retention. 13
Graduation Rates 13

University of Tennessee Southern 15
Enrollment. 16
Admissions 18
Retention. 19
Graduation Rates 19

University of Tennessee at Martin 21
Enrollment. 22
Admissions 24
Retention. 25
Graduation Rates 25

University of Tennessee Health Science Center. 27
Enrollment. 28

University of Tennessee,

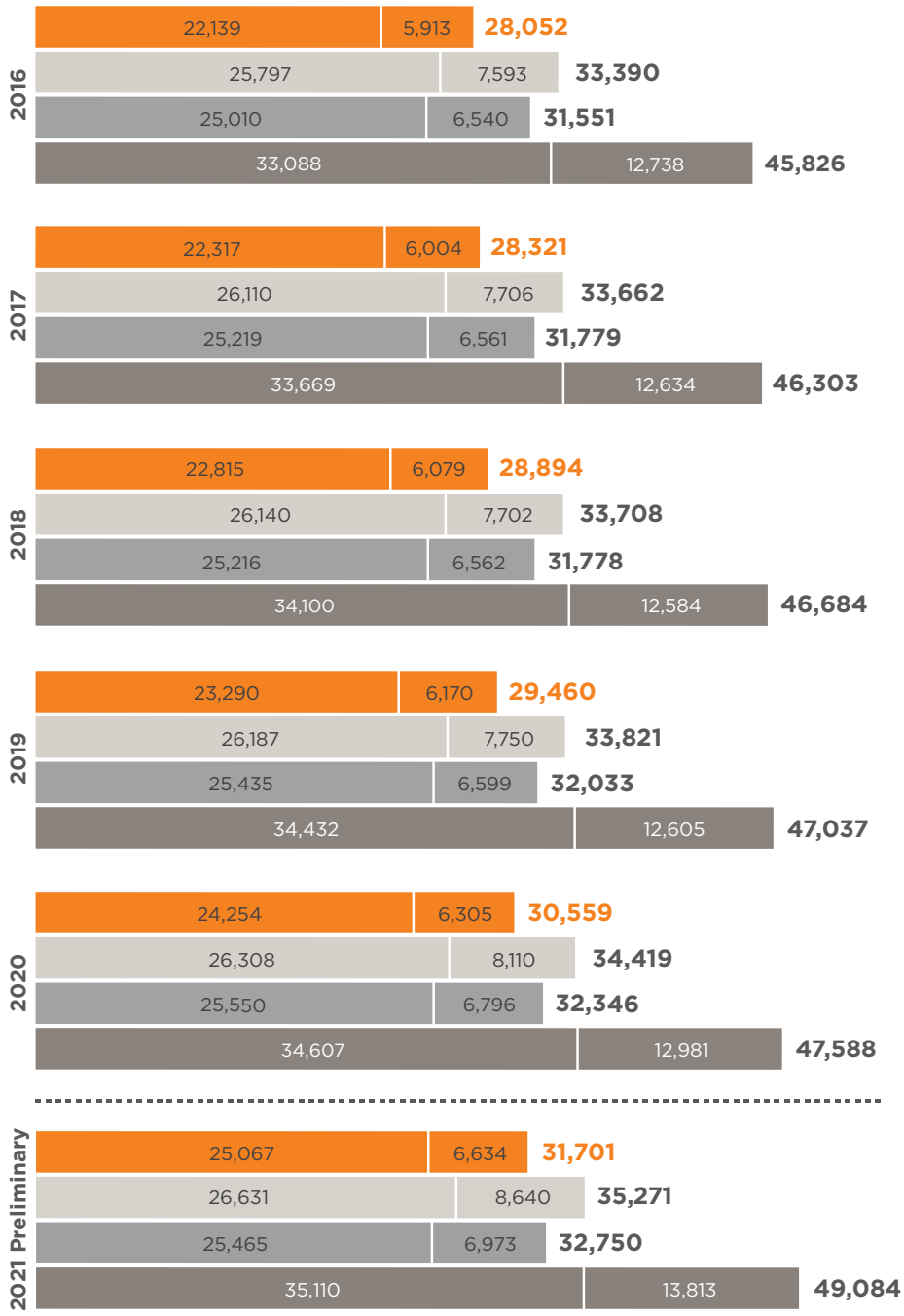
KNOXVILLE

UT System Performance Compared to Peers | June 2022

ENROLLMENT *2016-2021*

UTK SEC Peer Aspirational

Undergraduate | Graduate | Total Enrollment



Peer Rankings on 5-Year Percent Change*

Total Enrollment

SEC	Peer	Asp
3/14	3/12	3/7

Undergraduate

SEC	Peer	Asp
1/14	3/12	2/7

Graduate

SEC	Peer	Asp
10/14	6/12	4/7

**2016-2021. IPEDS was the source of 2016-2020 data, whereas institution websites were sources of 2021 data.*

2021 UTK Enrollment Snapshot

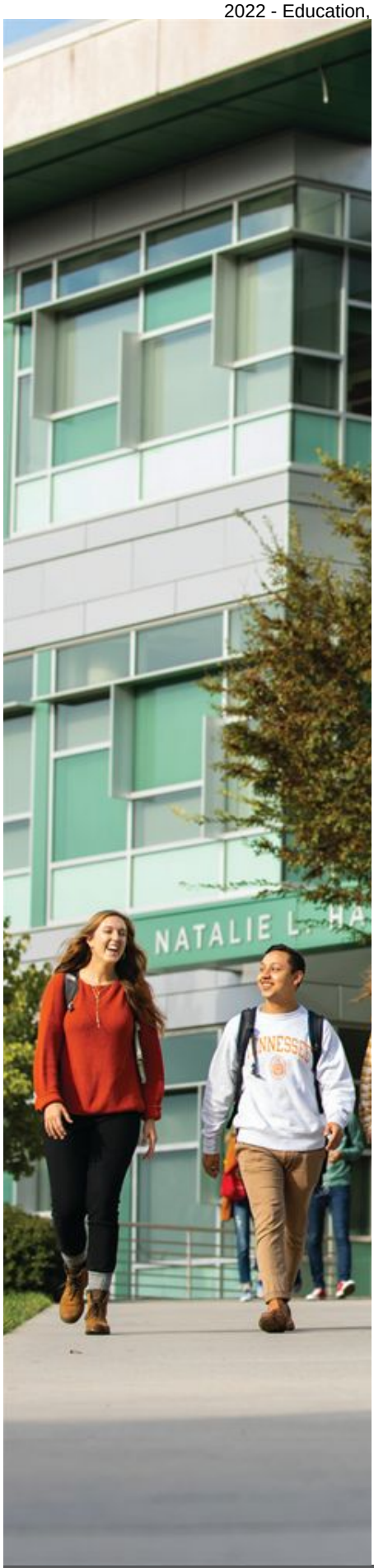
31,701
Total Enrollment

25,067 *UNDERGRAD* **6,634** *GRAD*

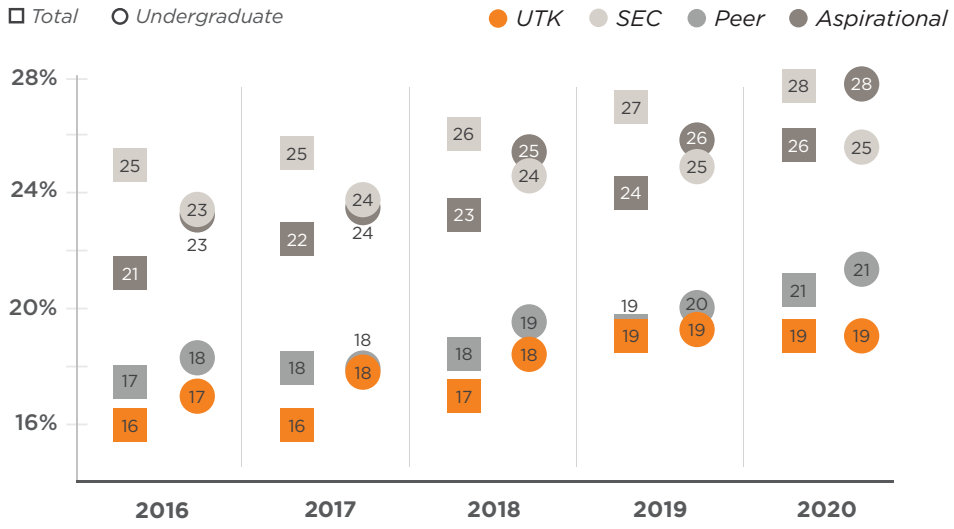
Racial/Ethnic Minorities
18.2% *TOTAL* **19.0%** *UNDERGRAD*

Adult Learners
4.8% *UNDERGRAD*

Undergraduate Gender
54.0% *FEMALE* **46.0%** *MALE*



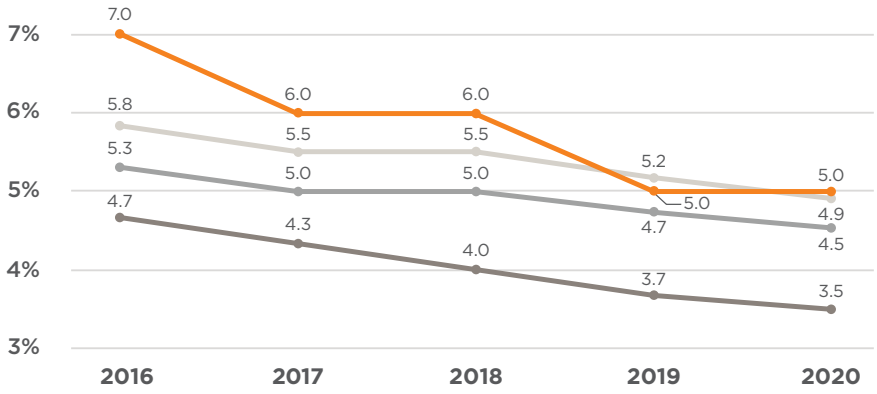
% Enrollment of Racial/Ethnic Minorities



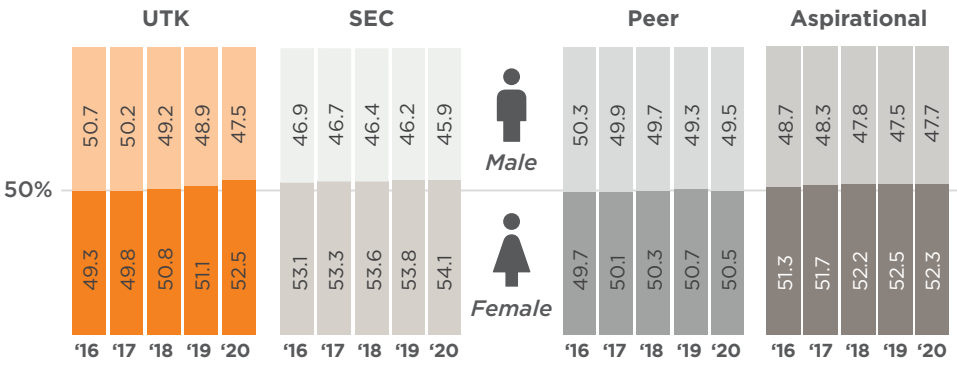
Undergraduate Enrollment

UTK SEC Peer Aspirational

Adult Learners



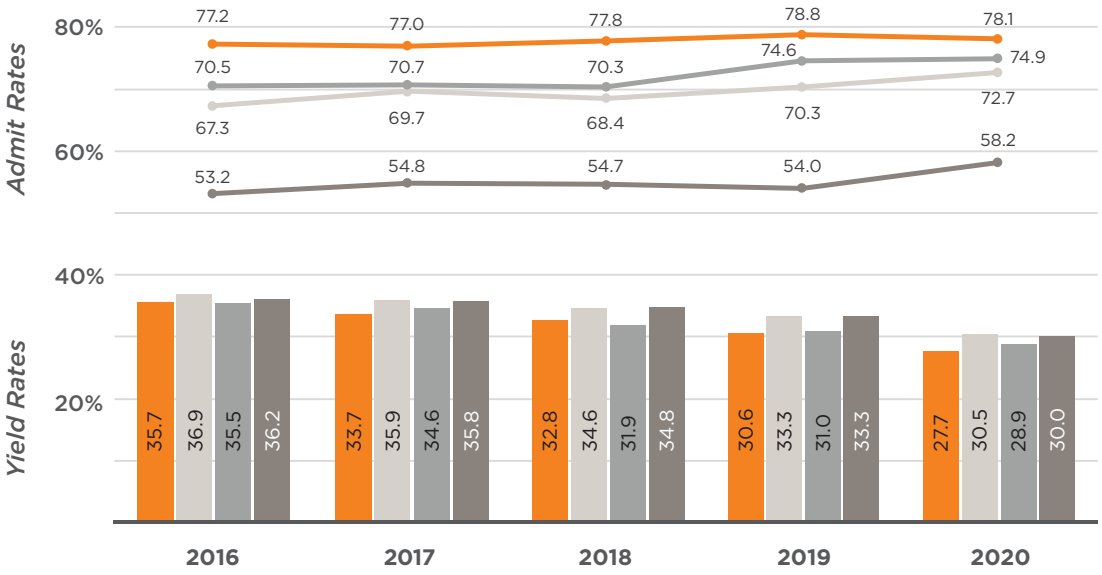
Gender

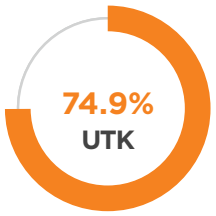


ADMISSIONS *2016-2020*

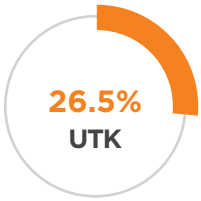
UTK SEC Peer Aspirational

Admit & Yield Rates





2021 Admit Rate



2021 Yield Rate

Freshman Average ACT Scores

28.0

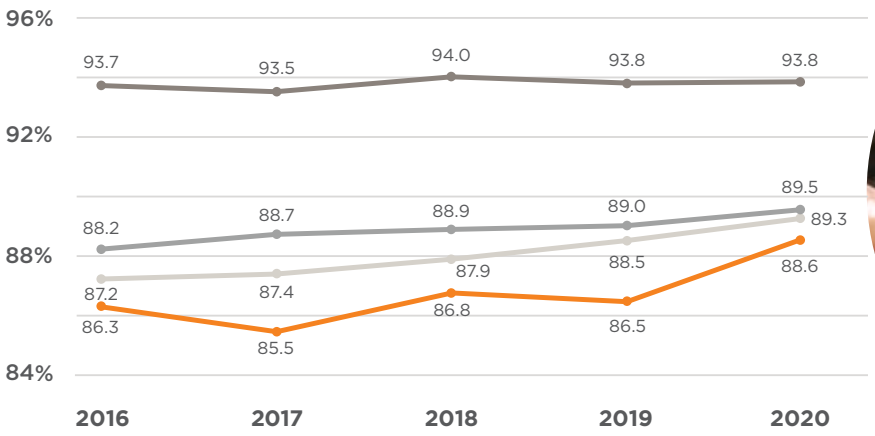
2021 UTK Freshman ACT Scores

2016	2017	2018	2019	2020
28.3	28.3	28.6	28.8	29.1
26.9	27.2	27.6	27.6	27.5
26.6	26.7	27.0	27.2	27.4
26.6	26.7	27.0	27.0	27.0

RETENTION *2016-2020*

UTK SEC Peer Aspirational

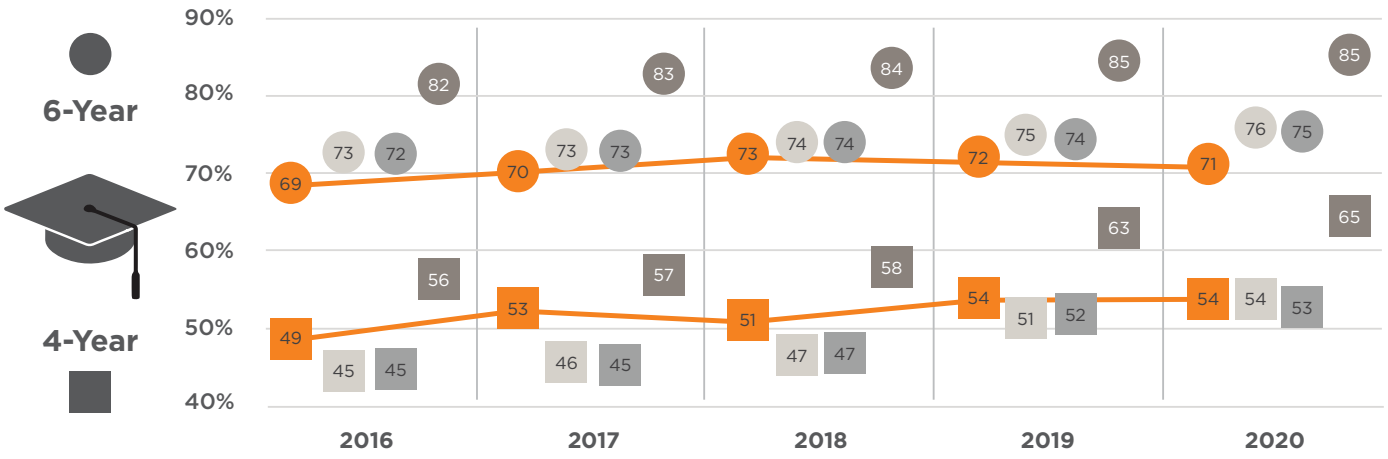
First-Year Retention



2021 Retention
(Fall 2020 Cohort)

GRADUATION RATES *2016-2020*

UTK SEC Peer Aspirational



2021 UTK Graduation Rates Snapshot

4-Year
55.6%

6-Year
72.1%

6-Year Racial/Ethnic Minorities
65.9%

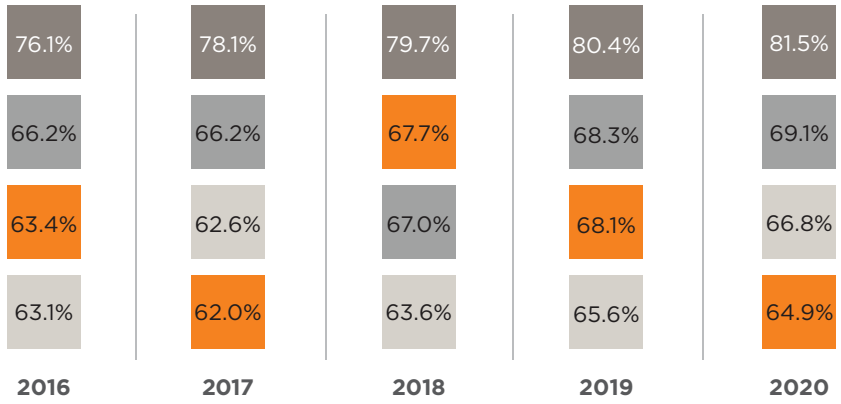
6-Year Pell-Eligible
60.6%

6-Year Gender
77.1% *FEMALE*
66.9% *MALE*

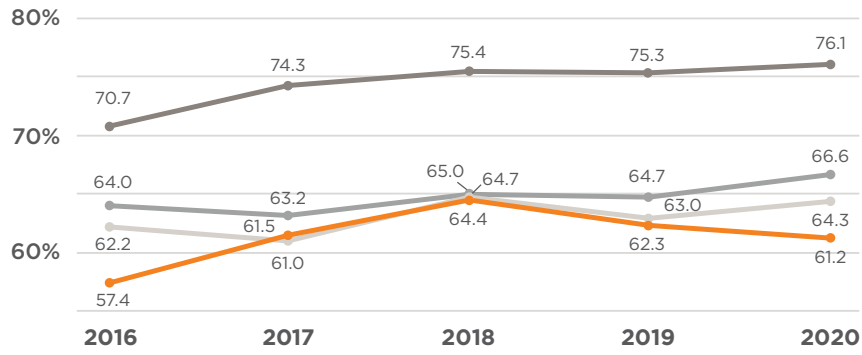
6-Year Graduation Rates

UTK SEC Peer Aspirational

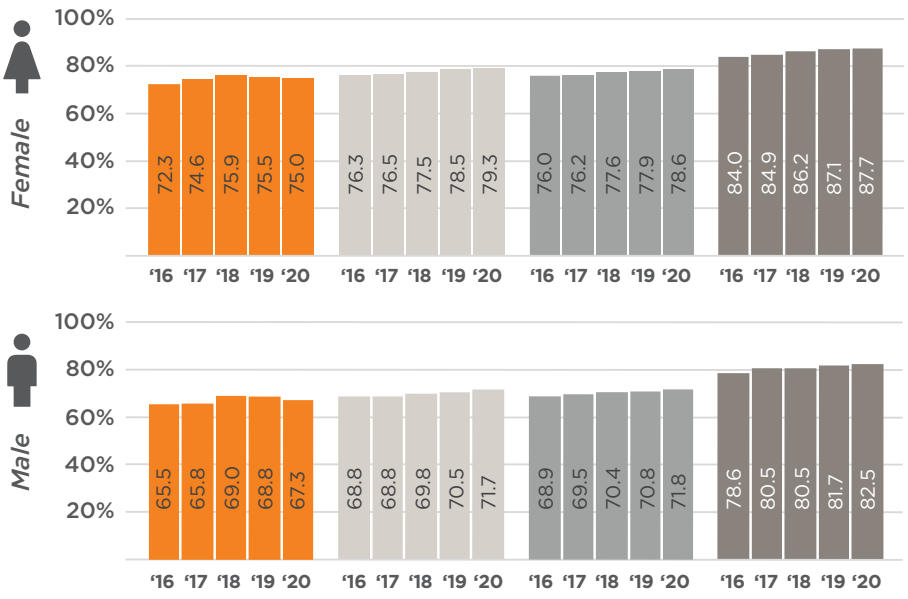
Racial/Ethnic Minorities

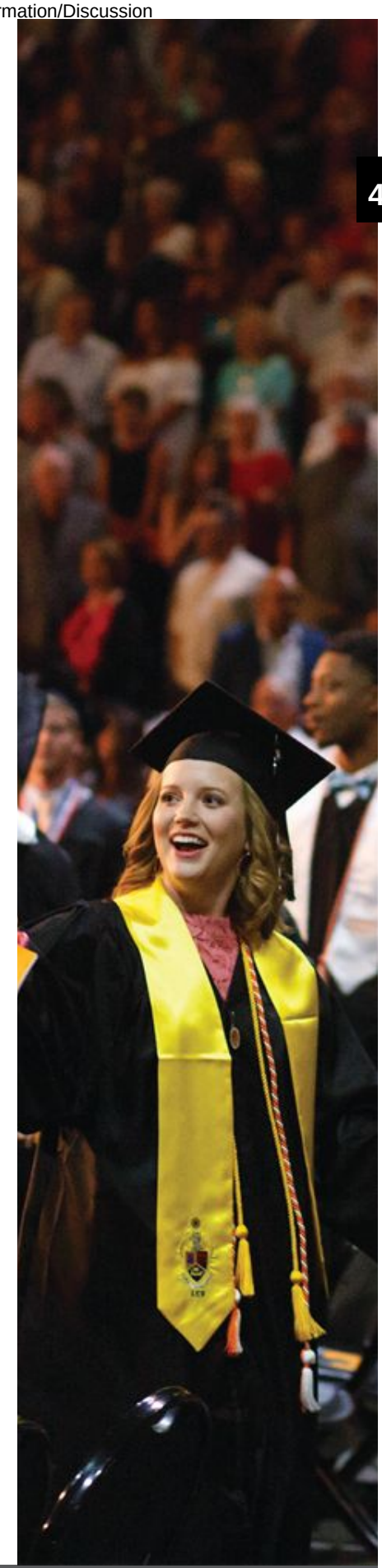


Pell-Eligible



Gender





University of Tennessee at

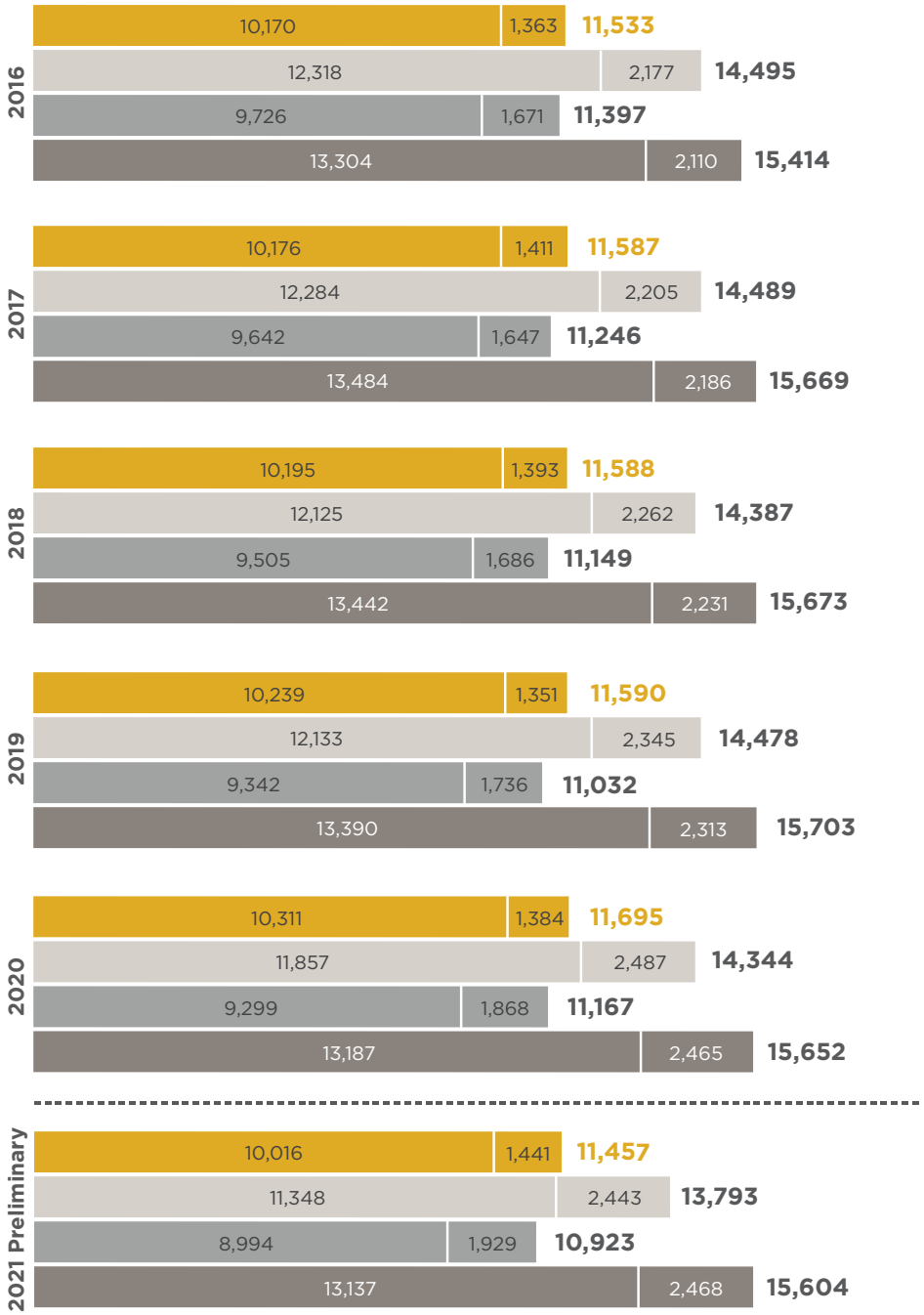
CHATTANOOGA

UT System Performance Compared to Peers | June 2022

ENROLLMENT *2016-2021*

● UTC ● LGI ● Peer ● Aspirational

Undergraduate | Graduate | Total Enrollment



Peer Rankings on 5-Year Percent Change*

Total Enrollment

LGI	Peer	Asp
2/7	4/12	4/7

Undergraduate

LGI	Peer	Asp
1/7	4/12	4/7

Graduate

LGI	Peer	Asp
5/7	7/12	6/7

**2016-2021. IPEDS was the source of 2016-2020 data, whereas institution websites were sources of 2021 data.*

2021 UTC Enrollment Snapshot

11,457
Total Enrollment

10,016 *UNDERGRAD*
1,441 *GRAD*

Racial/Ethnic Minorities
21.4% *TOTAL*
22.0% *UNDERGRAD*

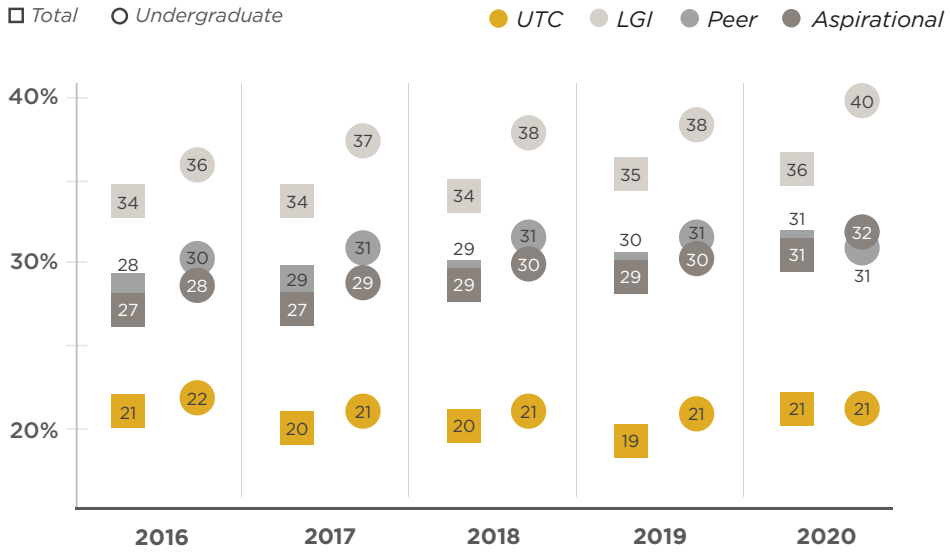
Adult Learners
9.6% *UNDERGRAD*

Undergraduate Gender
58.3% *FEMALE*
41.7% *MALE*

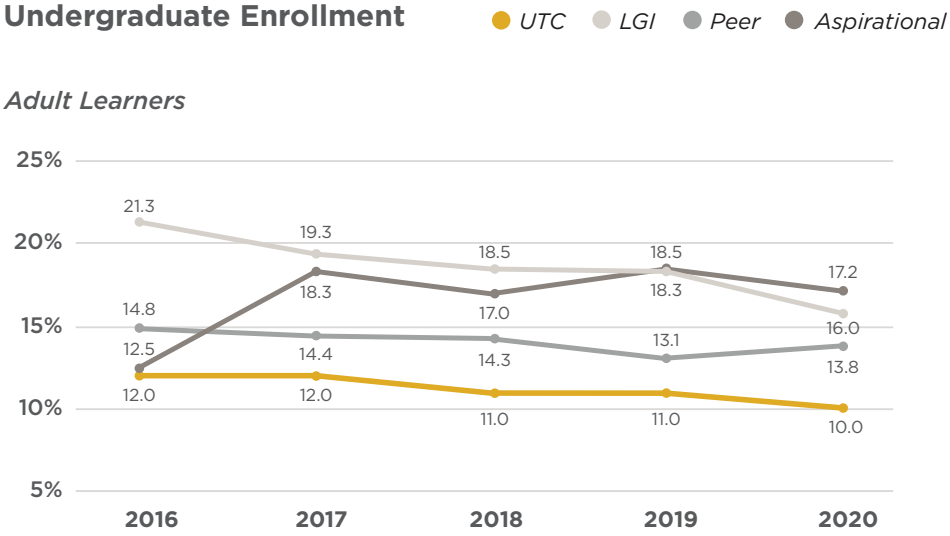
UT Chattanooga

4.5

% Enrollment of Racial/Ethnic Minorities

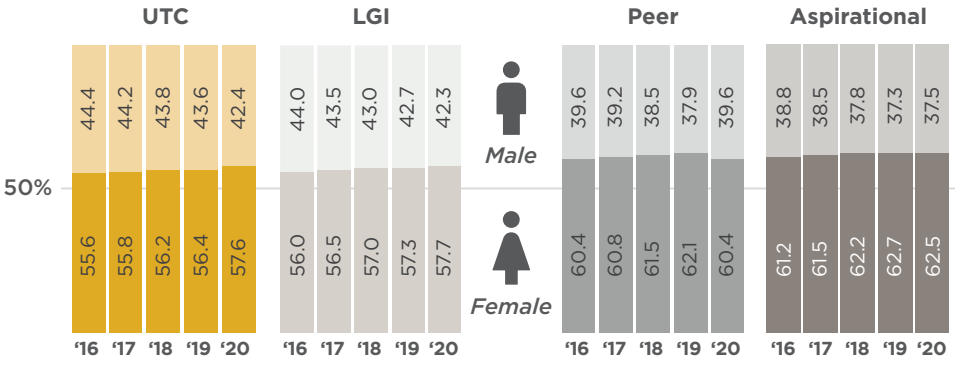


Undergraduate Enrollment



Adult Learners

Gender

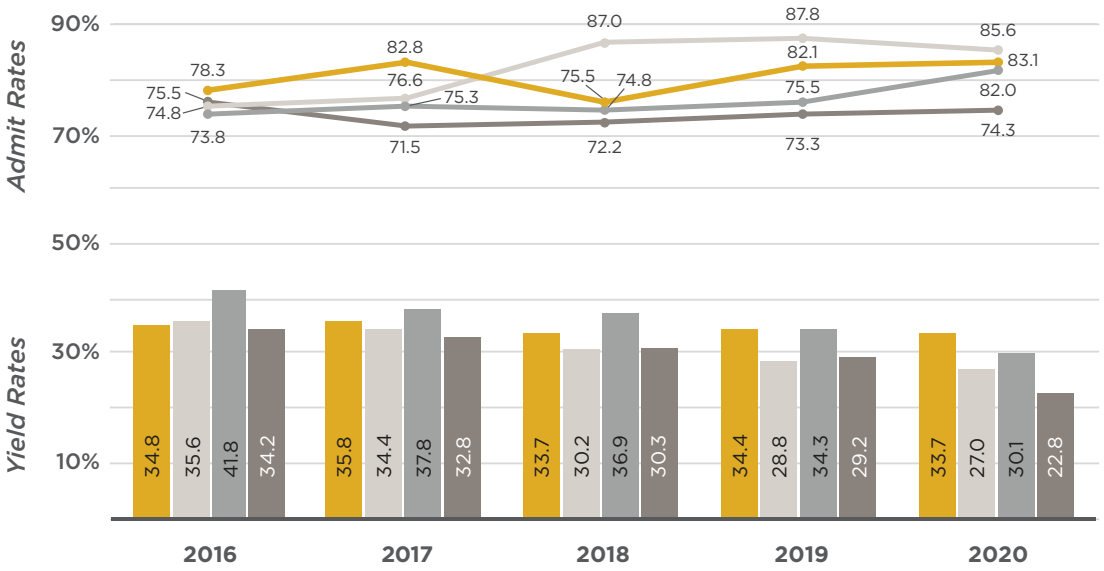


UT Chattanooga

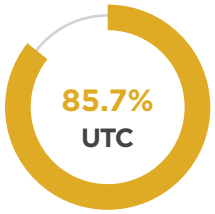
ADMISSIONS *2016-2020*

● *UTC* ● *LGI* ● *Peer* ● *Aspirational*

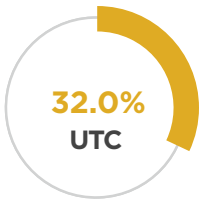
Admit & Yield Rates



2016 2017 2018 2019 2020



2021 Admit Rate



2021 Yield Rate

Freshman Average ACT Scores

23.1

2021 UTC Freshman ACT Scores

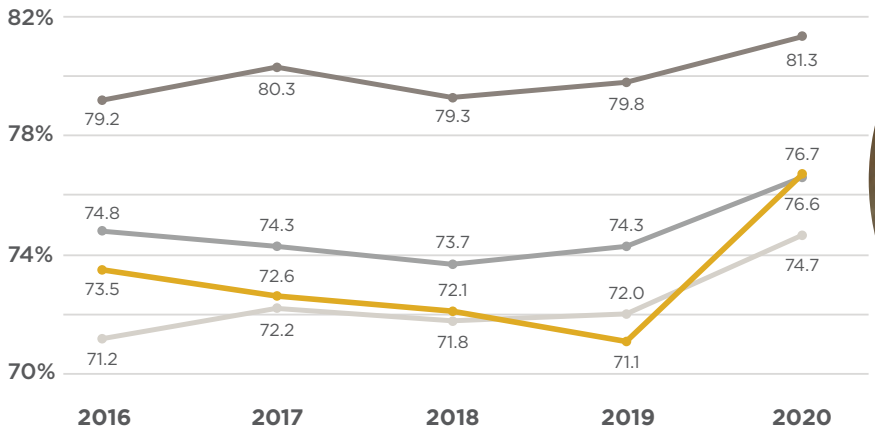
2016	2017	2018	2019	2020
23.7	23.8	23.9	23.9	23.7
23.7	23.4	23.9	23.6	23.5
22.4	22.6	22.9	22.9	23.0
22.4	22.5	22.4	22.4	22.3

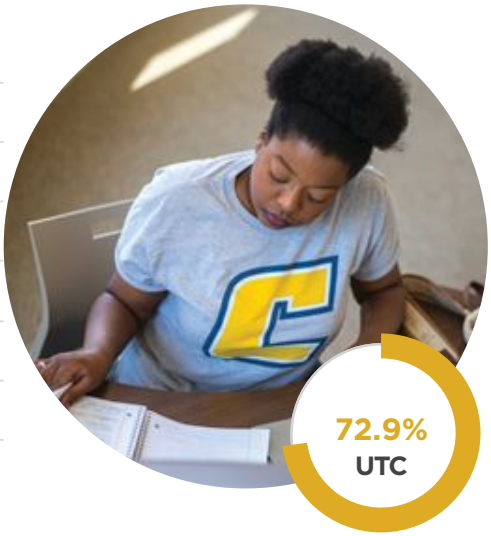
UT Chattanooga

RETENTION *2016-2020*

● *UTC* ● *LGI* ● *Peer* ● *Aspirational*

First-Year Retention

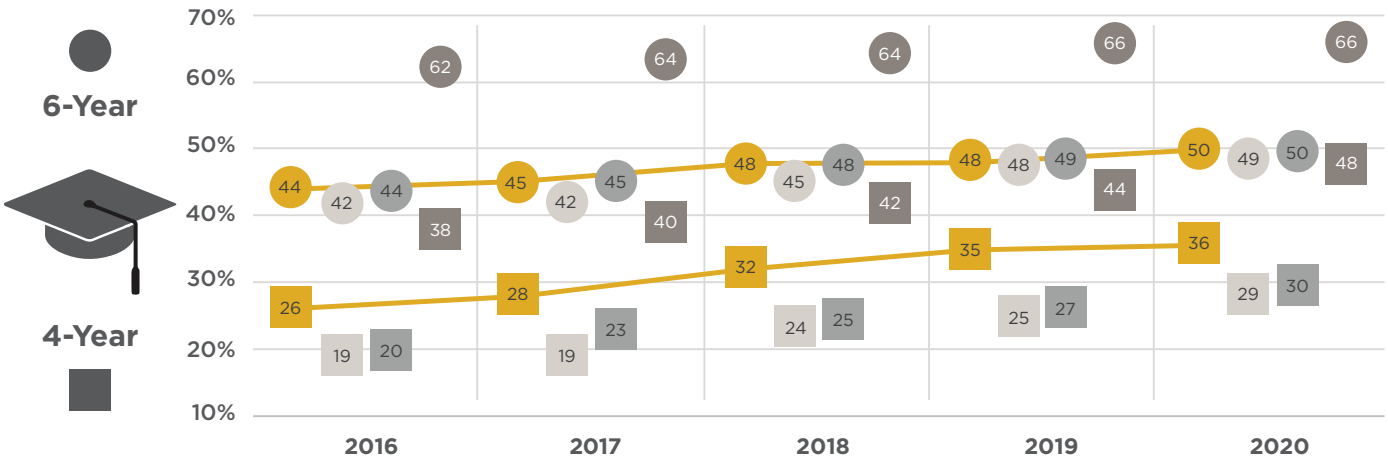




2021 Retention
(Fall 2020 Cohort)

GRADUATION RATES *2016-2020*

● *UTC* ● *LGI* ● *Peer* ● *Aspirational*



2021 UTC Graduation Rates Snapshot

4-Year
35.0%

6-Year
53.7%

6-Year Racial/Ethnic Minorities
49.0%

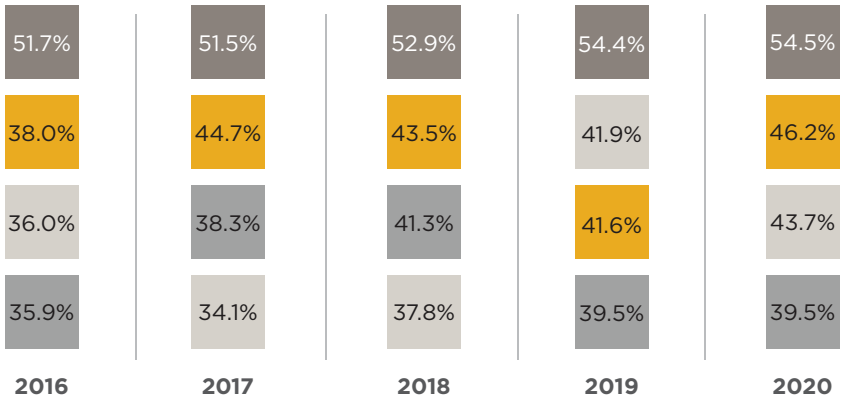
6-Year Pell-Eligible
47.2%

6-Year Gender
58.0% *FEMALE*
47.4% *MALE*

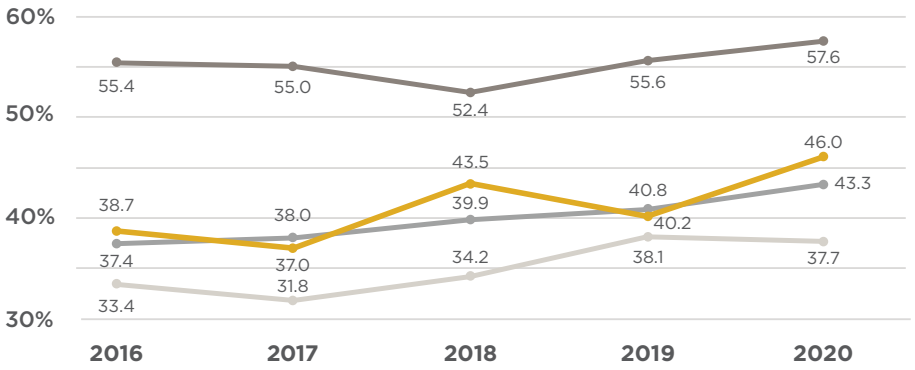
6-Year Graduation Rates

UTC LGI Peer Aspirational

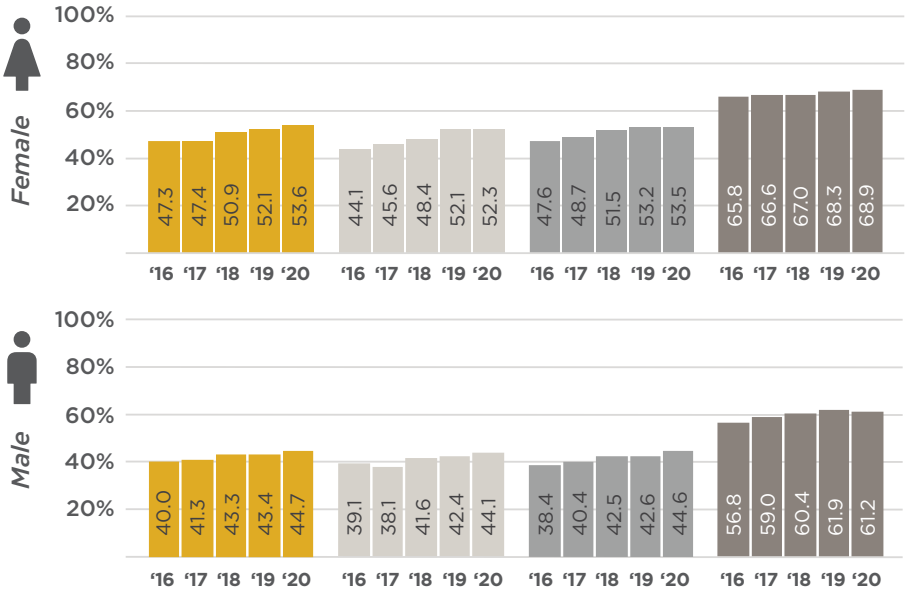
Racial/Ethnic Minorities

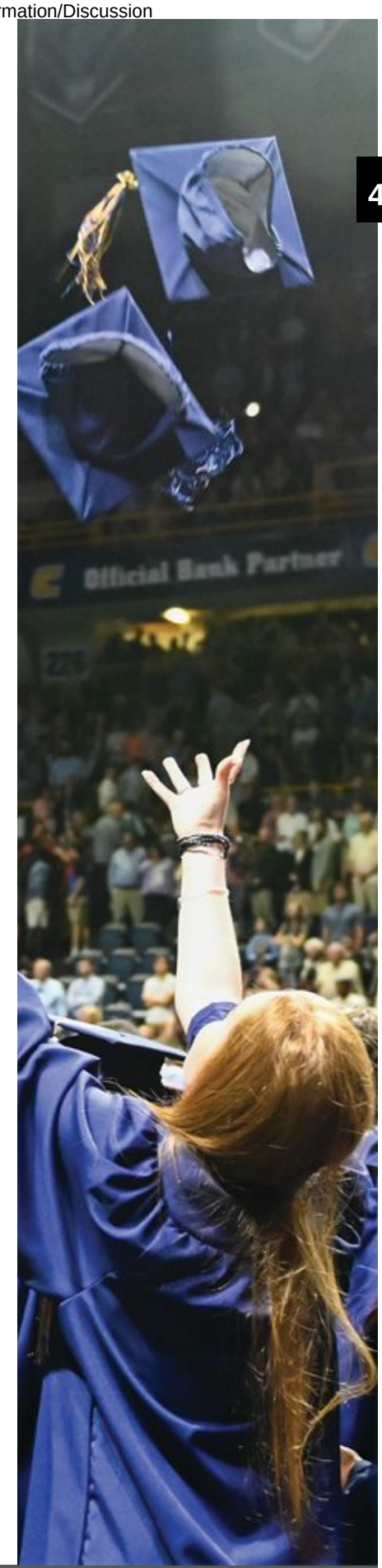


Pell-Eligible



Gender





4.5

University of Tennessee

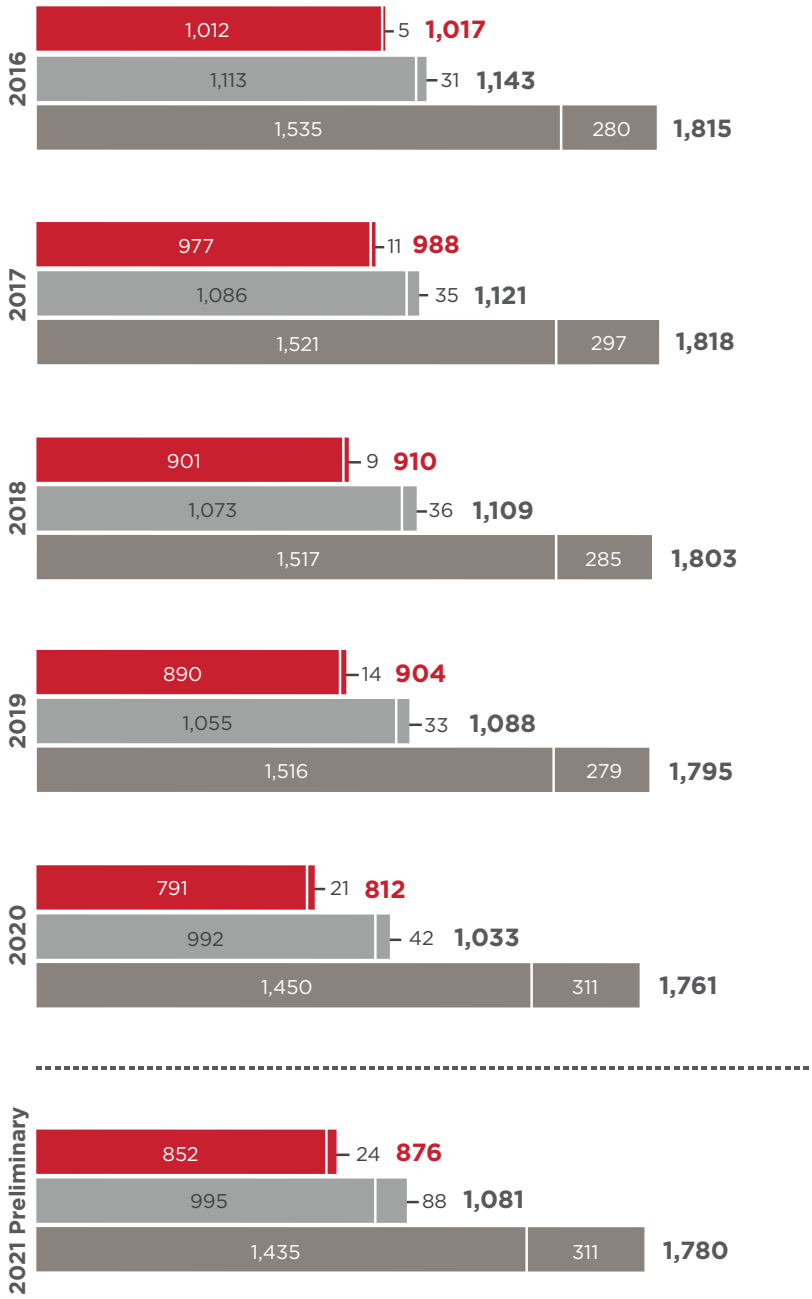
SOUTHERN

UT System Performance Compared to Peers | June 2022

ENROLLMENT *2016-2021*

● *UTS* ● *Peer* ● *Aspirational*

Undergraduate | Graduate | Total Enrollment



2021 UTS Enrollment Snapshot

876
Total Enrollment

852 *UNDERGRAD*
24 *GRAD*

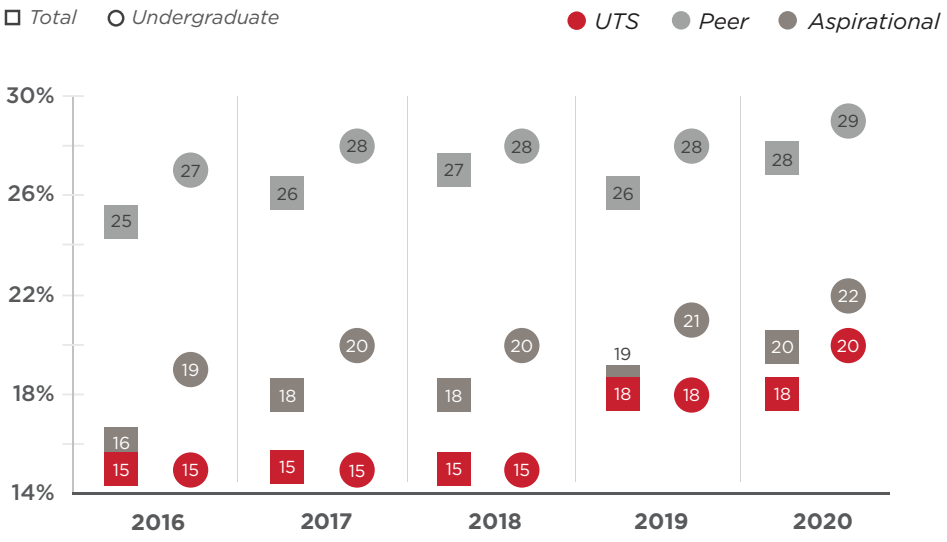
Racial/Ethnic Minorities
16.8% *TOTAL*
17.0% *UNDERGRAD*

Adult Learners
5.0% *UNDERGRAD*

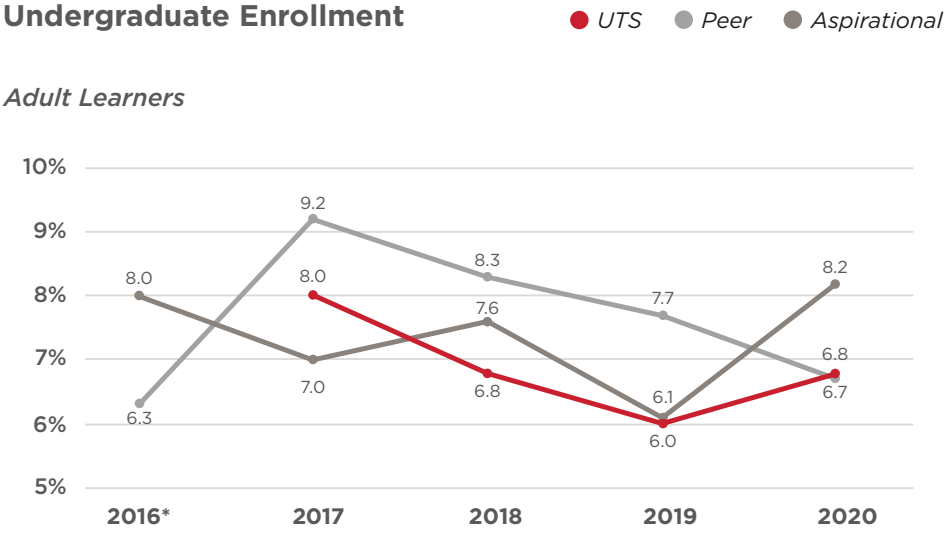
Undergraduate Gender
56.7% *FEMALE*
43.3% *MALE*

UT Southern

% Enrollment of Racial/Ethnic Minorities



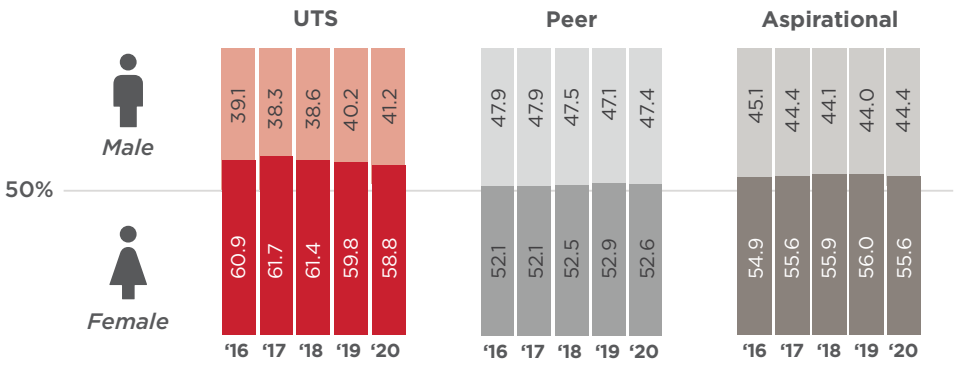
Undergraduate Enrollment



Adult Learners

**UTS data not collected for 2016.*

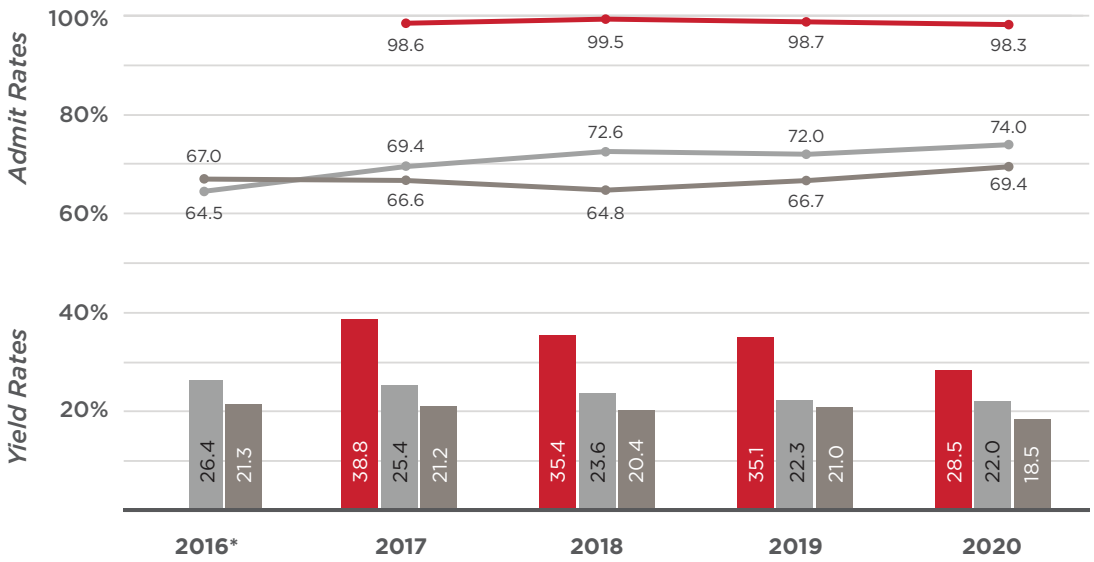
Gender

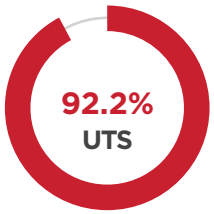


ADMISSIONS *2016-2020*

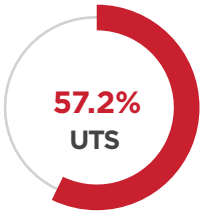
● *UTS* ● *Peer* ● *Aspirational*

Admit & Yield Rates





2021 Admit Rate



2021 Yield Rate

**UTS data not collected for 2016 due to nature of enrollment. Prior to roughly June 2021, every student was provisionally admitted upon application and denied only if subsequent scores provided did not meet standards.*

Freshman Average ACT Scores

20.6

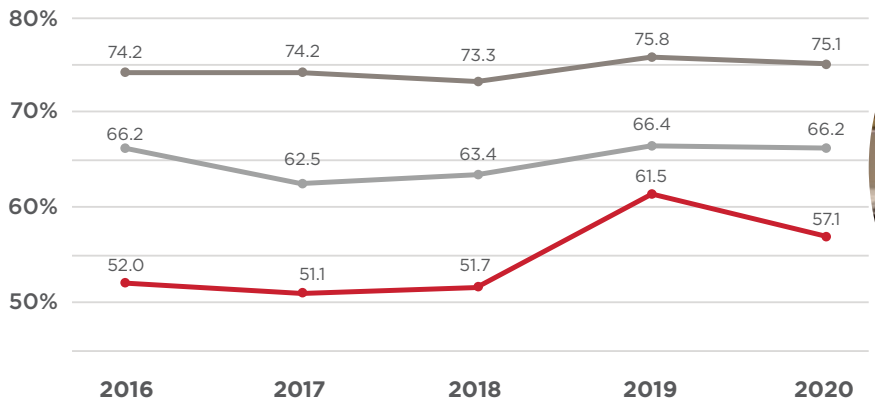
2021 UTS Freshman ACT Scores

	2016	2017	2018	2019	2020
	23.3	23.4	23.6	23.2	23.1
	21.1	21.3	20.8	20.7	20.6
	20.0	20.4	21.0	19.7	19.8

RETENTION *2016-2020*

● UTS ● Peer ● Aspirational

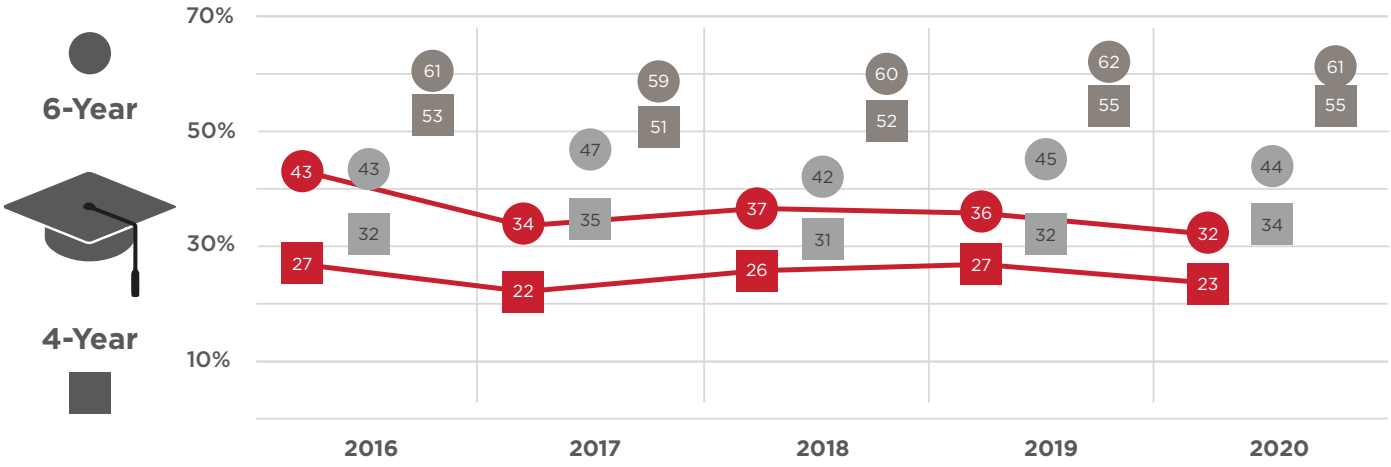
First-Year Retention



2021 Retention
(Fall 2020 Cohort)

GRADUATION RATES *2016-2020*

● UTS ● Peer ● Aspirational



2021 UTS Graduation Rates Snapshot

4-Year
31.9%

6-Year
34.2%

6-Year Racial/Ethnic Minorities
17.9%

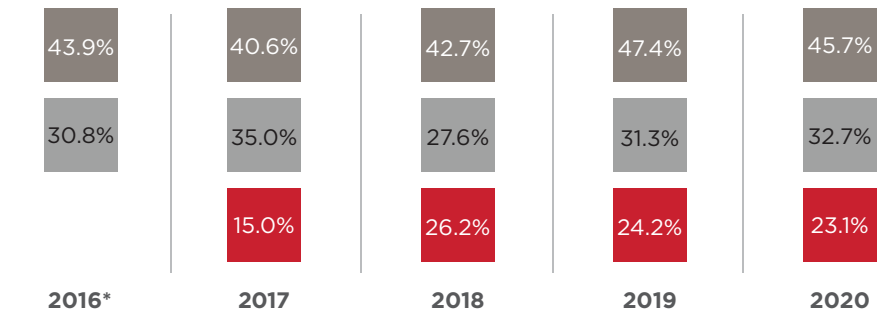
6-Year Pell-Eligible
26.5%

6-Year Gender
38.8% *FEMALE*
28.8% *MALE*

6-Year Graduation Rates

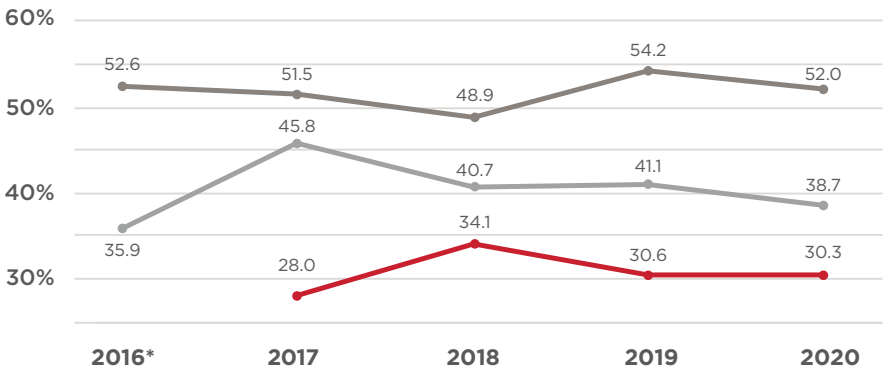
● UTS ● Peer ● Aspirational

Racial/Ethnic Minorities



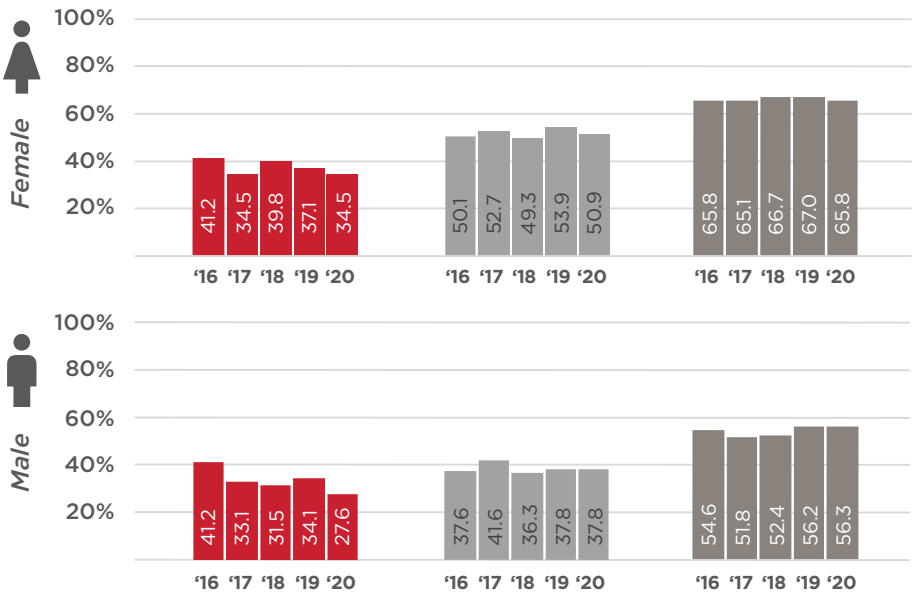
*UTS data not collected for 2016.

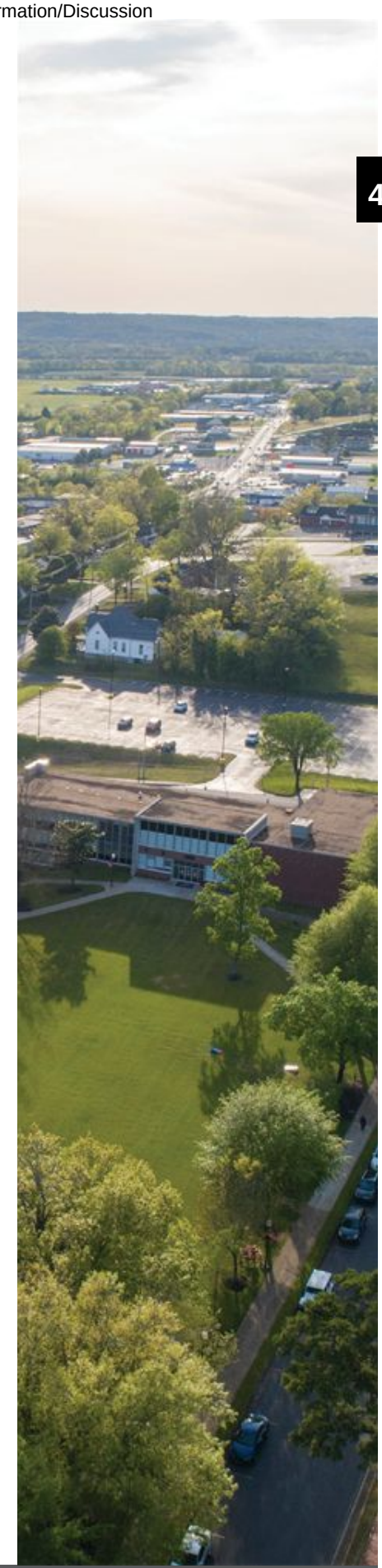
Pell-Eligible



*UTS data not collected for 2016.

Gender





4.5

University of Tennessee at

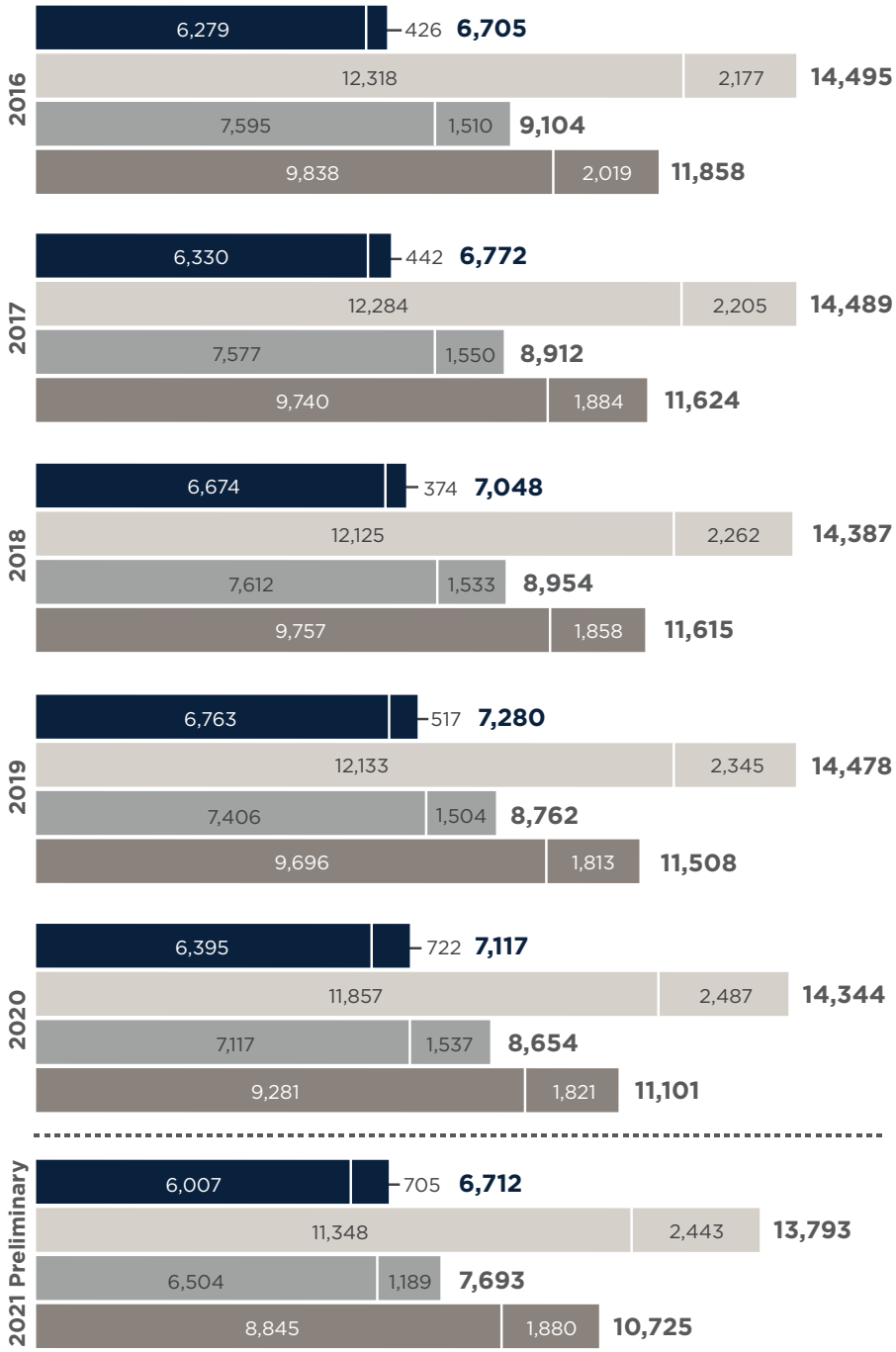
MARTIN

UT System Performance Compared to Peers | June 2022

ENROLLMENT *2016-2021*

● *UTM* ● *LGI* ● *Peer* ● *Aspirational*

Undergraduate | Graduate | Total Enrollment



MARTIN

Peer Rankings on 5-Year Percent Change*

Total Enrollment

LGI	Peer	Asp
2/7	**2**/11	**2**/7

Undergraduate

LGI	Peer	Asp
2/7	**3**/11	**2**/7

Graduate

LGI	Peer	Asp
1/7	**1**/11	**1**/7

**2016-2021. IPEDS was the source of 2016-2020 data, whereas institution websites were sources of 2021 data.*

2021 UTM Enrollment Snapshot

6,712
Total Enrollment

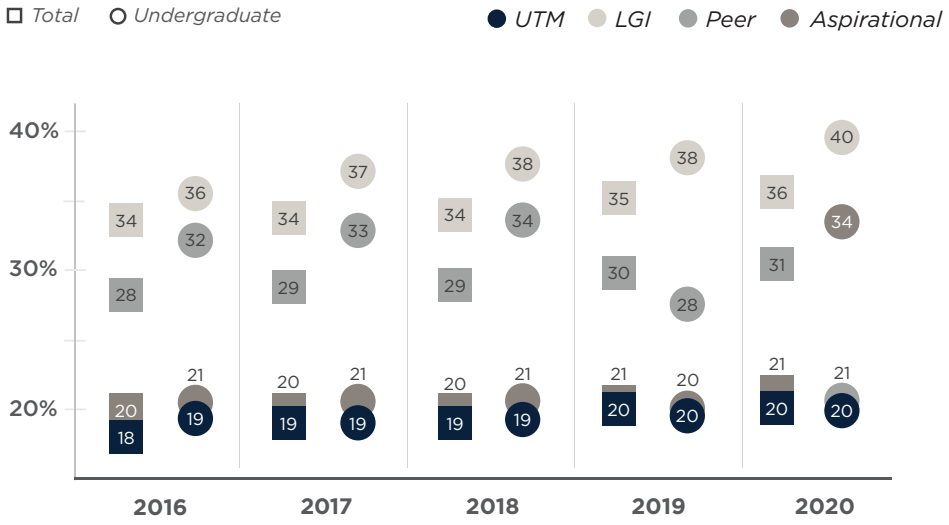
6,007 *UNDERGRAD*
705 *GRAD*

Racial/Ethnic Minorities
20.5% *TOTAL*
20.8% *UNDERGRAD*

Adult Learners
11.4% *UNDERGRAD*

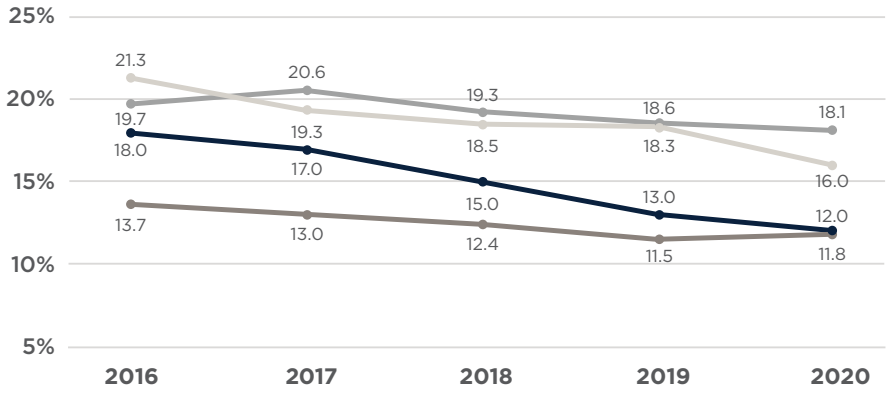
Undergraduate Gender
61.6% *FEMALE*
38.4% *MALE*

% Enrollment of Racial/Ethnic Minorities

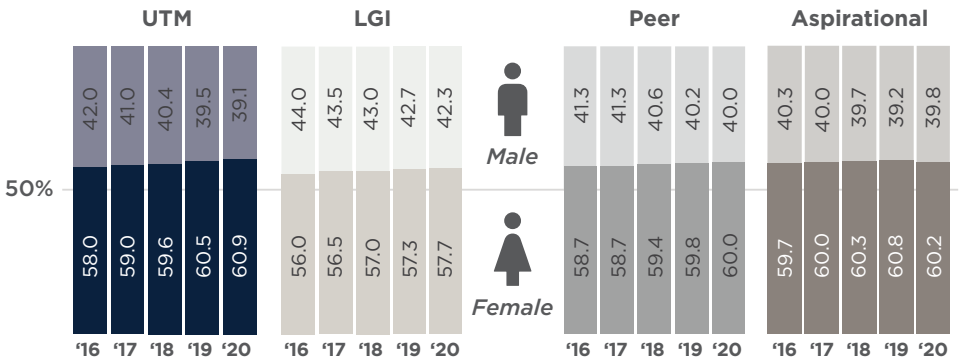


Undergraduate Enrollment

Adult Learners



Gender

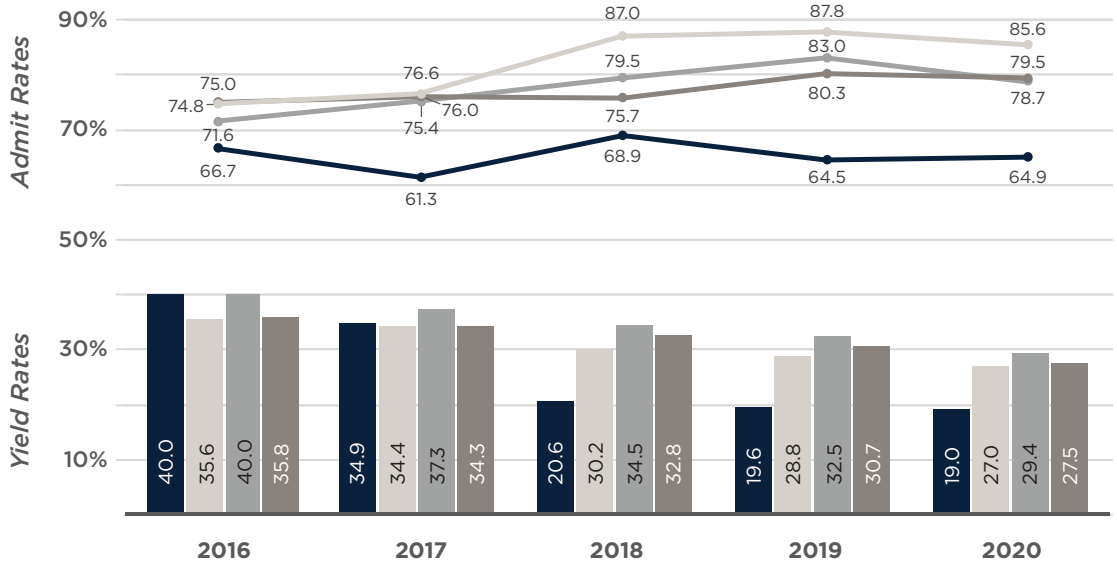


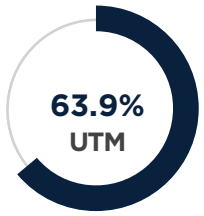
UT Martin

ADMISSIONS *2016-2020*

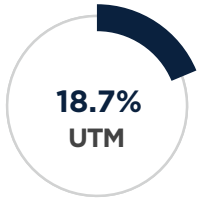
● *UTM* ● *LGI* ● *Peer* ● *Aspirational*

Admit & Yield Rates





2021 Admit Rate



2021 Yield Rate

Freshman Average ACT Scores

22.2

2021 UTM Freshman ACT Scores

2016	2017	2018	2019	2020
23.0	23.0	23.5	23.5	23.3
22.6	22.6	22.9	22.9	23.0
22.4	22.6	22.7	22.9	22.6
21.8	21.9	21.9	21.7	21.3

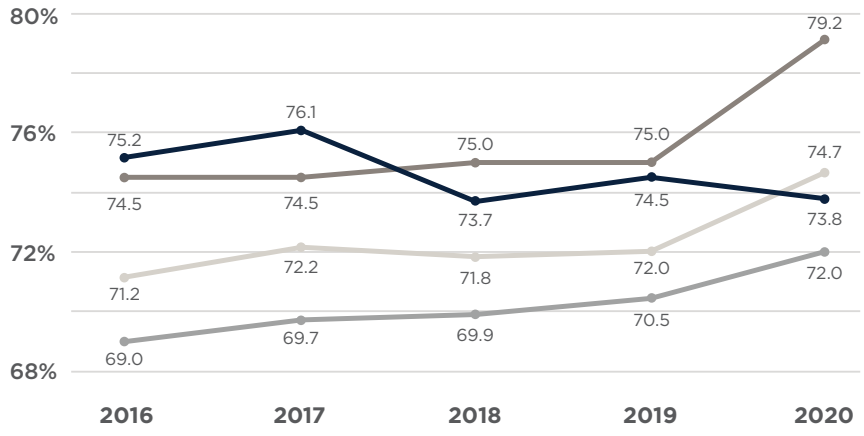
UT Martin

4.5

RETENTION *2016-2020*

● *UTM* ● *LGI* ● *Peer* ● *Aspirational*

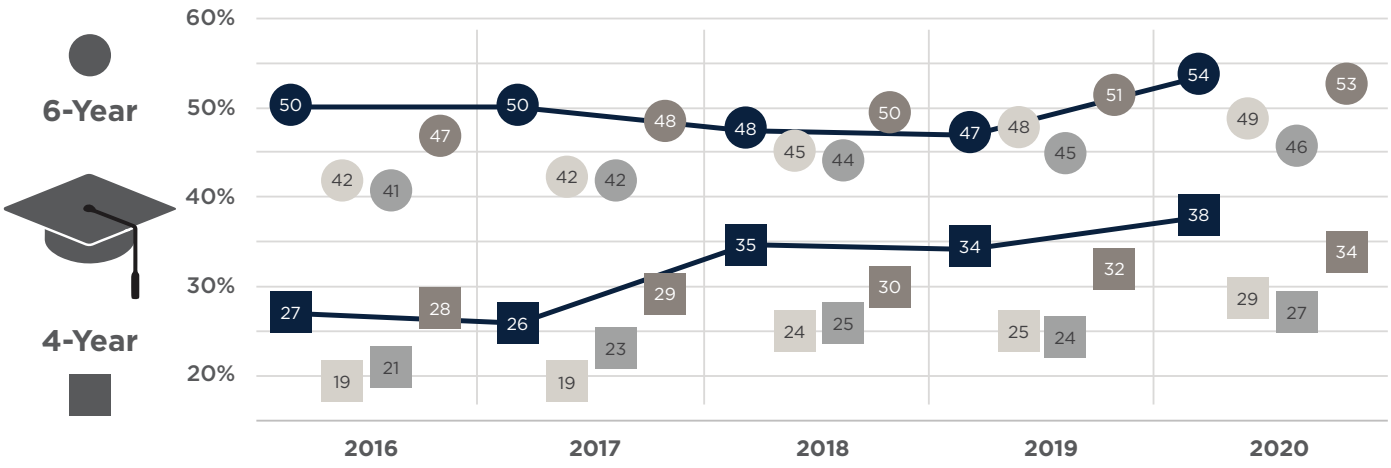
First-Year Retention



2021 Retention
(Fall 2020 Cohort)

GRADUATION RATES *2016-2020*

● *UTM* ● *LGI* ● *Peer* ● *Aspirational*



2021 UTM Graduation Rates Snapshot

4-Year
39.4%

6-Year
51.7%

6-Year Racial/Ethnic Minorities
41.1%

6-Year Pell-Eligible
40.3%

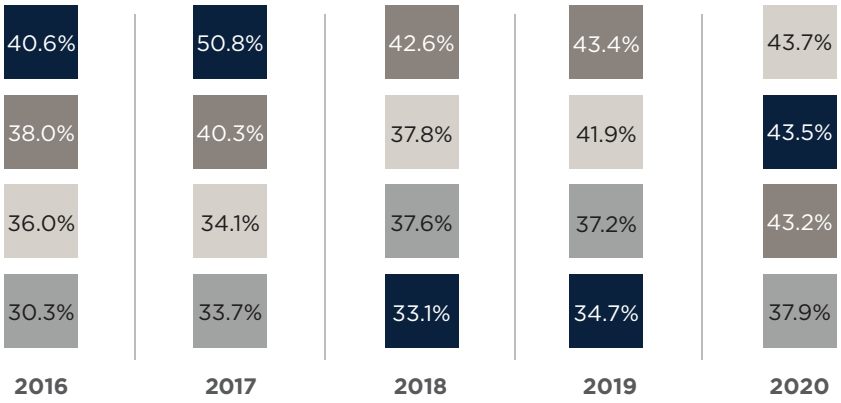
6-Year Gender
50.9% *FEMALE*
52.8% *MALE*

UT Martin

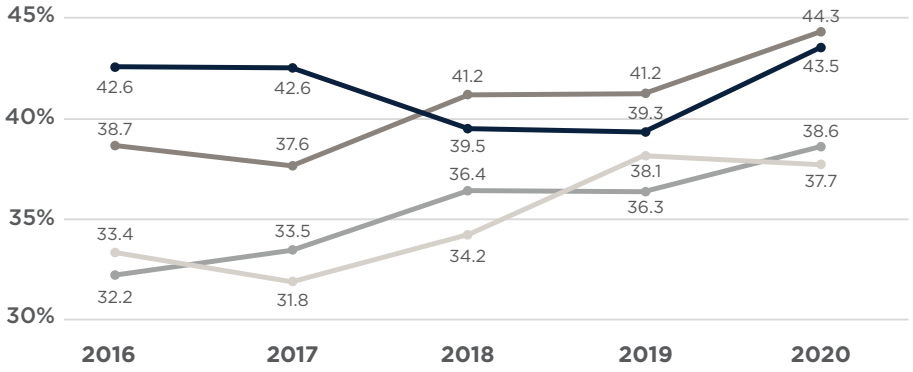
6-Year Graduation Rates

● *UTM* ● *LGI* ● *Peer* ● *Aspirational*

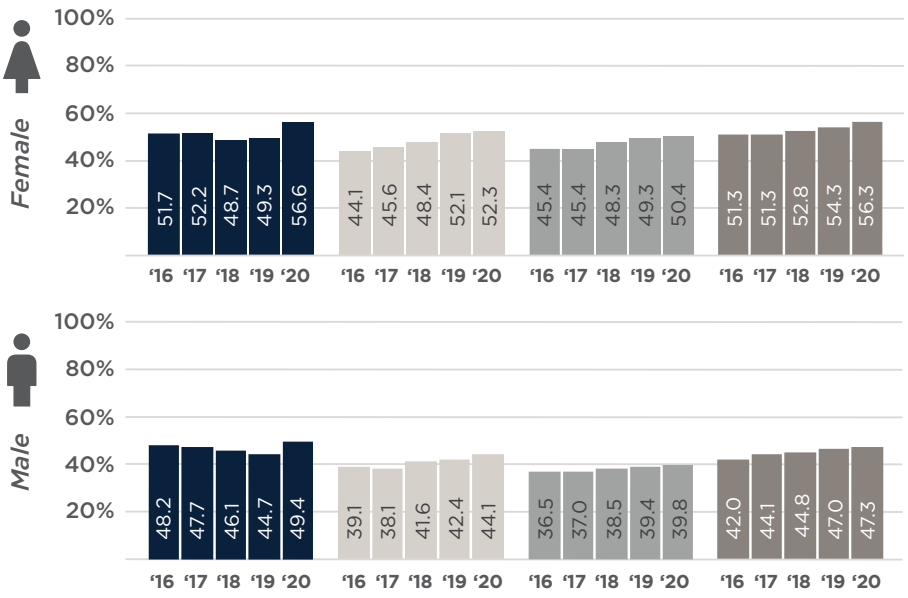
Racial/Ethnic Minorities

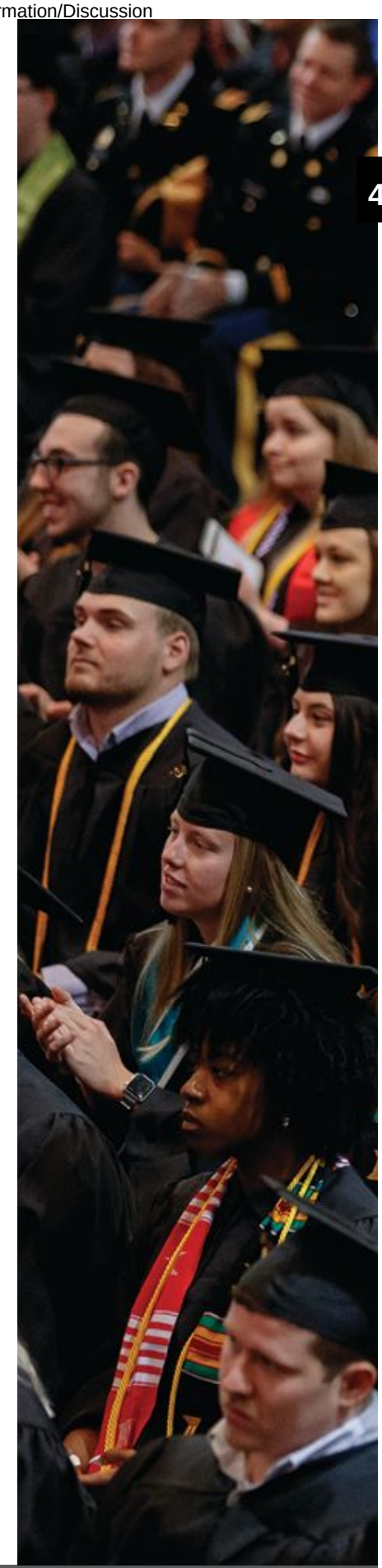


Pell-Eligible



Gender





University of Tennessee

HEALTH SCIENCE CENTER

4.5

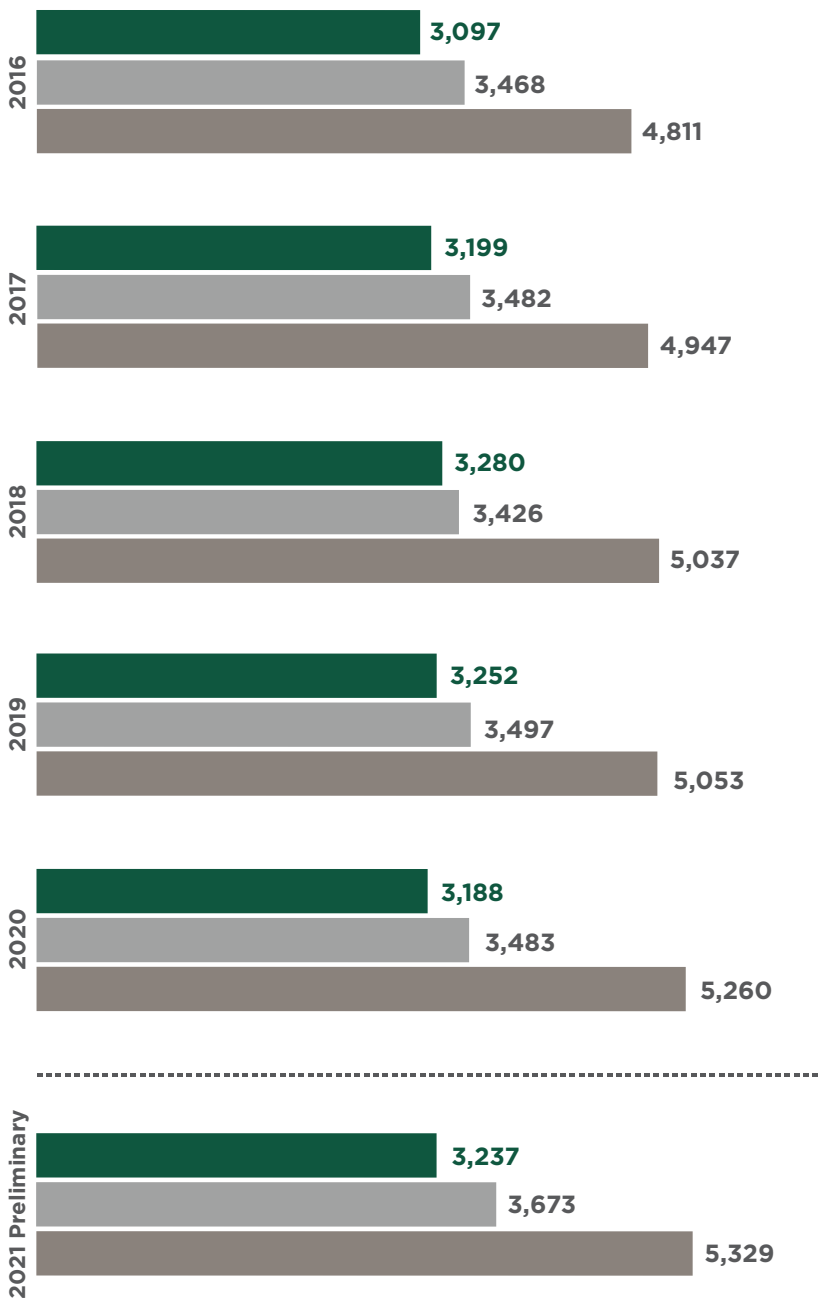
UT System Performance Compared to Peers | June 2022

UT Health Science Center

ENROLLMENT *2016-2021*

● *UTHSC* ● *Peer* ● *Aspirational*

Total Enrollment



HSC

Enrollment Snapshot

Peer Rankings on 5-Year Percent Change*

Peer	Asp
5/8	3/4

2021 Total Enrollment

3,237

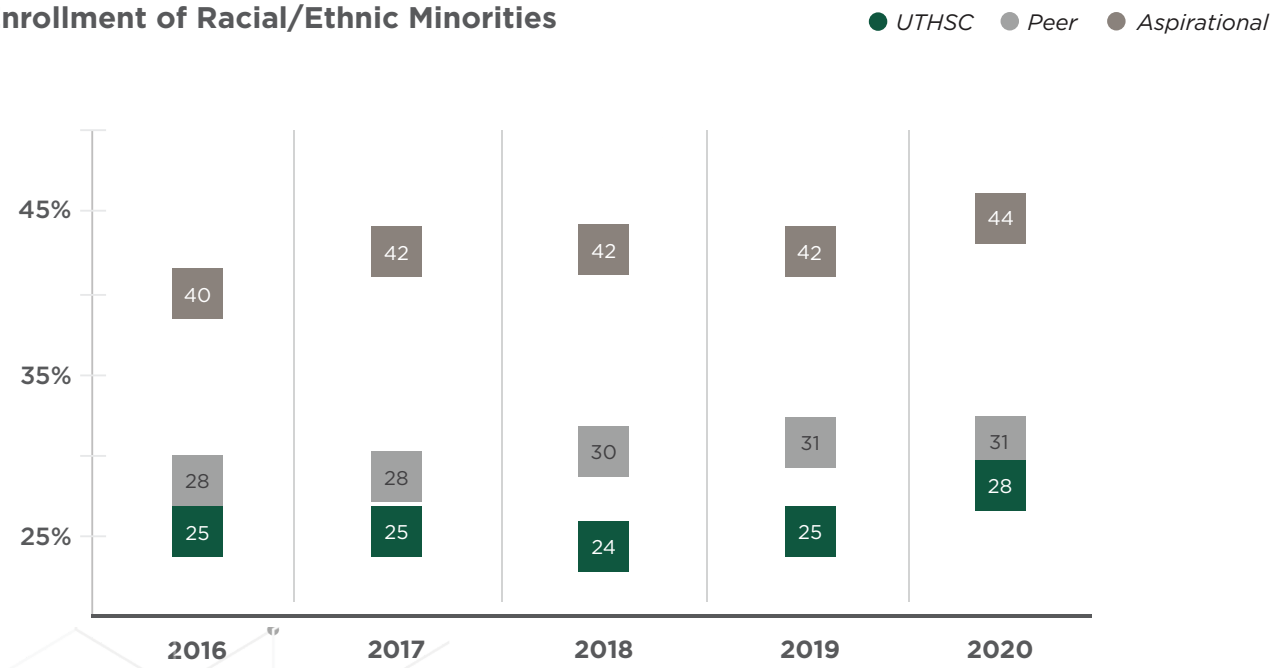
2021 Enrollment of Racial/Ethnic Minorities

27.8%

**2016-2021. IPEDS was the source of 2016-2020 data, whereas institution websites were sources of 2021 data.*

4.5

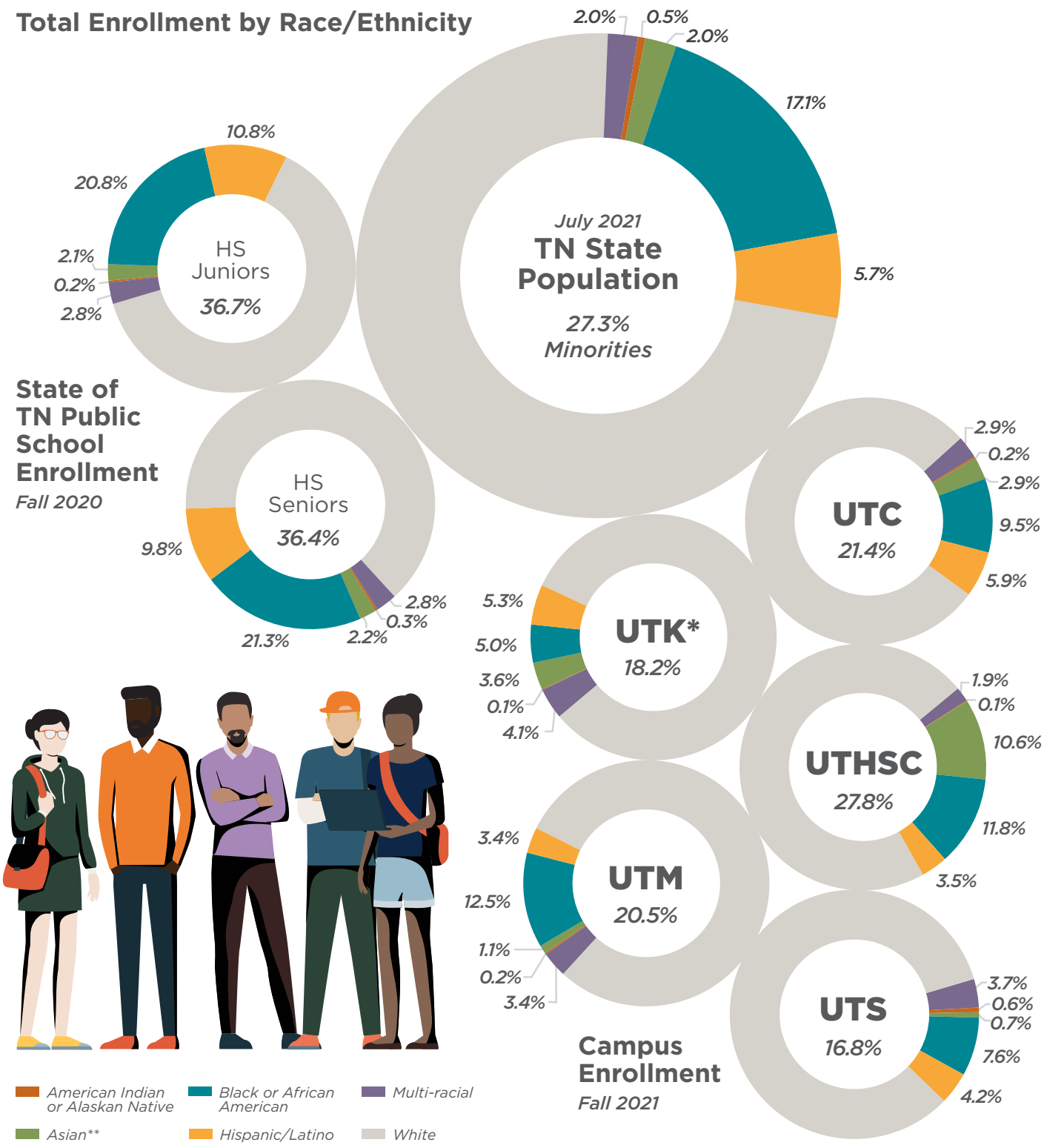
% Enrollment of Racial/Ethnic Minorities



STUDENT DEMOGRAPHICS

Board of Trustees — June 23-24, 2022

Total Enrollment by Race/Ethnicity



State of TN Public School Enrollment
Fall 2020

Campus Enrollment
Fall 2021

**Knoxville includes Herbert College of Agriculture and the UT Space Institute in Tullahoma.*

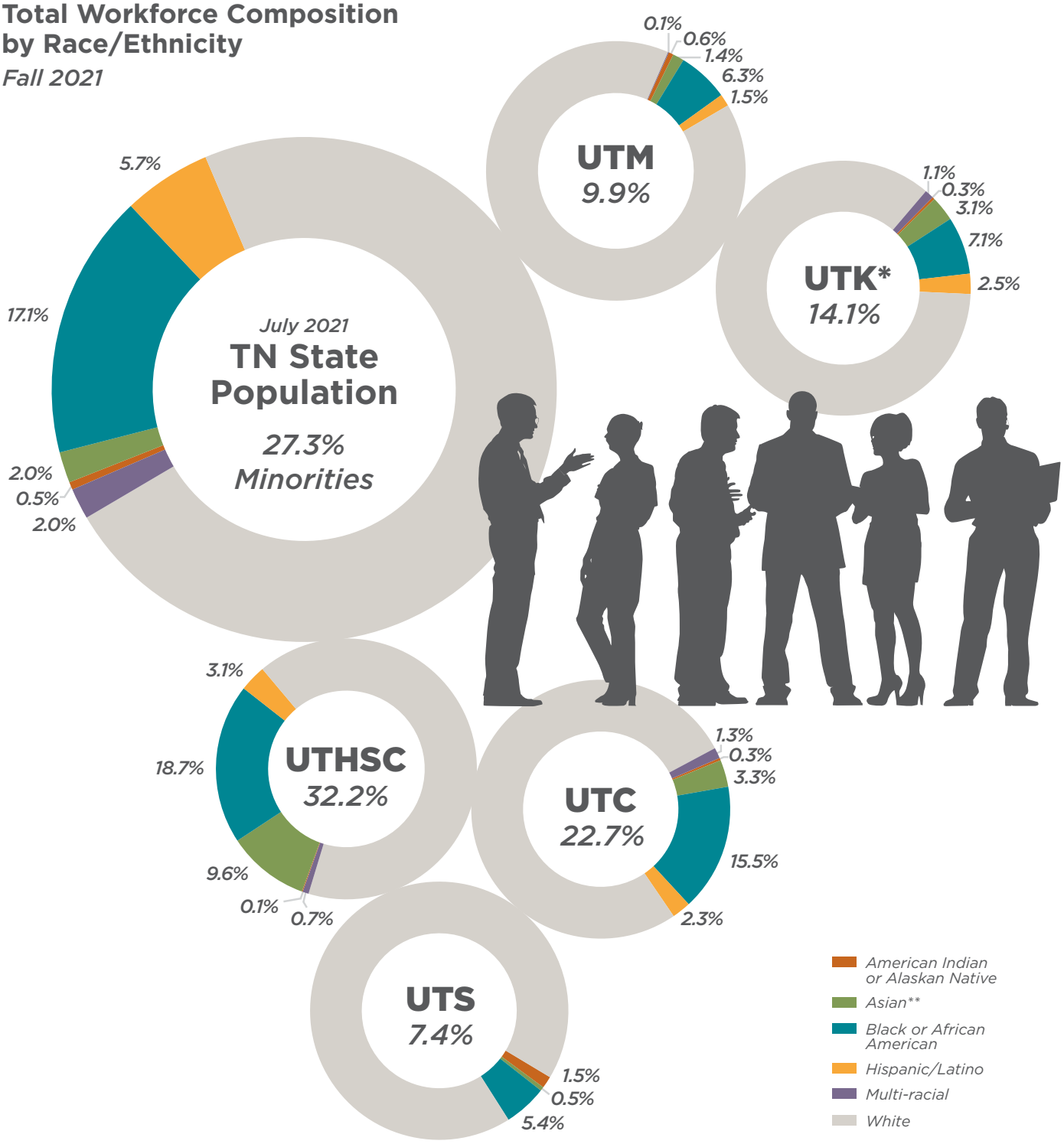
***Asian also includes Native Hawaiian/Other Pacific Islander Race/Ethnicity.*

EMPLOYEE DEMOGRAPHICS

Board of Trustees — June 23-24, 2022

Total Workforce Composition by Race/Ethnicity

Fall 2021



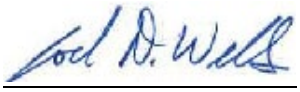
*Knoxville includes Herbert College of Agriculture and the UT Space Institute in Tullahoma.

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

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 *May 7, 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

6/1/2022
Date

5.1

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 *May 7, 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:

Janice Cosey Digitally signed by Janice Cosey Date: 2022.06.01 13:43:04 -04'00'

Signature

Janice Cosey

Name

Bursar

Title

June 1, 2022

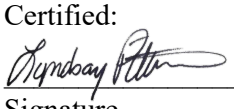
Date

5.1

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 *April 22, 2022* through *June 3, 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/University Registrar

Title

June 4, 2022

Date

5.1

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 *April 22, 2022* through *June 3, 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 T. Porter
Name

Bursar
Title

09-Jun-2022
Date

Registrar's Certification to the Chancellor

I hereby certify that all *University of Tennessee at Martin* students upon whom degrees have been conferred on *May 7, 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

University Registrar

Title

05/23/2022

Date

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 *May 7, 2022,* on the attached list have satisfied all financial debts and obligations owed tothe University in accordance with requirements of state law.

Certified:

Stacey Jackson
Signature

Stacey Jackson
Name

Bursar
Title

5/23/2022
Date

THE UNIVERSITY OF TENNESSEE SOUTHERN

5.1

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 May 7, 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

5/26/2022
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

5.1

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 May 7, 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

6/1/2022
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

5.2

AGENDA ITEM SUMMARY

Meeting Date: June 24, 2022

Committee: Education, Research, and Service

Item: **Tenure Approvals and Promotions**

Type: Information

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.

June 2022 Tenure

UTC			
Last Name	**First Name**	**College**	**Department**
Allerton	Alison	Arts and Sciences	Performing Arts - Music
Cooper	Kody	Arts and Sciences	Political Science and Public Service
Hamilton	Kara	College of Health, Education and Professional Studies	Health and Human Performance
Hathaway	Elizabeth	College of Health, Education and Professional Studies	Health and Human Performance
Hossain	Azad	Arts and Sciences	Biology, Geology, and Environmental Science
Jimenez	Carmen	Arts and Sciences	Modern and Classical Languages and Literatures
Kule	Ahmet	Arts and Sciences	Social, Cultural, and Justice Studies
Lasley	Noah	UTC Library	Collections Department
Locander	David	Gary W. Rollins College of Business	Marketing and Entrepreneurship
Miller	Tonya	College of Health, Education and Professional Studies	Interior Architecture and Design
Murley	Renee	College of Health, Education and Professional Studies	School of Education
Neely	Andrea	Gary W. Rollins College of Business	Management
Peyer	Karisa	College of Health, Education and Professional Studies	Health and Human Performance
Samuel	Annie Tracy	Arts and Sciences	History
Simms-Roberson	Priscilla	College of Health, Education and Professional Studies	Nursing
Stewart	Jennifer	Arts and Sciences	English
Swedberg	Anne	Arts and Sciences	Performing Arts - Theatre
Weeasema	Lakmali	Arts and Sciences	Mathematics
UTHSC			
Last Name	**First Name**	**College**	**Department**
Fowler	Brian	Medicine	Ophthalmology
Martin	Michelle	Medicine	Preventive Medicine
Reilly	Kevin Joseph	Health Professions	Audiology and Speech Pathology
Shaban-Nejad	Arash	Medicine	Pediatrics
Starlard-Davenport	Athena	Medicine	Genetics, Genomics, Informatics
UTK			
Last Name	**First Name**	**College**	**Department**
Abdoulmoumine	Nouredine	AgResearch	Biosystems Engineering and Soil Science
Benjamin	Stefanie	Education, Health, & Human Sciences	Retail, Hospitality, & Tourism Management
Budke	Jessica	Arts and Sciences	Ecology & Evolutionary Biology
Coder	James	Tickle College of Engineering	Mechanical, Aerospace, & Biomedical Engineering
Ghenov	Rubens	Arts and Sciences	Art
Gras	David	Haslam College of Business	Management & Entrepreneurship
Hespel	Adrien-Maxence Charles-Edouard	Veterinary Medicine	Small Animal Clinical Sciences
Hornbuckle-Lampkin	Lindsey	Education, Health, & Human Sciences	Kinesiology, Recreation & Sport Studies
Issa II	Bernard	Arts and Sciences	Modern Foreign Languages and Literatures
Jagadamma	Sindhu	AgResearch	Biosystems Engineering and Soil Science
Kintziger	Kristina	Education, Health, & Human Sciences	Public Health
Lapins	Alexander	Arts and Sciences	Music
McCord	Rachel	Arts and Sciences	Biochemistry, Cellular and Molecular Biology
Mulon	Pierre-Yves	Veterinary Medicine	Large Animal Clinical Sciences
Pulgar Painemal	Hector	Tickle College of Engineering	Electrical Engineering & Computer Science
Richards	Jennifer	Extension	Agriculture Leadership, Education and Communications

June 2022 Tenure

UTK			
Last Name	**First Name**	**College**	**Department**
Rocconi	Louis	Education, Health, & Human Sciences	Educational Psychology & Counseling
Ross-Sheehy	Shannon	Arts and Sciences	Psychology
Sharma	Bhavya	Arts and Sciences	Chemistry
Shekoofa	Avat	AgResearch	Plant Sciences
Sheldon	Kimberly	Arts and Sciences	Ecology & Evolutionary Biology
Trejo-Pech	Carlos	AgResearch	Agricultural and Resource Economics
Trott	Louisa	Libraries	Libraries
van Duuren	Alexander	Arts and Sciences	Music
Wierschem	Nick	Tickle College of Engineering	Civil & Environmental Engineering
UTM			
Last Name	**First Name**	**College**	**Department**
Airy	Clint	Agriculture and Applied Sciences	Agricultural, Geosciences, & Natural Resources
Anderson	Lindsay	Education, Health, & Behavioral Sciences	Behavioral Sciences
Bird	Will	Agriculture and Applied Sciences	Agricultural, Geosciences, & Natural Resources
Humphreys	Carrie R	Business and Global Affairs	Accounting, Finance, Economics, and Political Science
Stratton	Elizabeth	Education, Health, and Behavioral Sciences	Educational Studies

June 2022 Promotions

UTC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Allerton	Alison	Arts and Sciences	Performing Arts - Music	Associate Professor
Bailey	Andrew	College of Health, Education and Professional Studies	Health and Human Performance	Professor
Black	Kristen	Arts and Sciences	Psychology	Associate Professor
Cooper	Kody	Arts and Sciences	Political Science and Public Service	Associate Professor
Dierenfeldt	Rick	Arts and Sciences	Social, Cultural, and Justice Studies	Associate Professor
Fleming	Rachel	UTC Library	Collections Department	Associate Professor
Hamblen	Joshua	Arts and Sciences	Chemistry and Physics	Professor
Hamilton	Kara	College of Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Hathaway	Elizabeth	College of Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Hogg	Jennifer	College of Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Hossain	Azad	Arts and Sciences	Biology, Geology, and Environmental Science	Associate Professor
Jimenez	Carmen	Arts and Sciences	Modern and Classical Languages and Literatures	Associate Professor
Kule	Ahmet	Arts and Sciences	Social, Cultural, and Justice Studies	Associate Professor
Lasley	Noah	UTC Library	Collections Department	Associate Professor
Locander	David	Gary W. Rollins College of Business	Marketing and Entrepreneurship	Associate Professor
Miller	Tonya	College of Health, Education and Professional Studies	Interior Architecture and Design	Associate Professor
Neely	Andrea	Gary W. Rollins College of Business	Management	Associate Professor
Nichols	Roger	Arts and Sciences	Mathematics	Professor
Palmer	Heather	Arts and Sciences	English	Professor
Peyer	Karisa	College of Health, Education and Professional Studies	Health and Human Performance	Associate Professor
Qin	Hong	College of Engineering and Computer Sciences	Computer Science	Professor
Samuel	Annie Tracy	Arts and Sciences	History	Associate Professor
Schafer	Erika	Arts and Sciences	Performing Arts - Music	Professor
Simms-Roberson	Priscilla	College of Health, Education and Professional Studies	Nursing	Associate Professor
Stewart	Jennifer	Arts and Sciences	English	Associate Professor
Swedberg	Anne	Arts and Sciences	Performing Arts - Theatre	Associate Professor
Weeasema	Lakmali	Arts and Sciences	Mathematics	Associate Professor
UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Abhyankar	Vrushali	Dentistry	Periodontology	Associate Professor
Abidi	Ammaar	Dentistry	Bioscience Research	Associate Professor
Animalu	Chinelo	Medicine	Medicine	Associate Professor
Arnold	Valerie	Medicine	Psychiatry	Professor
Bagga	Bindiya	Medicine	Pediatrics	Professor
Beebe	Michael J.	Orthopaedic Surgery and Biomedical Engineering	Medicine	Assistant Professor
Bettin	Kristen	Medicine	Medical Education	Associate Professor
Binkley	Lesley	Dentistry	Periodontology	Associate Professor
Boll	Julia	Medicine	Clinical Medical Education	Associate Professor
Brown	Jami Smith	Acute and Tertiary Care	Nursing	Associate Professor
Callahan	William	Dentistry	General Practice Dentistry	Associate Professor
Camors	Emmanuel M	Medicine	Pediatrics	Assistant Professor
Caron	Elena	Medicine	Pediatrics	Associate Professor
Chen	Hao	Medicine	Pharmacology	Professor
Cincere	Brandon A	Medicine-Chattanooga	Orthopaedic Surgery	Associate Professor
Criswell	Shelia	Health Professions	Diagnostic and Health Sciences	Assistant Professor
Cui	Yan	Medicine	Genetics, Geonomics, and Informatics	Professor
Dalgo	Austin	Medicine	Pediatrics	Associate Professor
Diaz-Thomas	Alicia	Medicine	Pediatrics	Professor
Dorizas	John A	Medicine-Chattanooga	Orthopaedic Surgery	Associate Professor
Earl	Martha F	Medicine-Knoxville	Preston Medical Library	Professor
Eudaley	Sarah T	Pharmacy	Clinical Pharmacy and Translational Science	Associate Professor

June 2022 Promotions

UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Ford	Marcus C	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor
Fowler	Brian	Medicine	Ophthalmology	Associate Professor
Glazer	Evan Scott	Medicine	Surgery	Associate Professor
Goldberg	Jason	Medicine	Pediatrics	Associate Professor
Grayless	Brittany	Health Professions	Audiology and Speech Pathology	Associate Professor
Hausladen	Jennifer	Health Professions	Audiology and Speech Pathology	Associate Professor
Hennings	Jacob R	Medicine-Chattanooga	Emergency Medicine	Clinical Associate Professor
Hollingsworth	T.J.	Medicine	Ophthalmology	Assistant Professor
Hollingsworth	T.J.	Medicine	Anatomy and Neurobiology	Assistant Professor
Iona Acosta	Violiza	Medicine	Neurology	Associate Professor
Iona Acosta	Violiza	Medicine	Neruosurgery	Associate Professor
Jackson	Christopher	Medicine	Medicine	Associate Professor
Jain	Vinay	Dentistry	Prosthodontics	Professor
Johnson	Rajasingh	Dentistry	Bioscience Research	Professor
Johnstone	Patti Michele	Health Professions	Audiology and Speech Pathology	Professor
Jones	Emily Hicks	Medicine	Dermatology	Associate Professor
Krishnaiah	Balaji	Medicine	Neruology	Associate Professor
Kuscu	Canan	Medicine	Surgery	Assistant Professor
Lancaster	Stephanie	Health Professions	Occupational Therapy	Associate Professor
Lange	Jessica	Medicine-Chattanooga	Urology	Assistant Professor
Maller	Vinod	Medicine	Radiology	Associate Professor
Maron	Gabriela	Medicine	Pediatrics	Associate Professor
Martinez	Hugo	Medicine	Pediatrics	Associate Professor
Mayall	Rebecca	Dentistry	Prosthodontics	Associate Professor
Merlocco	Anthony	Medicine	Pediatrics	Associate Professor
Michael, II	Lattimore Madison	Medicine	Otolaryngology	Professor
Miller	Joseph	Medicine-Chattanooga	Orthopaedic Surgery	Assistant Professor
Mire	Ryan	Medicine	Clinical Medical Education	Associate Professor
Moustafa	Mohamed	Medicine	Ophthalmology	Assistant Professor
Mozhui	Khyobeni	Medicine	Preventive Medicine	Associate Professor
Nada	Arwa	Medicine	Pediatrics	Associate Professor
Ogu	Ugochi	Medicine	Medicine	Associate Professor
Patel	Tejesh	Medicine	Dermatology	Professor
Pattanaik	Debendra	Medicine	Medicine	Professor
Peeden	Joseph	Medicine-Knoxville	Medicine	Associate Professor
Pickup	Leigh Anne	Medicine	Physician Assistant Studies	Associate Professor
Pourciau	Crystal Yvonne	Medicine	Dermatology	Associate Professor
Pourciau	Crystal Yvonne	Medicine	Pediatrics	Associate Professor
Purevjav	Enkhe	Medicine	Pediatrics	Professor
Purvis	John	Medicine	Pediatrics	Associate Professor
Reilly	Kevin Joseph	Health Professions	Audiology and Speech Pathology	Associate Professor
Rubin	Mark N	Medicine	Neruology	Associate Professor
Sanata Cruz Terrazas	Marina	Medicine	Obstetrics and Gynecology	Assistant Professor
Shappley	Rebekah	Medicine	Pediatrics	Associate Professor
Shorman	Mahmoud	Medicine-Knoxville	Medicine	Professor
Shukla	Pradeep K	Medicine	Physiology	Associate Professor
Sintim-Damoa	Akousa	Medicine	Radiology	Associate Professor
Smallwood	Heather	Medicine	Pediatrics	Associate Professor
Smith, III	Benjamin C	Medicine-Chattanooga	Emergency Medicine	Clinical Professor
Smith	Webb	Medicine	Pediatrics	Associate Professor
Srinivasan	Saumini	Medicine	Pediatrics	Professor

June 2022 Promotions

UTHSC				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Tadphale	Sachin	Medicine	Pediatrics	Associate Professor
Thompson	Norfleet Buckner	Medicine	Orthopaedic Surgery and Biomedical Engineering	Assistant Professor
Vega	Hannah	Medicine-Knoxville	Anesthesiology	Assistant Professor
Vora	Amit	Medicine-Knoxville	Medicine	Clinical Associate Professor
Walker	Jonathan	Medicine-Chattanooga	Urology	Assistant Professor
Weisser-Pike	Orli	Health Professions	Occupational Therapy	Associate Professor
Wheeler	Maggie	Health Professions	Audiology and Speech Pathology	Assistant Professor
Whittle	Jessica S	Medicine-Chattanooga	Emergency Medicine	Clinical Professor
Wilbert	Christopher	Medicine	Clinical Medical Education	Associate Professor
Zahr	Rima S	Medicine	Pediatrics	Associate Professor
Zaveri	Parul	Medicine	Pediatrics	Associate Professor
UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Abbot	Jonathan	Veterinary Medicine	Small Animal Clinical Sciences	Professor
Abdoulmoumine	Nouredine	AgResearch	Biosystems Engineering and Soil Science	Associate Professor
Adair III	Henry S (Steve)	Veterinary Medicine	Large Animal Clinical Sciences	Professor
Auerbach	Benjamin	Arts and Sciences	Anthropology	Professor
Ballings	Michel	Haslam College of Business	Business Analytics & Statistics	Associate Professor
Benjamin	Stefanie	Education, Health, & Human Sciences	Retail, Hospitality, & Tourism Management	Associate Professor
Berestain	Nora	Arts and Sciences	Philosophy	Professor
Bourni	Theodora	Arts and Sciences	Mathematics	Associate Professor
Boyer	Chris	AgResearch	Agricultural and Resource Economics	Professor
Brakewood	Candance	Tickle College of Engineering	Civil & Environmental Engineering	Associate Professor
Budke	Jessica	Arts and Sciences	Ecology & Evolutionary Biology	Associate Professor
Carruthers	Celeste	Haslam College of Business	Economics	Professor
Coder	James	Tickle College of Engineering	Mechanical, Aerospace & Biomedical Engineering	Associate Professor
Collett	Brad	Herbert College of Agriculture	Plant Sciences	Professor
DeBruyn	Jennifer	AgResearch	Biosystems Engineering and Soil Science	Professor
Garthoff	Jonathan	Arts and Sciences	Philosophy	Professor
Gellert	Paul	Arts and Sciences	Sociology	Professor
Ghenov	Rubens	Arts and Sciences	Art	Associate Professor
Gonzalez	Kirsten	Arts and Sciences	Psychology	Associate Professor
Gras	David	Haslam College of Business	Mangement & Entrepreneurship	Associate Professor
Grzanka	Patrick	Arts and Sciences	Psychology	Professor
Hadziabdic Guerry	Denita	AgResearch	Entomology and Plant Pathology	Associate Professor
Harper	Frances	Education, Health, & Human Sciences	Theory & Practice in Teacher Education	Associate Professor
Hawkins	Shawn	Extension	Biosystems Engineering and Soil Science	Professor
Hay	Jessica	Arts and Sciences	Psychology	Professor
Hespel	Adrien-Maxence Charles-Edouard	Veterinary Medicine	Small Animal Clinical Sciences	Associate Professor
Hewett	Kelly	Haslam College of Business	Marketing	Professor
Hewezi	Terek	AgResearch	Plant Sciences	Professor
Hornbuckle-Lampkin	Lindsey	Education, Health, & Human Sciences	Kinesiology, Recreation, & Sport Studies	Associate Professor
Horvath	Brandon	Herbert College of Agriculture	Plant Sciences	Professor
Hwang	Wonjae	Arts and Sciences	Political Science	Professor
Issa II	Bernard	Arts and Sciences	Modern Foreign Languages & Literatures	Associate Professor
Jagadamma	Sindhu	AgResearch	Biosystems Engineering and Soil Science	Associate Professor
Kelly	Heather	Extension	Entomology and Plant Pathology	Professor
Kelley	Eric	Haslam College of Business	Finance	Professor
Kintziger	Kristina	Education, Health, & Human Sciences	Public Health	Associate Professor
Kwon	Michelle	Law	Law	Professor
Lapins	Alexander	Arts and Sciences	Music	Associate Professor

June 2022 Promotions

UTK				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Laughter	Judson	Education, Health, & Human Sciences	Theory & Practice in Teacher Education	Professor
Lee	Jaehoon	AgResearch	Biosystems Engineering and Soil Science	Professor
Lind	Joan	Arts and Sciences	Mathematics	Professor
Liu	Chuanren	Haslam College of Business	Business Analytics & Statistics	Associate Professor
Mannik	Jaan	Arts and Sciences	Physics and Astronomy	Professor
Mariani	Annachiara	Arts and Sciences	Modern Foreign Languages & Literatures	Associate Professor
McCord	Rachel	Arts and Sciences	Biochemistry, Cellular and Molecular Biology	Associate Professor
Mengesha	Tadele	Arts and Sciences	Mathematics	Associate Professor
Miles	Joseph	Arts and Sciences	Psychology	Professor
Moulton	Kevin	AgResearch	Entomology and Plant Pathology	Professor
Mulon	Pierre-Yves	Veterinary Medicine	Large Animal Clinical Sciences	Associate Professor
Munafo	John	AgResearch	Food Science	Associate Professor
Munyon	Timothy	Haslam College of Business	Mangement & Entrepreneurship	Professor
Olmstead	Spencer	Education, Health, & Human Sciences	Child & Family Studies	Professor
Ostrowski	Jim	Tickle College of Engineering	Industrial & Systems Engineering	Professor
Phan	Tuoc	Arts and Sciences	Mathematics	Professor
Porter	Jared	Education, Health, & Human Sciences	Kinesiology, Recreation, & Sport Studies	Professor
Poudyal	Neelam	AgResearch	Plant Sciences	Professor
Prado	Tulio M	Veterinary Medicine	Large Animal Clinical Sciences	Professor
Prosper	Olivia	Arts and Sciences	Mathematics	Associate Professor
Pulgar Painemal	Hector	Tickle College of Engineering	Electrical Engineering & Computer Science	Associate Professor
Richards	Jennifer	Extension	Agricultural Leadership, Education and Communications	Associate Professor
Ritchey	Sara	Arts and Sciences	History	Professor
Rocconi	Louis	Education, Health, & Human Sciences	Educational Psychology & Counseling	Associate Professor
Roessner	Amber	Communication & Information	Journalism & Electronic Media	Professor
Ross-Sheehy	Shannon	Arts and Sciences	Psychology	Associate Professor
Sharma	Bhavya	Arts and Sciences	Chemistry	Associate Professor
Shekoofa	Avat	AgResearch	Plant Sciences	Associate Professor
Sheldon	Kimberly	Arts and Sciences	Ecology & Evolutionary Biology	Associate Professor
Singh (Avasty)	Vandana	Communication & Information	Information Sciences	Professor
Skoog	Scott	Arts and Sciences	Music	Professor
Sun	Jinyuan	Tickle College of Engineering	Electrical Engineering & Computer Science	Professor
Sun	Kai	Tickle College of Engineering	Electrical Engineering & Computer Science	Professor
Trejo-Pech	Carlos	AgResearch	Agricultural and Resource Economics	Associate Professor
Trinh	Cong	Tickle College of Engineering	Chemical & Biomolecular Engineering	Professor
Trott	Louisa	Libraries	Library	Associate Professor
van Duuren	Alexander	Arts and Sciences	Music	Associate Professor
Wanamaker	Marianne	Haslam College of Business	Economics	Professor
Wiegand	Krista	Arts and Sciences	Political Science	Professor
Wierschem	Nick	Tickle College of Engineering	Civil & Environmental Engineering	Associate Professor
Williams	David	Haslam College of Business	Mangement & Entrepreneurship	Professor
Zhou	Hongyu (Nick)	Tickle College of Engineering	Civil & Environmental Engineering	Associate Professor
UTM				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Aleksander	Liz	Humanities and Fine Arts	Music	Professor
Braddock	Matt	Humanities and Fine Arts	History/Philosophy	Professor
Chi	Yu-Ho (Shannon)	Business and Global Affairs	Accounting, Finance, Economics, and Political Science	Associate Professor
Dasinger	Timothy	Education, Health, and Behavioral Sciences	Health and Human Performance	Associate Professor
Davis	Dexter	Business and Global Affairs	Management, Marketing, and Information Systems	Professor
Delmond	Anthony	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources	Associate Professor
Faught	Sam	Business and Global Affairs	Management, Marketing, and Information Systems	Professor

June 2022 Promotions

UTM				
Last Name	**First Name**	**College**	**Department**	**Promoted To:**
Foltz	Bryan	Business and Global Affairs	Management, Marketing, and Information Systems	Professor
Frye	Joseph	Humanities and Fine Arts	Music	Professor
Goyret	Joaquin	Engineering and Natural Sciences	Biological Sciences	Professor
Haig	Sarah	Humanities and Fine Arts	Visual and Theatre Arts	Professor
Hui-Chuan	Chen (Christie)	Business and Global Affairs	Management, Marketing, and Information Systems	Professor
Humphreys	Carrie R	Business and Global Affairs	Accounting, Finance, Economics, and Political Science	Associate Professor
Lewis	Maragret	Humanities and Fine Arts	History/Philosophy	Professor
Niedzialomski	Robert	Engineering and Natural Sciences	Mathematics and Statistics	Associate Professor
Parrish	Alissa	Education, Health, and Behavioral Sciences	Nursing	Associate Professor
Sims	Justin	Engineering and Natural Sciences	Mathematics and Statistics	Associate Professor
Smith	Clinton	Education, Health, and Behavioral Sciences	Educational Studies	Professor
Stratton	Elizabeth	Education, Health, and Behavioral Sciences	Educational Studies	Associate Professor
Walker	Danny	Agriculture and Applied Sciences	Agriculture, Geosciences, and Natural Resources	Professor